

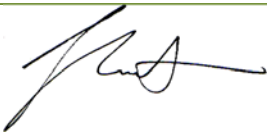
# 2016 Annual Implementation Plan: for Improving Student Outcomes

5403

Tyrrell College  
2016

Based on Strategic Plan 2012 - 2015

## Endorsements

|                                 |   |
|---------------------------------|---|
| Endorsement by School Principal | <div>Signed </div> <div>Name Graeme Forrester</div> <div>Date 24/3/2016</div>     |
| Endorsement by School Council   | <div>Signed </div> <div>Name Alison McClelland</div> <div>Date 24/3/2016</div>   |
| Endorsement by Senior Advisor   | <div>Signed... </div> <div>Name Graeme Scoberg</div> <div>Date...7/03/2016</div> |

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

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

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

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

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

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

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



## Summary page: the school's priorities and initiatives

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

| Priorities                          | Initiatives                                   | ✓ |
|-------------------------------------|---|---|
| Excellence in teaching and learning | <b>Building practice excellence</b>           | ✓ |
|                                     | Curriculum planning and assessment            |   |
| Professional leadership             | <b>Building leadership teams</b>              | ✓ |
| Positive climate for learning       | Empowering students and building school pride |   |
|                                     | Setting expectations and promoting inclusion  |   |
| Community engagement in learning    | <b>Building communities</b>                   | ✓ |

| <b>Initiatives Rationale:</b><br>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.  |   |
|--|---|
| <b>Data and feedback from the school self evaluation has identified 4 very clear areas that need development. These include – numeracy and literacy growth across numerous year levels which are lower than targeted goals, writing in particular is significantly lower at some year levels, VCE data is lower than for the state average and is a concern for parents, staff survey results for the last 2 years have been below state averages with curriculum and focus on teaching and learning areas of concern.</b> |   |
| <b>Key Improvement Strategies (KIS)</b><br>List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.  |   |
| Initiative:  | KIS   |
| <b>Building Practice Excellence</b>  | <ul style="list-style-type: none"> <li>Intervention programs - quicksmart numeracy.</li> <li>Whole school writing workshops and frameworks (Nelson Cengage - Carmel Small),</li> </ul>  |
| <b>Curriculum Planning and Assessment</b>  | <ul style="list-style-type: none"> <li>Implement a Curriculum Documentation PLT and research backwards design curriculum planning.</li> <li>Develop curriculum documentation frameworks (audit on what we do and don't have) - set up for 2017 4<sup>th</sup> pupil free day Melbourne Cup day for staff to learn and write new format.</li> </ul>            |
| <b>Empowering Students And Building School Pride</b>   | <ul style="list-style-type: none"> <li>To improve student transition into relevant learning pathways across the school.</li> <li>Increase community involvement, improve communication with Parent partners and the general community.</li> <li>Implement Compass to profile students, build CAPs plans, track students and improve communication.</li> </ul> |
| <b>Setting Expectations and Positive Inclusion</b>   | <ul style="list-style-type: none"> <li>Home group curriculum and program based on a values education model.</li> <li>Develop a P12 culture????</li> <li>Develop a performance and development culture for all staff.</li> </ul>   |

# Annual Implementation Plan: for Improving Student Outcomes

| ACHIEVEMENT   |  |  |  |  |  |
|---|--|--|--|--|--|
| Goals   | To improve student learning outcomes particularly in literacy  | Targets  | <i>Improve Naplan reading, writing and numeracy growth from 3 to 5, 5 to 7, 7 to 9 at State equivalent levels.<br/>Decrease the percentage of students below the National Minimum standard via the Year 5,7 &amp; 9 NAPLAN testing across reading, writing and numeracy.</i>   |  |  |
|   |  | 12 month targets   | <b>Growth of learning of same cohort from year 3 to year 5 by NAPLAN mean scaled scores</b><br>Reading 118.5* 100<br>Writing 120.2* 100<br>Numeracy 103.7 100<br><i>*Note the unusually low year 3 NAPLAN scores in 2008 have contributed to unusually high growth rates in 2010</i><br><b>Growth of learning of same cohort from year 5 to year 7 by NAPLAN mean scaled scores</b><br>Reading 96.8 90<br>Writing 46.2 90<br>Numeracy 62.8 100<br><b>Growth of learning of same cohort from year 7 to year 9 by NAPLAN mean scaled scores</b><br>Reading 35 40<br>Writing -0.4 40<br>Numeracy 43.4 50<br><b>Milestones of student attitudes to school years 5 and 6</b><br>Teacher Empathy 3.71 3.90<br>Teacher Effectiveness 3.73 3.92<br>Stimulating learning 3.11 3.38<br>Learning confidence 4.03 4.12 |  |  |
| KIS   | ACTIONS:<br>what the school will do  | HOW<br>the school will do it<br>(including financial and human resources)  | WHO<br>has responsibility  | WHEN<br>timeframe for completion   | SUCCESS CRITERIA:<br>Markers of success reflecting observable changes in practice, behaviour, and measures of progress   |
| Intervention programs - quicksmart numeracy                                 | The school will select and test students in years 5 to 10 using PAT maths.   | Implement the quicksmart program for mathematics and appoint a teacher as a coordinator and two education support staff as trainers. All three will attend training in November and March.   | Leading Teacher<br>Principal<br>ES staff   | Training end of 2015 and beginning of 2016<br>30 week program beginning mid feb<br>2 years<br>Reviewed each year | Ask teachers to identify students who are the lowest in their cohort<br>Look at 2015 ondemand and Ausvels data to identify students<br>Data collected from students on the program<br>Data collected from a control group<br>Pat maths data collected 3 times a year<br>Growth in lower 25% of cohort by two VELs points over 12 months.   |
| Whole school reading framework developed (in place of reading and recovery) | The school will implement a whole school reading framework.  | <p>Audit the current guided reading books in the primary school.</p> <p>Investigate the Fontas and Purnell reading program as an intervention program<br/>Implement the intervention program in Term 2</p> <p>Work with English KLA teachers in staff meeting<br/>Professional development time to explain the program and the benefits of guided reading in term 1.</p> <p>Investigate the implementation of a guided reading program in P-6 classes in term 2<br/>Investigate the implementation of a guided reading program in 7-10 in term 3 for 2<sup>nd</sup> semester</p> <p>Use PAT English tests to show growth</p> | Leading Teacher<br><br>English Teachers  | <p>Term 1 &amp; 2</p> <p>Term 3 &amp; 4</p>  | <p>An audit of the books currently available</p> <p>Ask teachers to identify students who are the lowest in their cohort<br/>Look at 2015 ondemand and Ausvels data to identify students<br/>Data collected from students on the program</p> <p>Program implemented in term 2 as an intervention program with students from the lower primary<br/>Program implemented in term 3 as a guided reading program in term 3</p> <p>PAT English tests DATA collected.</p> |
| Whole School writing model and explicit writing teachings                   | <ul style="list-style-type: none"> <li>Create a PLT with a focus on explicit teaching of writing types. P-12 focus.</li> <li>Whole school and cluster professional Learning day in term 1 on explicit writing techniques at Ouyen with Carmel Small</li> </ul> | <p>Form a PLT with 5 staff primarily English and primary staff. Use of regular meetings for research (a least 4 per term)</p> <p>Whole cluster day (major focus of the equity funding) Feb 24<sup>th</sup></p>   | <p>Leading Teacher and PLT</p> <p>All staff and Mallee cluster</p>   | <p>Term 1 2016</p> <p>Term 1 2016</p>  | <p>Clear goals and focus for the PLT and inclusion of English based staff</p> <p>All staff involved and engaged in exposition report templates to explicitly teach writing. Templates used in classrooms.<br/>Language of writing understood and used by all.</p>  |

|  |   |   |  |   |  |
|--|---|---|--|---|--|
|  | <ul style="list-style-type: none"> <li>PLT to research writing types and models to explicitly teach these.</li> </ul>   | Two further follow up visits with Carmel Small to measure student improvement growth in writing using Nelson Cengage methodology  | PLT teachers   | Terms 2 and 4   | Expected or better than expected growth. Whole school change in the teaching of writing.   |
| Develop curriculum documentation frameworks (audit on what we do and don't have) - set up for 2017 4 <sup>th</sup> pupil free day Melbourne Cup day for staff to learn and write new format. | <ul style="list-style-type: none"> <li>Create an action group that will research and design an appropriate common layout for documenting our curriculum.</li> <li>The layout will be presented to staff on the pupil free day in term 4.</li> <li>Collate the current scope and sequence into one table</li> <li>Present at least one PD session on the new 'Victorian Curriculum'</li> </ul> | <ul style="list-style-type: none"> <li>DJL will seek volunteers from a range of KLAs across our P-12 school. This team will require meeting times.</li> <li>Whole day PD will be set aside for sharing our agreed curriculum template and providing time/guidance for teachers to develop their plans (DJL to Run).</li> <li>DJL will collate the scope and sequence from current documentation.</li> </ul> <p>PD time made available. Training for DJL also required</p> | <ul style="list-style-type: none"> <li>Leading Teacher DJL to lead and action team</li> <li>Leading Teacher DJL</li> <li>Leading Teacher DJL</li> </ul> <p>DJL</p> | <ul style="list-style-type: none"> <li>End of Term 3</li> <li>31st of October</li> <li>End of Term 1</li> </ul> <p>By End of Term 2</p> | <p>Action grouped form with a mix of KLA areas and Primary and secondary</p> <p>Completed layout (proforma)</p> <p>Completed scope and sequence</p> <p>At least one PD session run by the end of term 2 with a teacher satisfaction rating of at least 80%</p> |
| Develop a whole school assessment model  | <ul style="list-style-type: none"> <li>Create standardised assessment schedule in Numeracy, Reading, Science Spelling and Grammar</li> <li>Set expected MOA for consistency</li> <li>Retest 2 more times per year</li> <li>Share data in Compass or SPA testing</li> </ul>  | <p>Purchase ACER online PAT testing. Set up all students from grade 4 to 10.</p> <p>Create a test schedule Term 1, Term 2 and Term 4.</p> <p>Model test conditions</p> <p>Repeat and measure growth</p> <p>Whole school PD in reading Pat tests and developing action plans</p>   | <p>Leading Teacher AOD</p> <p>Leadership Team</p> <p>Principal and AOD</p> <p>All staff</p> <p>AOD with all staff</p>  | <p>Term 1 2016</p> <p>Term 1 2016</p> <p>Term 2 and Term 4</p> <p>Term 2 and 4</p>  | <p>Culture of regular and expected testing in place. Students and staff take ownership of conditions and implications of results.</p> <p>Expected schedule</p> <p>Build data literacy in staff and early intervention strategies.</p>                          |

# Annual Implementation Plan: for Improving Student Outcomes

| ENGAGEMENT   |   |  |   |  |  |
|--|---|--|---|--|--|
| Goals  | To improve student transition into relevant learning pathways across the school.  | Targets  | To improve student transition into relevant learning pathways across the school.  |  |  |
|  |   | 12 month targets   | <div> <div> <b>Real Retention rate% = or &gt;</b> </div> <div> <div>2010</div> <div>2015</div> </div> <div> <div>Years 7 to 10</div> <div>71.4</div> <div>80.0</div> </div> <div> <div>Years 7 to 12</div> <div>60.7</div> <div>61.0</div> </div> <div> <div>VCAL participation</div> <div>8.2</div> <div>15.5</div> </div> <div> <b>% Exits to Further Education and Training</b> </div> <div> <div>2009</div> <div>2015</div> </div> <div> <div>% Unknown destinations recorded for levels 10-12</div> <div>16.7 (1)</div> <div>nil</div> </div> </div> |  |  |
| KIS  | ACTIONS:<br>what the school will do   | HOW<br>the school will do it<br>(including financial and human resources)  | WHO<br>has responsibility   | WHEN<br>timeframe for completion                                     | SUCCESS CRITERIA:<br>Markers of success reflecting observable changes in practice, behaviour, and measures of progress   |
| <b>Tyrrell College strengthen CAPS plans for students 7-12.</b>            | <ul style="list-style-type: none"> <li>Plan CAPs model for each age group</li> <li>Create CAPs plans for all students 7 to 12</li> <li>Students explicitly taught components and entry of CAPs</li> <li>CAPs plans used for Careers plan</li> </ul>   | PLT formed to research and develop CAPs model and plans<br><br>Plans uploaded to Compass<br><br>Curriculum model developed for Home Groups related to career planning and counselling<br><br>Through home group and one on one student meetings student information will be captured and entered into Compass.   | Leading Teacher FEB<br>Careers ES DR<br>PLT<br><br>Home Group Teachers  | Term 1 2016<br><br>Term 2 2016<br><br>Term 3 2016<br><br>Term 4 2016 | <ul style="list-style-type: none"> <li>All students have CAPS information on Compass</li> <li>Home group curriculum enhanced with Careers based activities and goal setting.</li> </ul>  |
| <b>Tyrrell College will build the leadership capacity of the students.</b> | <ul style="list-style-type: none"> <li>Promotion of leadership roles within the school, promote Induction Day to the wider community</li> <li>Support the Student School for Leadership</li> <li>Leadership of P12 Assembly</li> <li>Support the development of the Student Representative Council</li> </ul> | <ul style="list-style-type: none"> <li>Promotion of leadership roles within the school, promote Induction Day to the wider community</li> <li>Support the Student School for Leadership</li> <li>Within a whole school assembly framework, students across the school community will be supported to lead elements of the assemblies</li> <li>Support the development of the Student Representative Council</li> </ul> | Leading Teacher FEB and SRC<br>Coord JBU<br><br>SRC Coord JBU<br><br>Leading Teacher FEB and SRC<br>Coord JBU<br><br>SRC Coord JBU  | Term 1 2016<br><br>Term 2 and 3 2016<br><br>2016<br><br>2016         | Increased number of students<br><br>P12 culture of leadership and inclusion developed.   |
| <b>Increase community connections with Tyrrell College</b>                 | <ul style="list-style-type: none"> <li>Publicity</li> <li>Whole School Assemblies</li> <li>Open Days/Field Days and other community events</li> </ul>   | <ul style="list-style-type: none"> <li>Regular feature in local newspaper monthly</li> <li>Staff time and support of student leaders to plan and run whole school P12 assemblies in 2016.</li> <li>Increase involvement, promotion and publicity of community based events.</li> </ul>   | Leading Teacher FEB and leadership team.<br><br>SRC leader JBU and FEB<br><br>Leadership team and staff   | 2016<br><br>2016<br><br>2016   | <ul style="list-style-type: none"> <li>Improvement in parent opinion survey</li> <li>Student attitude to school survey</li> <li>Development if a whole school culture of sharing and presentation (connectedness to school and pride in the school).</li> <li>Improved community feedback</li> </ul> |



# Annual Implementation Plan: for Improving Student Outcomes

| WELLBEING  |  |  |   |   |  |
|--|--|--|---|---|--|
| Goals  | Improve student connectedness and engagement with school and its learning culture  | Targets  | <ul style="list-style-type: none"> <li>The number of days absent per student per year will be less than the state median.</li> <li>ATS classroom behaviour, learning confidence, school connectedness scores to be at or above state mean with an upward trend.</li> </ul>                |   |  |
|  |  | 12 month targets   | <b>Mean student absence rate</b><br>P to 6<br>7 to 12<br>Prep<br>Year 6<br>Year 7<br><b>Student attitudes to School Survey</b><br>Years 5 and 6 - peer connectedness<br>Years 5 and 6 - classroom behaviour<br>Years 7 to 12 - learning confidence<br>Years 7 to 12 - classroom behaviour | <b>2010</b><br>14.6<br>16.5<br>20.5<br>21.8<br>19.5<br>4.02<br>3.14<br>3.74<br>2.81   | <b>2015</b><br>12.0<br>13.0<br>13.0<br>12.0<br>13.0<br>4.47<br>3.76<br>3.79<br>3.06  |
| KIS  | ACTIONS:<br>what the school will do  | HOW<br>the school will do it<br>(including financial and human resources)  | WHO<br>has responsibility   | WHEN<br>timeframe for completion  | SUCCESS CRITERIA:<br>Markers of success reflecting observable changes in practice, behaviour, and measures of progress   |
| Implement Compass to track and profile student behaviour, attendance and progress                                      | <ul style="list-style-type: none"> <li>Implement Compass School manager</li> <li>Upload past student data onto compass, Upload student reports for 2015</li> <li>Build staff capacity</li> <li>Build student capacity in Compass</li> <li>Build parent capacity in use of Compass</li> </ul> | <ul style="list-style-type: none"> <li>Implement Compass school manager for staff in term 1 focus on attendance and behaviour tracking.</li> <li>Train staff in compass use: data entry, viewing reports</li> <li>Students given access and inclusion in term 2 for CAPs plans and notices</li> <li>Parents brought online in term 3</li> </ul>  | <p>Leading Teacher ASW and DJL</p> <p>ASW and DJL</p> <p>Home group teachers</p> <p>Leadership Team</p>   | <p>Term 1 2016 (continued development and addition throughout 2016)<br/>Term 1 - 2 2016</p> <p>Term 2 2016</p> <p>Term 3 2016</p> | <p>All staff marking rolls and entering behaviour events<br/>Increase in usage</p> <p>Regular event updates and staff survey feedback</p> <p>All students can access Compass<br/>All students can enter data</p> <p>Large turnout of parents to training sessions<br/>80% of parents logged into Compass more than once by end of year.<br/>Positive parent feedback on improved communication and feedback.</p> |
| Implement a values education program within the home group model at years 7 to 12 and within integrated studies at P-6 | <ul style="list-style-type: none"> <li>PLT formed for Home Group Curriculum</li> <li>Draft yearly scope and sequence with direct links to Victorian curriculum to be used in year</li> <li>Trial of materials in home group</li> <li>Whole school implementation</li> </ul>                  | <p>Form a PLT group that:</p> <ul style="list-style-type: none"> <li>reviews the current home group curriculum documentation</li> <li>Analysis of the new Victorian curriculum and how to align it with the home group program</li> <li>In class trials of program materials</li> <li>Provide professional development for all staff on how to read and understand the new Victorian curriculum.</li> <li>Materials used in all home groups</li> </ul> | <p>Leading Teacher ASW</p> <p>ASW and DJL</p> <p>Home Group PLT</p> <p>Home group PLT and all staff</p> <p>Home Group Teachers</p>  | <p>Term 1 2016</p> <p>Term 1 2016</p> <p>Term 1 2016</p> <p>Term 2 2016</p> <p>Term 2 and 3 2016</p> <p>Term 3 and 4 2016</p>     | <p>Curriculum documentation completed for VC general capabilities.</p> <p>Positive student feedback on curriculum and student focus groups informing value of program.</p>   |

# Annual Implementation Plan: for Improving Student Outcomes

| PRODUCTIVITY   |   |  |  |                                  |   |
|--|---|--|--|----------------------------------|---|
| Goals  |   | Targets **   | Build staff capacity to identify, understand and grow student learning.<br><i>RELEVANCE TO OUR SSP???</i>  |                                  |   |
|  |   | 12 month ** targets  | <b>Improve staff survey results key indicators – role clarity, teacher collaboration and professional learning</b><br><b>Improve Parent Survey indicators – parent input, approachability and general satisfaction to state averages</b> |                                  |   |
| KIS  | ACTIONS:<br>what the school will do                               | HOW<br>the school will do it<br>(including financial and human resources)  | WHO<br>has responsibility  | WHEN<br>timeframe for completion | SUCCESS CRITERIA:<br>Markers of success reflecting observable changes in practice, behaviour, and measures of progress  |
| <b>Conduct a school review and develop a new strategic plan for 2017-2020</b>            | • Self evaluation presented to school council and reviewer        | • Presentation of final self evaluation to be presented to staff, school council for feedback and consideration.                   | Principal<br>Leadership Team   | Term 1 February                  | Shared understanding on what the school has or hasn't achieved over the last 5 years.   |
|  | • Priority review to be conducted                                 | • Final report to be available for parents.  |  | Term 1 March                     | Collection of all stakeholder's opinions and directions for 2016  |
|  | • Strategic plan developed.                                       | • Priority review to be conducted over 4 days. Parent, staff and student focus groups to form.                                     | Reviewer and Principal   | Term 1 2016                      | Involvement of all stakeholders – building community involvement  |
|  | • New strategic plan implemented                                  | • Further groups formed to gather future direction.  | Principal and Leadership Team  | Term 2 and 3 2016                | Setting direction for the next 5 years with clear targets and Key Improvement Strategies as recommended by review with input from the wider community, staff and student body.                        |
|  |   | • Form Strategic Plan  |  |                                  |   |
|  |   | • Finalise strategic Plan  | Principal and School Council (SEIO)  | Term 3 2016                      |   |
| <b>Implement a Performance and Development Culture</b>                                   | • Develop P and D plan for 2016                                   | • Presentation of process including explicit expectations and formats as well as milestones to all staff.                          | Principal  | Term 1 2016                      | Clear explanation and common understanding of process   |
|  | • Form PLT groups (4 lead by each LT)                             | • 4 PLT groups linked to school priority formed eg Curriculum Writing, Explicit writing, CAPs and careers, Home groups and values. | Principal, Leading Teachers and all staff  | Term 1 2016                      | Role clarity improves in staff survey and also goal orientation   |
|  | • Team goal planning and professional development planning        | • Team goal setting using AITSL standards and Department process. Personalisation as well as group goals.                          | PLTs   | Term 1 2016                      | All staff with 1 common group goal and the rest personal goals.<br>All staff with meaningful and rigorous smart goals.<br>Leadership team to compare and discuss all goals for rigor and consistency. |
|  | • Feedback and evaluation of progress                             | • Mid and End of cycle meetings completed  | All staff  | Term 2 and 4 2016                | All staff meet standards  |
| <b>Leadership structure determined for 2017 onwards (strategic plan and review 2017)</b> | • Leadership working party formed                                 | • Principal to call for volunteers across all parts of the school  | Principal  | Term 2 2016                      | Clearly understood process as evidenced by surveys  |
|  | • Models researched and developed                                 | • Meetings held to research, compare to other schools and match against review.  | Leadership WP  | Term 2 2016                      | Clarity of rationale as evidenced by surveys  |
|  | • Model finalised for presentation after strategic plan developed | • Comparisons and preference (use budget)  | Leadership WP  | Term 3 2016                      |   |
|  | • Feedback and refinement of new model                            | • Staff meeting to workshop models and council feedback  | All staff and Consultative Committee   | Term 3                           | Budget responsible – new staffing structures for 2016 with timetables and staffing completed by the beginning of October.   |
|  | • Positions advertised for 2017                                   |  |  | Term 3                           |   |
|  | • New timetable structure   |  |  | Term 3                           |   |



|  |  |   |                           |  |  |
|--|--|---|---------------------------|--|--|
|  |  | <ul style="list-style-type: none"><li>Review and implement a new timetable structure that meets the needs of a P12 school</li></ul> | Leadership and timetabler |  | Effective spread of teaching and learning program as evidenced by feedback from staff. |
|--|--|---|---------------------------|--|--|

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

| ACHIEVEMENT  |   |          |  |          |                            |
|--------------|---|----------|--|----------|----------------------------|
| Actions:     | 6 month progress against success criteria and /or targets |          | 12 month progress against success criteria and /or targets |          | Budget<br>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<br>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<br>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<br>Spending to date |
|              | Status  | Evidence | Status   | Evidence |                            |
|              |   |          |  |          |                            |
|              |   |          |  |          |                            |
|              |   |          |  |          |                            |
|              |   |          |  |          |                            |