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 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):

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

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) 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.

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence</td>
</tr>
<tr>
<td></td>
<td>Curriculum planning and assessment</td>
</tr>
<tr>
<td>Professional leadership</td>
<td>Building leadership teams</td>
</tr>
<tr>
<td>Positive climate for learning</td>
<td>Empowering students and building school pride</td>
</tr>
<tr>
<td></td>
<td>Setting expectations and promoting inclusion</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Building communities</td>
</tr>
</tbody>
</table>

### Initiatives Rationale:

Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.

Montague CEC’s ethos will have an impact on students for their wellbeing, motivation to learn, achievement and employability. We need to competently change the perceptions of employers, the community, students, parents and disability agencies in the employability and capabilities of Montague CEC students by working closely with the Local Learning Employment Network, Disability Employment Services and a range of training providers e.g. IMVC to improve students’ readiness for post school placements and ensure that every student has the best chance of a successful transition to employment.

### Key Improvement Strategies (KIS)

List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

<table>
<thead>
<tr>
<th>Initiative: Building communities</th>
<th>KIS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Montague will provide vocational accredited courses on site to PSD students in secondary and specialist schools.</td>
</tr>
<tr>
<td></td>
<td>• Development of an employability curriculum</td>
</tr>
<tr>
<td></td>
<td>• Whole school community engaged in improving students’ readiness for post school placements</td>
</tr>
</tbody>
</table>
## Annual Implementation Plan: for Improving Student Outcomes

### Goals
- **LITERACY** across the dimensions of speaking & listening and reading & writing
- **NUMERACY** skills

<table>
<thead>
<tr>
<th>KIS</th>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
</table>
| Whole school community engaged in improving students' readiness for post-school placements | • To improve student readiness for post-school placements by improving knowledge of Literacy & Numeracy  
  • Establish a VET Hub for delivery of certificate courses in a range of areas in the grounds of Montague that will provide provision for students and members of the community  
  • Whole school engaged in building a curriculum focusing on employability outcomes for students | All staff will attend PD on Montague curriculum at school  
  • Review the school’s Numeracy curriculum annually  
  • Complete the development of the school’s Literacy curriculum  
  • Establish a Professional Learning Team to investigate best practice in improving knowledge of contemporary Literacy & Numeracy approaches | Sotiria | Term 1 | 100% of staff participate in professional development of curriculum |
| Development of an employability curriculum. | To improve student readiness for post-school placements by improving Individual Program Planning for Literacy & Numeracy | Staff to upload on shared staff server their Work Planners for literacy and numeracy. Shared mentoring of staff and presentations at staff meetings on monthly basis  
  • Investigate appropriate models for Individual Program Planning  
  • Ensure that all students contribute to the planning of Literacy and Numeracy goals identified in their Individual Program Plans | David | Term 2 | Shared resources on server |
| Whole school community engaged in improving students' readiness for post school placements | To improve student readiness for post-school placements by improving the evaluation of students' Literacy & Numeracy skills | All staff to attend PD on testing/evaluations. PD by tech on On Demand Testing. Staff to share their assessment tools for literacy  
  • Establish protocols for providing peer feedback for improved Literacy and Numeracy classroom practices  
  • Develop and use VCAL templates for Literacy and Numeracy  
  • Update teachers' knowledge and skills to use ICT effectively in Literacy & Numeracy programs  
  • Develop teachers' skills to use data effectively to inform teaching practices | Tech | Term 1 & 4 | Each student will have evidence of measurable progress in numeracy and literacy |

**Targets**
- By 2016
  - 60% of enrolled students will achieve Literacy units in VCAL Foundation
  - 50% of enrolled students will achieve Numeracy unit in VCAL Foundation

**12 Month targets**
- KIS
  - Whole school community engaged in improving students’ readiness for post school placements
  - Development of an employability curriculum.  
  - Whole school community engaged in improving students’ readiness for post school placements

**12 month targets**
- Whole school community engaged in improving students’ readiness for post school placements
- Development of an employability curriculum.
- Whole school community engaged in improving students’ readiness for post school placements
### Annual Implementation Plan: for Improving Student Outcomes

**ENGAGEMENT**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>12 month targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve students’ readiness for post school placements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KIS</th>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
</table>
| Whole school community engaged in improving students’ readiness for post school placements | Improve the transition process for students – in, through and out of the school | Induction Program developed for students in consultation with SSS staff  
Policy and protocol documents established on existing programs  
- VET/VCAL commencement  
- Work experience, SBATs  
- Duke of Edinburgh | All staff | Term 3 | Induction program implemented.  
Record of students attending VET Hub from other schools, will be used as baseline data for future years.  
Clear policies re how students will move through the school documented for parents/careers/counsellors |
# Annual Implementation Plan: for Improving Student Outcomes

## WELLBEING

### Goals

| Targets | 80% of students will achieve their interpersonal goals  
80% of students will achieve their personal goals |

### 12 month targets

<table>
<thead>
<tr>
<th>KIS</th>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
</table>
| Whole school community engaged in improving students' readiness for post school placements | To include the Health & Wellbeing units from Victorian curriculum in our programs for all students | • Adapting curriculum to meet the needs of students personal development  
• Extend staff knowledge of Victorian Curriculum and VCAL Personal Development strands  
• Establish a Professional Learning Team to investigate best practice in improving students' Personal Development | All staff | Term 2 | Health & Wellbeing curriculum units delivered with full student participation  
In student based survey 90% of students indicate that MCEC meets their needs  
• Feel Sense of belonging  
• Feel safe at school  
• Safe place to learn  
• Resilience strategies taught |
| Development of an employability curriculum | Documentation of relevant curriculum and personal goals are in all individual plans | • Document a whole school approach to developing students' Personal Development  
• Ensure that all students contribute to the planning of the Personal Development goals identified in their Individual Program Plans | All staff | Term 3 | All students participate in at least 3 school based personal development activities. |
| Whole school community engaged in improving students’ readiness for post school placements | To analyse the 2015 Resilient Youth Survey (Port Phillip) | • Address issues such as overall difficulty of questions for our students  
• Develop program to improve resilience in target areas  
• Establish a true data base for girls | VCAL Coordinator | Term 4 | 2016 Survey baseline data shows improvement in targeted areas: Eg 54% of boys have problems in resilience, while this is above the national average of 30%, 2016 data shows improvement. Girls able to access more successfully survey. |
## PRODUCTIVITY

### Goals

<table>
<thead>
<tr>
<th>[insert from SSP]</th>
<th>Targets</th>
<th>SCHOOL building will be utilized more effectively for delivery of VET certificates.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12 month targets</strong></td>
<td>At least 3 VET certificates will be deliver on the grounds of Montague CEC</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIONS: what the school will do

#### Whole school community engaged in improving students’ readiness for post school placements

- Broaden the curriculum to include additional opportunities for students to increase their vocational education competencies

**HOW the school will do it (including financial and human resources):**

- Expand the range of VET courses and integrate students into mainstream programs
- Further develop the School Based Traineeships opportunities
- Investigate additional employers for student work placements
- Extend the range of contract work available to students
- Review and monitor the delivery of the VCAL Work Related Skills Units
- Offer VCAL Intermediate units to students ready for additional challenges

**WHO has responsibility:**

- VCAL coordinator
- Principal

**WHEN timeframe for completion:**

- Start of 2017

**SUCCESS CRITERIA:**

- At least 3 VET certificates will be deliver on the grounds of Montague CEC

### ACTIONS: what the school will do

#### Partnership with IMVC is formally established and lease agreement signed

- Lease arrangement drawn up with department legal branch in consultation

**WHO has responsibility:**

- Principal
- School Council President
- IMVC CEO
- Regional Personnel

**WHEN timeframe for completion:**

- Term 3

**SUCCESS CRITERIA:**

- Lease has been signed by both parties and approved by Minister
- Block B is renovated in preparation for operation in 2017

### ACTIONS: what the school will do

#### Set up marketing committee

- Budget allocation
- Engage external consultant

**WHO has responsibility:**

- Business Manager

**WHEN timeframe for completion:**

- Term 2

**SUCCESS CRITERIA:**

- School Promotional plan completed
- Consultant engaged name and purpose of school rebranded

### ACTIONS: what the school will do

#### Improve the marketing of Montague CEC Productivity

- Contact schools and meet with their Learning and Development Managers to discuss how and what Montague can provide – targeting their students who may be better suited to participate in VCAL programs

**WHO has responsibility:**

- Principal
- Business manager

**WHEN timeframe for completion:**

- Term 2

**SUCCESS CRITERIA:**

- Full-time Enrolments increase by 30% for start of 2017
- VET Hub enrolments reach 10-15 external students

### ACTIONS: what the school will do

#### Review current funding criteria

- Promotion Group established to rebrand MCEC

**WHO has responsibility:**

- Principal
- PLT
- External Consultants

**WHEN timeframe for completion:**

- Start of 2017

**SUCCESS CRITERIA:**

- Montague CEC to be rebranded
- Montague CEC new name
- Criteria accepted by central
## Monitoring of Annual Implementation Plan: for Improving Student Outcomes

### Achievement

<table>
<thead>
<tr>
<th>Actions:</th>
<th>6 month progress against success criteria and/or targets</th>
<th>12 month progress against success criteria and/or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor students achievements</td>
<td>Relevant testing – On Demand, Everyday maths completed as base line data for 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy curriculum revisited</td>
<td>Review of numeracy curriculum published for distribution to all teachers of PSD students</td>
<td></td>
<td>$500</td>
</tr>
</tbody>
</table>

### Engagement

<table>
<thead>
<tr>
<th>Actions:</th>
<th>6 month progress against success criteria and/or targets</th>
<th>12 month progress against success criteria and/or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>All teaching staff to visit at least 2 other schools and observe practises in employability programs</td>
<td></td>
<td>$500</td>
</tr>
<tr>
<td>Improving transition</td>
<td>Policy and protocol documents established for Duke of Edinburgh and VCAL programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Wellbeing

<table>
<thead>
<tr>
<th>Actions:</th>
<th>6 month progress against success criteria and/or targets</th>
<th>12 month progress against success criteria and/or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Wellbeing curriculum</td>
<td>Staff to attend PD - Headspace, Family Planning, Autism Adapted curriculum to meet the needs of students personal development From 2015 data ensure major areas are addressed eg. Resilience, mental health</td>
<td></td>
<td>$1200</td>
</tr>
</tbody>
</table>

### Productivity

<table>
<thead>
<tr>
<th>Actions:</th>
<th>6 month progress against success criteria and/or targets</th>
<th>12 month progress against success criteria and/or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmation of partnership with IMVC / Montague CEC</td>
<td>Draft lease agreement finalised</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing Committee established</td>
<td>Rebranding of school discussed with parties – school council, region, parents Engage consultant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>