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):

<table>
<thead>
<tr>
<th>Priority</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence: Teachers, principals and schools will work together</td>
</tr>
<tr>
<td></td>
<td>Curriculum planning and assessment: Schools 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>Professional leadership</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>Positive climate for learning</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>Community engagement in learning</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 initiatives.

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>Community engagement in learning</td>
<td>Setting expectations and promoting inclusiveness</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.

Gladstone Park is a school which aims to provide its students with a first class education. It provides state of the art facilities and a safe and harmonious environment. Gladstone Park’s Data sets have consistently been in alignment with state averages; a trend which has continued for the past 8 years. It is the aim of Gladstone Park to continually improve and with that in mind the school looks closely at its data for areas of focus for improvement. Engaging the assistance of Phillip Holmes-Smith to further analyse the school data, it was noted that the top end of students were not making the gains required to meet averages. Therefore, it has become the focus for the 2016 school year and beyond to “grow” this cohort of students. Building the capacity of the staff to facilitate this growth.

The School Leadership Module results in the 2015 Staff Survey indicated the area of Intellectual Stimulation and Instructional Leadership could be areas worth investigating. As a whole staff we will discuss what the data has indicated and the merits of a whole school focus in these areas.

### 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</th>
<th>KIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Practice Excellence</td>
<td>To improve the academic growth of students in the top quartile in VCE and in meeting or exceeding the state mean for Reading, Writing and Numeracy in the NAPLAN data.</td>
</tr>
<tr>
<td></td>
<td>Continue our analysis of data sets at VCE and NAPLAN</td>
</tr>
<tr>
<td></td>
<td>Have a common growth improvement goal in staff Performance and Development Plans</td>
</tr>
<tr>
<td>Building Leadership Teams</td>
<td>To improve the data in the Leadership Module of the Staff survey in the areas of Intellectual Stimulation and Instructional Leadership</td>
</tr>
<tr>
<td></td>
<td>Monitor how effectively our school enhances student learning</td>
</tr>
<tr>
<td></td>
<td>Monitor the effectiveness of the assessment practices used in our school</td>
</tr>
<tr>
<td></td>
<td>To improve instructional leadership for the provision of a stimulating learning environment.</td>
</tr>
</tbody>
</table>
### Annual Implementation Plan: for Improving Student Outcomes

#### ACHIEVEMENT

**Goals**

**Targets:** Increase the relative growth of the students in the top 25\textsuperscript{th} percentile

<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>
<tbody>
<tr>
<td>Build the capacity of staff to interpret, analyse and utilise data</td>
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<tr>
<td>• Analyse data sets at VCE and NAPLAN</td>
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<tr>
<td>• Identify areas of strength and weakness through individual VCE data sets</td>
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<tr>
<td>• Employ Data expert to analyse the VCE and NAPLAN data sets</td>
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<tr>
<td>• Teacher meetings with Prin Team, KLA leaders and individual Year 12 teachers to analyse VCE data</td>
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<tr>
<td>AP Teaching and Learning Data Coordinator Teaching and Learning Coordinator KLA leaders</td>
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<tr>
<td>By November 2016</td>
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<tr>
<td>Improvement in VCE and NAPLAN Data sets showing relative growth is at or exceeds state averages</td>
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<tr>
<td>Have a common growth improvement goal in staff Performance and Development Plans</td>
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<tr>
<td>• Investigate KLA specific strategies to facilitate growth</td>
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<tr>
<td>• Sharing of best practice within each faculty</td>
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<tr>
<td>• Resource Mystery Night Professional Development sessions targeted at learning growth</td>
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<tr>
<td>• KLA time for developing growth targets and strategies</td>
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<tr>
<td>Performance and Development Coordinator</td>
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<td>By November 2016</td>
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<tr>
<td>Staff are employing strategies to improve growth in the top 25\textsuperscript{th} percentile of students in their classes</td>
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<td>Sharing of best practice becomes the norm</td>
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<tr>
<td>Staff Performance and Development Plans have a clear goal for student growth</td>
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<tr>
<td>Investigate strategies to improve teacher effectiveness</td>
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<tr>
<td>• Provide guidance for teachers regarding effective classroom practices</td>
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<tr>
<td>• Resource Professional Development budget to build instructional capacity</td>
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<tr>
<td>• Engage an expert in pedagogy to run a workshop at term 3 Curriculum Day</td>
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<tr>
<td>Teaching and learning Performance and Development Coordinator</td>
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<tr>
<td>End of term 3 2016</td>
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<tr>
<td>Classroom observational rounds become focused on improving teacher effectiveness</td>
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<tr>
<td>Student Attitudes to School survey results show a positive growth in the area of Teacher Effectiveness</td>
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<tr>
<td>Continue strategies to improve student work ethic across the college</td>
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<tr>
<td>• Monitor reporting package to reflect the high standard of grading</td>
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<tr>
<td>• Continue provide Tutor Classes and Catch up classes</td>
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<tr>
<td>Data Coordinator</td>
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<tr>
<td>Ongoing</td>
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<tr>
<td>A clear improvement in the work ethic across the college, measured by classroom survey and teacher feedback</td>
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</tr>
</tbody>
</table>
### Annual Implementation Plan: for Improving Student Outcomes

#### Goals: Leading Effective Pedagogies

<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>
<tbody>
<tr>
<td>Build the school’s capacity for strong instructional Leadership and stimulating learning</td>
<td>Provide guidance for Leading Teachers to facilitate the improvement of effective classroom practice</td>
<td>In Leading Teacher meetings with Pto Team and through Professional Development</td>
<td>Performance and Development Coordinator</td>
<td>By the end of term 3 2016</td>
<td>Improvement in Staff Survey results in the Leadership Module areas of Intellectual Stimulation and Instructional Leadership</td>
</tr>
</tbody>
</table>

| Monitor how effectively our school enhances student learning | Facilitate the analysis of the impact of diverse instructional practices on student learning | Use Cohort Groups and peer observations to analyze the impact on learning of diverse instructional practices through professional discussions and measures of impact | AP Teaching and Learning | By the beginning of December 2016 | Student performance data shows at least one year’s growth |

| Monitor the effectiveness of the assessment practices used in our school | Identify and share best assessment practices | Allocate ICA time for discussions and building of assessment tools | AP Teaching and Learning | By the beginning of December 2016 | Sharing of best practice becomes the norm |

| | | Include assessment of relative growth | Teaching and Learning Coordinator | | Feedback from parents and teachers regarding assessment is positive |
## Annual Implementation Plan: for Improving Student Outcomes

### WELLBEING

**Goals**

- Calm and supportive School Environment

**12 month targets**

- Increase year 7 to 12 school Factor Mean Score for Student Morale

<table>
<thead>
<tr>
<th>KIS</th>
<th>ACTIONS: what the school will do</th>
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</tr>
</thead>
</table>
| Focus on improving student moral in years 9-12 | * Focus on improving student wellbeing in years 9-11  
* Promote and measure activities to improve student moral  
* Coordinate with Student Services to investigate programs  
* Student Leadership coordinators to work with SRC and student body | Sub-School Principle, Student Services, Leadership Coordinators | On the retrieval of the 2016 Attitudes to School Survey results | SATSS Student Moral 7-13 School Factor Mean Scores for Student Moral show an increase to match the region score |
## Annual Implementation Plan: for Improving Student Outcomes

### Productivity

**Goals**

Improve facilities at the Senior School

<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>
<tbody>
<tr>
<td>Improve Year 12 results by providing facilities conducive to study</td>
<td>• Construct a study space and well-resourced Senior School Centre conducive to study, away from centre of school</td>
<td>• Manage SRP to secure funding for building project</td>
<td>Principal Business Manager</td>
<td>November 2016</td>
<td>Building constructed on-time and within budget</td>
</tr>
<tr>
<td></td>
<td>• Expand the Careers centre and incorporate into the Senior School Centre</td>
<td>• Manage staffing profile</td>
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<td></td>
<td>• Provide Year 12 students with an outdoor quiet locker/communal space adjacent to study centre</td>
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<tr>
<td>Strengthen practices that support senior students to improve including high ability students reaching their full potential</td>
<td>• Implement Senior School Initiatives to improve connectivity</td>
<td>• Resource guest speakers, Study Programs, Teacher/Student Mentor program, Minimize classroom disruption (utilize Private Study classes to deliver programs)</td>
<td>Senior School Team led by Senior School Principal</td>
<td>November 2016</td>
<td>Increase in all-study mean Data literacy of Year 12 teachers is improved. Study of VCE data and reflection becomes embedded in practice Sharing of best practice is the norm</td>
</tr>
<tr>
<td></td>
<td>• Run Study Programs</td>
<td>• Practice Exams</td>
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</tbody>
</table>
### 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>Status</td>
<td>Evidence</td>
<td>Status</td>
<td>Evidence</td>
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#### Engagement

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<tr>
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</table>

#### Wellbeing

<table>
<thead>
<tr>
<th>Actions</th>
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<th>12 month progress against success criteria and/or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
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</table>

#### Productivity

<table>
<thead>
<tr>
<th>Actions</th>
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<th>12 month progress against success criteria and/or targets</th>
<th>Budget Spending to date</th>
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<tbody>
<tr>
<td>Status</td>
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</table>

- Engage Architects
- Tender Process
- Begin Construction
- Relocate Senior School