

Annual Implementation Plan: for Improving Student Outcomes

170228 STAFF

School name: Werribee Secondary College

Year: 2017

School number: 8465

Based on strategic plan: 2016-2019

Endorsement:

Principal Steve Butyn [date]

Senior Education Improvement Leader Helen Hobley [date]

School council Damian Marinaro [date]

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
<p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students <p>Professional leadership</p> <ul style="list-style-type: none"> Develop leadership that is shared and distributed <p>Positive climate for learning</p> <ul style="list-style-type: none"> Improve student connectedness to their peers and the College <p>Community engagement in learning</p> <ul style="list-style-type: none"> Increase community involvement in achieving the College's vision

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

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 2016 Werribee Secondary College was re-accredited by the Council of International Schools (CIS). The CIS Accreditation Report identified a number of key priorities:

Excellence in Teaching and Learning – building practice excellence

- Research and anecdotal evidence suggests that that differences in the quality of instruction from classroom to classroom within schools are greater than differences in instructional quality between schools. Werribee Secondary College recognises that the quality of teaching and learning varies from one class to another at our school.
- In 2015 the College developed the ENGAGE Learning and Teaching Cycle following extensive consultation with teachers. The ENGAGE Cycle represents the centrepiece of the College's efforts to improve the quality of teaching and learning in all classrooms across the College and is based on an agreed view of what quality teaching and learning looks like in the Werribee Secondary College context.
- The ENGAGE Cycle forms the basis of lesson preparation and will be embedded into teacher Professional Development Plans (PDP) and provide a focus for the College's Teacher Learning Communities, Peer Observation Program and Professional Development Program.
- Data Sets will be established and updated to provide teachers with student performance information to assist them with meeting the needs of their students.
 - Measures: School Staff Survey, Parent Opinion Survey, Student Attitudes to School Survey, NAPLAN and VCE student performance.

Professional leadership – Building leadership teams

- The College has 15 Leading Teachers and 16 Heads of Faculty / Curriculum Area Leaders and we recognise that building capacity of leadership teams is essential to improving student learning outcomes.
- The College will provide leaders with leadership development opportunities and training specific to their role.
 - Measures: School Staff Survey, Parent Opinion Survey, Student Attitudes to School Survey,

Positive climate for learning - Empowering students and building school pride

- The College has developed an extensive House, Tutor Group and Student Leadership Program and sees the continued development of an internationally-minded student body as a high priority.
- The College has extended its relationship with the High Resolves Global Citizenship Program to include students at Years 8, 9 and 10 and this program is closely linked to the College's Student Leadership Program.
- Students will be able to provide their views on issues of concern to them and develop initiatives to address them to a greater extent than ever before at the College.



- The College will develop and implement a school-wide 'Response to Intervention Program' to address issues of inclusion across the College.
 - Measures: School Staff Survey, Parent Opinion Survey, Student Attitudes to School Survey, Student Attendance

Community engagement in learning – Building communities

- Despite being widely regarded as a highly successful school, the annual Department of Education and Training surveys indicate that more could be done to build the college community and address particular issues related to the constituent groups – student, parents and staff.
- By empowering students and building student pride, we expect that students will be more connected to the school and to their peers.
- The College will streamline communications with parents and develop meaningful ways in which parents can be more actively engaged in their child's experience at the College and in our wider community.
- The College engaged a facilitator in 2016-17 to work with staff to address areas of concern identified in the School Staff Survey, particularly those associated with trust.
 - Measures: School Staff Survey, Parent Opinion Survey, Student Attitudes to School Survey

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)
Building practice excellence	<ul style="list-style-type: none"> • Embed the College's Teaching and Learning Model (ENGAGE) • Build teacher capacity to differentiate teaching to ensure challenge and progress for every student • Develop and implement a Response to Intervention Model to support student learning and wellbeing needs
Building leadership teams	<ul style="list-style-type: none"> • Enhance the leadership capacity of the College's Principal Class, Leading Teachers and Heads of Faculty • Develop a culture of staff professional trust and co-operation
Empowering students and building school pride	<ul style="list-style-type: none"> • Create opportunities to promote student voice and involve students in decision-making about how they can make a difference to their local and global communities
Building communities	<ul style="list-style-type: none"> • Improve communication between all elements of the College community • Develop real and meaningful opportunities for parents to become more actively involved in the school community

DRAFT



Section 2: Improvement Initiatives (1/4)

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		Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students			
IMPROVEMENT INITIATIVE		Building practice excellence			
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]			
12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]			
KEY IMPROVEMENT STRATEGIES	ACTIONS (WHAT / HOW)	WHO	WHEN	SUCCESS CRITERIA	MY CONTRIBUTION TO THE AIP
Embed the College's Teaching and Learning Model (ENGAGE)	ENGAGE INSTRUCTIONAL MODEL <ul style="list-style-type: none"> Whole of Faculty Meetings will be scheduled as frequently as possible during 2017 Faculty Development Time will be provided as frequently as possible. TLC Meetings will focus on the implementation of the ENGAGE instructional model Teacher PDPs will include a goal related to the implementation of ENGAGE Survey Monkey Surveys, designed to elicit student feedback on ENGAGE in their classrooms will be developed and used by teachers. 	RES and Staff Dev Team	Ongoing	6 months: <ul style="list-style-type: none"> Minutes of relevant meetings reflects the focus on ENGAGE All teachers utilise the ENGAGE model to improve their teaching and students' learning; The PDP Professional Practice Goal relates to ENGAGE Consider developing a 'checklist' of whole-school WSC teacher expectations e.g. Online Results 	
				12 months: <ul style="list-style-type: none"> Further encourage teachers working in teams to use surveys to help them to reflect on their teaching and student learning. Surveys can be hard copy but they will move progressively to online using Survey Monkey F2 	
Build teacher capacity to differentiate teaching to ensure challenge and progress for every student	RUBRICS / ASSESSMENT CRITERIA <ul style="list-style-type: none"> Known assessment criteria and feedback - Rubrics and / or clear assessment criteria are provided to students and parents prior to major assessments being commenced - An effective and easy to use mechanism is developed to communicate the rubrics / assessment criteria to students and parents Teachers working in Faculties determine assessment criteria / rubrics for major assessment items where they don't currently exist and review existing assessment criteria / rubrics as appropriate The Heads of Faculty will agree on ways in which assessment criteria / rubrics can be communicated effectively with parents and students before the assessment item is undertaken 	HOK and HoF	Working with teachers at scheduled meetings	6 months: <ul style="list-style-type: none"> Rubrics / Assessment Criteria, aligned to the Victorian Curriculum, are prepared for all major assessments in all subjects – teachers of particular subjects must use the common approach to assessment to enable moderation / review to occur B2 	•
				12 months: <ul style="list-style-type: none"> A simple procedure is in place for sharing rubrics / assessment criteria with students and parents. All students and parents have the opportunity to understand what is being assessed before an assessment piece is undertaken 	
	STUDY SKILLS <ul style="list-style-type: none"> Study Skills Seminars linked to Teaching - The skills learned need to be supported in the 	HOK and Student Managers	Term 2	6 months: <ul style="list-style-type: none"> Study Skills approaches to which students are exposed are identified and reinforced by teachers across the College B2 	



	classroom.			12 months: <ul style="list-style-type: none"> Whole school Study Skills approached is documented 	
	<p>GUARANTEED AND VIABLE CURRICULUM</p> <ul style="list-style-type: none"> Curriculum Co-ordinator works with Heads of Faculty / Curriculum Area Leaders to complete 'unit level' documentation of the guaranteed and viable curriculum Structured Curriculum Planning Time made available in late December Meeting Schedules include as many 'whole Faculty' meetings as possible Curriculum Day (November) focused on the Victorian Curriculum - staff working in Faculties, prepare documents as needed Curriculum Checklist generated to ensure that appropriate use is made of ICT (typically OneNote / OneDrive) within the curriculum 	HOK, Staff Dev Team and HoF	HoF Meetings	6 months: <ul style="list-style-type: none"> Whole of Faculty Meetings are scheduled as frequently as possible in the Meeting Schedule B1 Curriculum documentation aligned with the Victorian Curriculum completed at medium term level – teachers will document unit plans Teachers provided with additional support in the use of OneNote / OneDrive 	•
	<p>INVESTIGATE THE IB MIDDLE YEARS PROGRAM (MYP)</p> <ul style="list-style-type: none"> Investigate the MYP as a pathway for IBDP students and as a curriculum option for students entering at Year 7 Develop formal links between MYP schools such as Alamanda P-9 and Seabrook PS. 	HOK, CAL and HoF (team)	Team visits to MYP schools HoF Meetings	6 months: <ul style="list-style-type: none"> Meetings held with Alamanda and Seabrook Meeting/s with IB MYP Consultant Examination of the MYP and Victoria Curriculum overlay Implementation Plan developed 	•
				12 months: <ul style="list-style-type: none"> Implementation Plan approved 	•
	<p>USE OF DATA</p> <ul style="list-style-type: none"> ES staff support teachers to develop and store data sets used to monitor and improve student learning: <ul style="list-style-type: none"> Data Sets (including NAPLAN, AusVELS, PAT etc) to be used by Faculties Useful data sets to be identified by Heads of Faculty and teachers Employ additional ES Staff to obtain, collate, store, maintain and disseminate data sets Teachers receive training in the appropriate use of data 	ONE, HOK, HoF	Faculty and TLC Time	6 months: <ul style="list-style-type: none"> Teachers further develop their understand of the meaning of data (Faculty-based Mentoring and Support) Data sets designed for a particular purpose will be identified, prepared, compiled and archived as data becomes available B8 Data sets are used by teachers to critically evaluate current methodologies Strategies to monitor and improve student outcomes are developed and trialled Protocols and accountability measures are in place to ensure that data is analysed and used to effect changes to methodologies. B10 	•
				12 months: <ul style="list-style-type: none"> Data derived from rubrics / assessment criteria used to modify approaches to teaching and to improve students' learning Time is available for teachers to meet to moderate as appropriate and analyse data and make changes to methodologies All analysis and changes to methodologies are recorded and acknowledged through the PDP process, but also recorded for others to use 	
Develop and implement a Response to Intervention Model to support student learning and wellbeing needs	<p>WHOLE SCHOOL RESPONSE TO INTERVENTION</p> <ul style="list-style-type: none"> A Working Party is established to examine the current supports to students with special needs. Through discussion with staff, parents and students: <ul style="list-style-type: none"> Develop Policies Prepare procedures and develop appropriate Forms / Templates Publish materials that inform the community about the strategies used by the College to support students 	WOO, HOK, ONE, MCR	Meetings as required	6 months: <ul style="list-style-type: none"> Clear and viable policies and procedures are in place for the identification of students with special needs. A process is in place to collect and use information that identifies students and their special needs: <ul style="list-style-type: none"> At enrolment When referred by a parent / staff member With reference to the student's special needs, a plan is put in place and monitored to ensure that they have an appropriate level of support A database is developed for all students with special needs and their intervention strategies and this is available to all staff and the 	



	<ul style="list-style-type: none"> ○ and how to access them ○ Oversee the implementation of the Whole-School Strategy • Utilise the three-tiered approach to supporting all students: <ul style="list-style-type: none"> ○ Tier 1: High quality instructional practice in all classrooms – training provided at the College ○ Tier 2: Differentiated tasks with support provided in the classroom – education support personnel use effective / specific strategies to support students identified with special needs (build upon previous years' work) ○ Tier 3: One to two support provided with personnel (Student Counsellors, SSS Officers, Withdrawal Programs) • Work with the Staff Development Team to plan a Professional Learning timeline for all staff in Tier 1 • Train key staff in effective strategies for students with particular special needs 			<p>students' parents</p> <ul style="list-style-type: none"> • Teachers collaborate to link the ENGAGE Model with curriculum documentation <p>12 months:</p> <ul style="list-style-type: none"> • Special needs strategies are included in the induction program for new staff • Clear and detailed records are kept regarding the intervention strategies used by the College and their effectiveness. • The services provided by the College and how they can be accessed are widely advertised and known throughout the College community • Additional support to students / more resources for intervention 	
--	---	--	--	---	--



Section 2: Improvement Initiatives (2/4)

STRATEGIC PLAN GOALS		Develop leadership that is shared and distributed				
IMPROVEMENT INITIATIVE		Building leadership teams				
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]				
12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]				
KEY IMPROVEMENT STRATEGIES	ACTIONS (WHAT / HOW)	WHO	WHEN	SUCCESS CRITERIA	MY CONTRIBUTION TO THE AIP	
Enhance the leadership capacity of the College's Principal Class, Leading Teachers and Heads of Faculty	BUILDING LEADERS' CAPACITY NEW Facilitator works directly with Principal Class Officers (PCO) and Leading Teachers to build their leadership capacity.	Facilitator	Meetings as scheduled	6 months: • PCO and Leading Teachers Leadership receive training and support provided to assist with community building 12 months: • PCOs and Leading Teachers implement approaches that have been learned		
	COACHING NEW Staff Development Team (SDT) coach Heads of Faculty. • PD needs of Heads of Faculty are identified • A member of the SDT acts as a coach for Heads of Faculty (coaching them how to coach others) • A coach is found who can assist Heads of Faculty to meet their own PD goals.	SDT	PD Sessions and other times	6 months: • All Heads of Faculty have been appointed a Coach who will address their particular PD needs 12 months: • Feedback from Heads of Faculty indicate that their coaching has been successful		
	PRINCIPAL CLASS OFFICERS NEW Senior Leadership (PCO) provide instructional support to teachers.	PCO	Ongoing from Term1	6 months: • PCOs visit every teacher at least once and provide teachers with feedback on request • PCOs visit classes during special events / activities such as STEM • Records of PCO visits are recorded and published at the end of each term. 12 months: • All teachers have been visited by a PCO at least twice for the year • PCOs visit classes during special events / activities such as STEM • Responses on the School Staff Surveys show improvement • Records of PCO visits are recorded and published at the end of each term.		
Develop a culture of staff professional trust and co-operation	NON-NEGOTIABLES NEW Implementation of school-wide agreed 'non-negotiables'.	PCO Leading Teachers	Ongoing as issues arise – start Day 1 2017	6 months: • Non-negotiables are widely known by staff • PCO and Leading Teachers address issues related to non-negotiables manner as documented 12 months: • Responses on the School Staff Surveys show improvement		



Section 2: Improvement Initiatives (3/4)

STRATEGIC PLAN GOALS		Improve student connectedness to their peers and the College			
IMPROVEMENT INITIATIVE		Empowering students and building school pride			
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]			
12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]			
KEY IMPROVEMENT STRATEGIES	ACTIONS (WHAT / HOW)	WHO	WHEN	SUCCESS CRITERIA	MY CONTRIBUTION TO THE AIP
Create opportunities to promote student voice and involve students in decision-making about how they can make a difference to their local and global communities	STUDENT VOICE <ul style="list-style-type: none"> NEW Establish a Student Representative Council (SRC) comprised of student House Captains and Vice-Captains. NEW SRC Executive meets with the Senior Leadership Team at least twice per term. The College will support O-Week and other special events and provide positions of responsibility: Director of Student Wellbeing, Student Life Program and Leadership House Leaders Tutor Groups will run for one period per week at Years 7&8 and 9&10. Students will be encouraged to a Leadership Camp (December) and external events and leadership training Consolidate the work done in 2016 to establish 'committees / clubs' led by students Students encouraged to take on projects linked to global citizenship 	RIL, Tutors and House Leaders	Meetings with Senior Leadership are held at least twice per term. Ongoing work	6 months: <ul style="list-style-type: none"> SRC is established and meets regularly Regular meetings of Student Leadership and College Administration to discuss issues and agree on solutions 12 months: <ul style="list-style-type: none"> Student suggestions are shared with the wider community Students work on additional projects that are referenced to <i>internationalism</i> 	
	GLOBAL CITIZENSHIP <ul style="list-style-type: none"> Curriculum Checklist - Courses include explicit reference to Internationalism (Global Citizenship) opportunities While courses are being reviewed, specific opportunities to develop students' global citizenship within the curriculum 	HOK and Heads of Faculty	Audit complete before June 2017 Planning for implementation in 2018	6 months: <ul style="list-style-type: none"> Curriculum audited for existing ways that Internationalism (Global Citizenship) are addressed 12 months: <ul style="list-style-type: none"> Additional opportunities (including cross curriculum links) are identified and to reinforce the College's Internationalism Policy (Global Citizenship) Explicit teaching of cultural perspectives and geopolitics occurs where appropriate A3 	
	REFUGEE / EAL and ISP STUDENTS <ul style="list-style-type: none"> Raise STAFF awareness of students with refugee backgrounds Provide Professional Learning for all teachers to support Refugee / EAL / ISP students EAL / ISP students are supported by specialist teachers in EAL classes. Classroom teachers of EAL groups support students' language acquisition and access to 	SDT, FOR, EAL Staff		6 months: <ul style="list-style-type: none"> Staff attend a presentation related to students and families with refugee backgrounds Staff who teach EAL classes are given specific training to support language acquisition 12 months: <ul style="list-style-type: none"> All teachers trained in EAL student support strategies. An easily accessible database of strategies is available to staff EAL support strategies are included in the induction program for 	•



	<p>the broader school curriculum</p> <ul style="list-style-type: none"> Review the current provision of support for EAL / ISP students 			new staff	
	<p>STUDENT LIFE PROGRAM</p> <ul style="list-style-type: none"> The program is designed to promote connectedness to school and the development of global citizenship Time allowance provided to Director of Student Wellbeing and Leadership (6 periods pw) and 2 x Assistants (1 period each pw) Tutor Groups operate for 1 x 49 minute period each week as part of teacher allotments House Leaders (staff) given OD time to organise House Week activities 	RIL, Assistants and House Leaders	Meetings as arranged	<p>6 months:</p> <ul style="list-style-type: none"> 2017 Lessons subject to ongoing development and review, with the inclusion of: <ul style="list-style-type: none"> ICT installations and trouble-shooting for students Learning about the Guiding Statement Internationalism / Global Awareness Issues Opportunities to share ethnic / community backgrounds and experiences What do respectful conversations look like? D2 Consider some assessment of Victorian Curriculum capabilities for Semester 2. <p>12 months:</p> <ul style="list-style-type: none"> 2017 Student Life Program has links to the Victorian Curriculum Students are actively engaged in a variety of experiences during Tutor Groups Student develop a greater understanding of Global Citizenship A pathways program is woven into the Student Life Program from Year 7 to Year 10 	•
	<p>GUIDING STATEMENT ATTRIBUTES</p> <ul style="list-style-type: none"> A series of surveys are developed that measure the development of 'student / community attributes' as contained within the Guiding Statement: <ul style="list-style-type: none"> Student attributes: <ul style="list-style-type: none"> adaptable lifelong learners confident creative resilient strong sense of personal identity ICT competent empowered to shape the world Community attributes, we: <ul style="list-style-type: none"> use evidence to improve celebrate achievement, success and growth nurture school values embrace cultural and social diversity protect students from abuse and harm RIL / RES will investigate the use of online surveys like Survey Monkey 	RIL, ONE	Meetings to plan and surveys held during Tutor Groups 7-10	<p>6 months:</p> <ul style="list-style-type: none"> Annual surveys to review the Student Life Program and to identify areas to further strengthen 'student / community attributes' Records are kept of students and their development of attributes and these are celebrated <p>12 months:</p> <ul style="list-style-type: none"> An exit survey is completed at the end of Year 12 and at other times to provide the College with feedback Data obtained from the survey is collated and made readily available to the College community 	
	<p>CHILD SAFETY</p> <ul style="list-style-type: none"> Embed the Child Safe Polies and Practices throughout the College. Child Safe Risk Assessment Strategies are implemented. 	ONE and Student Wellbeing	From Term 1 and ongoing.	<p>6 months:</p> <ul style="list-style-type: none"> All strategies identified in the Child Safe Risk Assessment process are implemented Policy and processes monitored <p>12 months:</p> <ul style="list-style-type: none"> Risk Assessments are undertaken at least once each year. 	•
	<p>INTERNATIONAL STUDENT SUPPORT</p> <ul style="list-style-type: none"> The College reviews current arrangements for ISP students and audits the program to ensure compliance with the DET International 	HAT, Cathy Bailey and Sub-	Review ISP as required	<p>6 months:</p> <ul style="list-style-type: none"> A statement to be include in the Annual Report <p>12 months:</p> <ul style="list-style-type: none"> The College complies with relevant International Student Program 	•



	<p>Students Program</p> <ul style="list-style-type: none"> • Cathy or a temporary nominee is always available for contact by homestay families, students or parents • Regular and translated reporting is provided to off-shore parents • Students are placed in classes appropriate to their learning, social needs and their academic performance and welfare are closely monitored • English Language Support is provided to students according to student need • Homestay families are subject to regular checks as required 	Schools		requirements	
--	---	---------	--	--------------	--



Section 2: Improvement Initiatives (4/4)

STRATEGIC PLAN GOALS		Increase community involvement in achieving the College's vision			
IMPROVEMENT INITIATIVE		Building communities			
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]			
12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]			
KEY IMPROVEMENT STRATEGIES	ACTIONS (WHAT / HOW)	WHO	WHEN	SUCCESS CRITERIA	MY CONTRIBUTION TO THE AIP
Improve communication between all elements of the College community	COMMUNICATION <ul style="list-style-type: none"> College Council continue to publicise their work and communicate regularly with the community An appraisal mechanism for Council is implemented annually in March. Improve communication to improve levels of connectedness between parents and students and the College Making use of appropriate technologies The Communications Working Party will prepare a Communication Plan for the College and review and use multimedia platforms to streamline communication within community: <ul style="list-style-type: none"> Student ePlanner (app4) SchoolZine (Parent Newsletter) OneNote (Classroom) Moodle (Classroom – phased out) OneNote (Newsfeed) Dashboard PORTAL Website (Online Results) Monitor communication opportunities afforded by Compass Software 	ONE and Council Working Party	Ongoing	6 months: <ul style="list-style-type: none"> Strategies (C3) are in place and may include: <ul style="list-style-type: none"> Publication of upcoming issues in the newsletter Permanent 'College Council' item on agendas at Parents and Friends, Principal / Staff Meetings College Council President's column in the Newsletter Invitations for the community to provide input on issues being considered by College Council Council continues to focus on longer-term planning issues than short-term concerns C4 Monthly Faculty Budgets distributed and discussed College Council utilises the annual Appraisal mechanism developed in 2016 C4 The Communication Policy is developed, and known by all members of the College community Restructuring / rationalisation of network drives (especially Q) 	
			Term 1	12 months: <ul style="list-style-type: none"> Streamlined / easy to use software to communicate between school and home Increased levels of access by parents and students to the PORTAL Publication of an annual Staff Handbook about which feedback is sought from staff Improved levels of connectedness as measured on the Parent Opinion and Student Attitudes to School surveys 	
Develop real and meaningful opportunities for parents to become more actively involved in the school community	PARENT INVOLVEMENT <ul style="list-style-type: none"> Develop and promote opportunities for parents to be more involved in the College Establish a volunteer Working Party to develop, implement and review a plan to involve more parents in College life 	Working Party	Parents and Friends and College Council	6 months: <ul style="list-style-type: none"> Additional opportunities for parent involvement are identified and a strategies put in place to develop this involvement e.g. <ul style="list-style-type: none"> Morning tea for parents on Day 1 Year 7 Parents and Friends representatives at school functions / meetings Year 7 'Meet the 'GEMS Teacher' evening Transition to Middle School / Senior School 	
				12 months: <ul style="list-style-type: none"> Utilise the Communications Policy to establish clear mechanisms to inform the community and publicise events Improvements in Parent Opinion Survey results Publications (newsletter items etc) written in Home Languages 	



