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):

<table>
<thead>
<tr>
<th>Priority</th>
<th>Initiatives</th>
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<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: 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>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>
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<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>
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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.

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<th>Initiatives</th>
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| 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 |  
| Community engagement in learning    | Building communities                       | ✓  

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.

John Monash Science School completed a Peer Review in 2015 and has completed and submitted its new strategic plan for 2016-2019. The review identified opportunities to improve the literacy skills of all students across all domains via a consistent and shared approach (Building practice excellence), to consolidate and build on the shared understanding we have around team-teaching and develop a shared model across the school (Building practice excellence), and to merge the sciences with the emerging technologies in the JMSS curriculum to provide a richer and more contemporary science experience for students which involves the use of coding, software development and simulation in order to solve real world problems (Curriculum planning and assessment). JMSS has a remit to develop relationships with students and teachers in other government schools in order to build greater capacity in science, mathematics and technology education (Building communities). This work will continue and expand in the life of the new strategic plan.

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>
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| Building Practice Excellence        | • Build teacher capacity to use data and evidence-based strategies to maximise student performance in all curriculum areas with a specific focus on improved literacy skills.  
|                                     | • Develop domain-specific team-teaching instructional models based on JMSS’s Phased Learning Cycle, which enable students to become active learners who collaborate, explore and make connections, and are consistently implemented by all staff. |
| Curriculum planning and assessment  | • Design and implement an innovative curriculum in STEM which incorporates trans-disciplinary approaches, contemporary content and a strong integration with appropriate emerging technologies, especially computation, with a view to developing higher order thinking and entrepreneurship in our students. |
| Building communities                | • Develop and implement a strategic plan for the sustainable provision of outreach in Science, Mathematics and Associated Technologies |

### ACHIEVEMENT

#### Goals

To maximise student performance across all curriculum areas; but specifically higher levels of improvement in Literacy

#### Targets

- 20% of all AusVELS Level 10 students to achieve A in Reading, Writing (7% in 2015)
- 25% VCE Scores above 40, taking account of students doing a University Extension study (21% in 2015)
- VCE English (34.7 in 2015), English Language (34 in 2015), Chemistry (34 in 2015) and Mathematical Methods (36.2 in 2015)
- Mean Study Score 36 or above
- VCE Mean Study Score 36 (35 in 2015)
- Learning Confidence (Student Attitudes) 3.85 or above in each of Years 11-12 (3.72 Y11, 3.73 Y12 in 2015)

#### 12 month targets

- 15% of all AusVELS Level 10 students to achieve A in Reading, Writing; 22% VCE Scores above 40; VCE English, English Language, Chemistry and Mathematical Methods Mean Study Score 33 or above; VCE Mean Study Score 35; Learning Confidence (Student Attitudes) 3.65 or above in each of Years 10-12

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### KIS

**What the school will do**

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

**Who has responsibility**

**When timeframe for completion**

**Success criteria:** Markers of success reflecting observable changes in practice, behaviour, and measures of progress

<table>
<thead>
<tr>
<th>KIS</th>
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<td>Build teacher capacity to use data and evidence-based strategies to maximise student performance in all curriculum areas with a specific focus on improved literacy skills</td>
<td>Align leadership structure to provide appropriate leadership for this goal</td>
<td>Review of previous Leadership structure and realignment to current priorities</td>
<td>COR</td>
<td>6 roles in 2015 2 roles in 2016</td>
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<td>Establish school-wide clarity on literacy, including digital literacy, skills to be improved, and obtain base-line data on the current situation with students at all year levels</td>
<td>Establish parameters of the plan to be put in place; establish data-sets to be used, eg TORCH, On-demand PAT etc.</td>
<td>BOU with a team of designated Faculty nominees</td>
<td>Plan finalised by mid term two</td>
<td>Data clarity about current student abilities, and where opportunities for improvement lie</td>
<td></td>
</tr>
<tr>
<td>Staff trained in analysis of appropriate data, in literacy skills, VCE data and learning progress in all studies, incorporating the use of appropriate experts</td>
<td>Threaded through PD program</td>
<td>BOU, BAR, COR, BOU Teachers Faculty nominees</td>
<td>End of term one End of term one</td>
<td>Greater staff capacity to recognise skill deficiencies in students and increased capacity to improve student learning</td>
<td></td>
</tr>
<tr>
<td>Review of Year 10 English curriculum to align with specialism in science, improve science communication and establish more formal links with research methods</td>
<td>Plan with timelines to be developed</td>
<td>BOU and English Dept.</td>
<td>End of term two Goalposts established throughout 2016</td>
<td>Review organised in 2016, improved opportunities and engagement for students</td>
<td></td>
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<td>Develop a reliable method to measure the holistic value added to students from entry to graduation from JMSS, having set an agreed baseline</td>
<td>Rod Hyndman from Monash Uni to be approached for assistance</td>
<td>COR</td>
<td>During term one End term two Star of term three</td>
<td>Clarity around the value JMSS adds to students</td>
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### ACHIEVEMENT

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<th>Goals</th>
<th>Targets</th>
<th>12 month targets</th>
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| **Goals** | Increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking. | • New STEM curriculum plan by start of 2017  
• Emerging technologies used in 50% Year 10 science projects by end of 2017 (10% in 2015)  
• New and existing courses developed with creative and critical thinking, computation, manufacture  
• Increased opportunities for students to participate in competitions, fairs and exchanges, at state, national and international level  
• 25% Year 12 students undertake a University Extension course as part of their studies | • Curriculum review 2016; Technologies introduced into Year 10 projects in 2016; Introduction to entrepreneurship opportunities for Year 10 in 2016; |

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| Design and implement an innovative curriculum in STEM which incorporates trans-disciplinary approaches, contemporary content and a strong integration with appropriate emerging technologies, especially computation, with a view to developing higher order thinking, entrepreneurship in our students. | Align leadership structure to provide appropriate leadership for this goal | • Review of previous Leadership structure and realignment to current priorities  
• Advertise and fill available positions across 2015 and 2016 | COR | 6 roles in 2015  
2 roles in 2016 | New structure in place, clarity around lines of communication and governance |
| Map and compare computation and emerging technology skills and content already offered across VCE subjects (not only within enabling sciences), cross reference with new and emerging computation and technical skills required by STEM industry and research teams. | Investigate F-10 VC curriculum and make adjustments to Year 10 at JMSS accordingly  
Consultation and collaboration with Monash IT re coding etc at JMSS  
Investigate Industry skills needed via our Industry Advisory Board | • Investigate F-10 VC curriculum and make adjustments to Year 10 at JMSS accordingly  
• Consultation and collaboration with Monash IT re coding etc at JMSS  
• Investigate Industry skills needed via our Industry Advisory Board | MCT & CAR, DEN, PAI, GAV, MCI  
CAR, MCI, RAJ  
VAK, COR | Start of Term 2  
Throughout semester one  
Throughout semester one | Report from this comparison, clarity of approach to be taken |
| Begin a two-year review of the existing curriculum and delivery model in STEM at JMSS, and investigate the feasibility of possible changes and more inter-relationships between studies, in line with the new F-10 Victorian curriculum, and in view of expected STEM capabilities | Investigate F-10 VC curriculum and make adjustments to Year 10 at JMSS accordingly, EI at Year 10 or 11?  
Include VCE offerings, other curricula programs such as IB, Uni extension, new VCE offerings  
Investigate a new TT model | • Investigate F-10 VC curriculum and make adjustments to Year 10 at JMSS accordingly, EI at Year 10 or 11?  
• Include VCE offerings, other curricula programs such as IB, Uni extension, new VCE offerings  
• Investigate a new TT model | CHI to lead, Learning and Teaching Group  
STEM teachers  
GV, Strategic Planning and Innovation Group | Throughout 2016 | Ongoing improvements in student learning engagement |
| Introduce the concept of Entrepreneurship to Year 10s via an Immersion Day in partnership with Monash’s Research and Innovation division led by Prof. Ian Smith, local industry and local entrepreneurs | Plan Year 10 day in partnership with Monash colleagues, with appropriate curriculum follow-up  
Incorporate the skills involved in start-up enterprises in curriculum | • Plan Year 10 day in partnership with Monash colleagues, with appropriate curriculum follow-up  
• Incorporate the skills involved in start-up enterprises in curriculum | COR, VAK  
CHI to lead, Learning and Teaching Group | By end of semester one  
By end of semester one | Increased awareness of STEM capabilities and development opportunities for JMSS students |
| Establish project options for students in partnership with Monash, CSIRO, local business and industry and not-for-profit organisations to undertake projects as part of their courses in science, starting with a trial involving a small number of students in Year 1 | Trial Uni and CSIRO-supported EI projects to enable JMSS students to study the EI with Uni mentors  
Establish a list of projects the uni / CSIRO offers for EI, together with willing mentors | • Trial Uni and CSIRO-supported EI projects to enable JMSS students to study the EI with Uni mentors  
• Establish a list of projects the uni / CSIRO offers for EI, together with willing mentors | COR, CHI  
STEM teachers  
COR, STEM leaders | By end of term one  
By end of term three | A wider range of projects now possible  
Method to identify suitable students |

**Annual Implementation Plan: for Improving Student Outcomes**
# Annual Implementation Plan: for Improving Student Outcomes

## ENGAGEMENT 2

### Goals
- Deepen student engagement, collaboration and motivation within a rich learning community.

### Targets
- **Teacher Effectiveness (Student Attitudes)** 4.1 at each of Years 10-12 (3.99 Y10, 3.80 Y11, 3.96 Y12 in 2015)
- **Stimulating Learning (Student Attitudes)** 3.7 at each of Years 10-12 (3.60 Y10, 3.36 Y11, 3.47 Y12 in 2015)
- **Student Motivation (Student Attitudes)** 4.65 at each of Years 10-12 (4.55 Y10, 4.43 Y11, 4.46 Y12 in 2015)
- **Learning Focus (Parent Survey)** 6.35 (6.28 in 2015)

### 12 month targets
- **Teacher Effectiveness (Student Attitudes)** 4.0 at each of Years 10-12; **Stimulating Learning (Student Attitudes)** 3.5 at each of Years 10-12; **Student Motivation (Student Attitudes)** 4.5 at each of Years 10-12; **Learning Focus (Parent Survey)** 6.25

### KIS

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| Develop domain-specific team-teaching instructional models based on JMSS’s Phased Learning Cycle, which enable students to become active learners who collaborate, explore and make connections, and are consistently implemented by all staff. | Align leadership structure to provide appropriate leadership for this goal  
- Review of previous Leadership structure and realignment to current priorities  
- Advertise and fill available positions across 2015 and 2016 | COR | 6 roles in 2015  
2 roles in 2016 | New structure in place, clarity around lines of communication and governance |
| Finalise the resource 'Building Great Learners the JMMS Way', share with staff and incorporate into our professional learning program. | Finalise the JMSS Learning Resource and share with all staff  
Incorporate the themes into staff PD, classroom observations | CHL, BOH, BAR | End of term one  
For terms 2 and 3 | Booklet finished and shared |
| Make links with other schools who engage in team teaching, via DET’s Collaborative Learning Project, to share best practice. | Participate fully in the Collaborative Teaching Project  
Make links with other schools and undertake visits to learn from them  
Start to develop an agreed JMSS construct for Team Teaching | COR, CHL, BOH | Ongoing through 2016  
Will emerge through the CLP  
Model by end of 2016 | Model produced, clarity for staff, better alignment and clarity for students |
| Establish a teacher-team induction process which enables teachers to share their understandings, preferences and philosophies of practice at the start of each year or semester | Team Teaching Induction video in collaboration with Monash Ed Faculty  
Create and trial a model to build compatibility in teaching teams  
Incorporate model into all teacher induction programs | CHL, Greg Lancaster, Teachers trial COR, BOH | End of term one  
For 2017 | More seamless induction of staff into work at JMSS |
| Establish a range of ways for teachers in teams to give appropriate constructive feedback to each other, and get and act on feedback from students. | Professional Learning on giving and receiving feedback for all staff  
Build links to positive psychology  
Student survey trials and shared outcomes with all staff | BAR, CHI Teachers CHE COR, CHL, BOH | By end term 2  
By end term 2  
By end of term 3 | More effective teams, staff capacity built, greater investment in student voice |
### WELLBEING

#### Goals

- Develop students who are independent, resilient and confident learners and leaders.

#### Targets

- Girls Learning Confidence (JMSS Survey) - build from 2016 benchmarks
- Teacher Empathy (Student Attitudes) 4.1 at each of Years 10-12 (3.92 Y10, 3.76 Y11, 3.82 Y12 in 2015)
- Student Morale (Student Attitudes) 5.2 at each of Years 11-12 (5.13 Y10, 4.75 Y11, 4.89 Y12 in 2015)
- Student Distress (Student Attitudes) 5.4 at each of Years 10-12 (5.26 Y10, 5.09 Y11, 5.02 Y12 in 2015)
- Transitions (Parent Survey) 6.1 (5.94 in 2015)

#### 12 month targets

- Transitions (Parent Survey) 5.85; Student Distress (Student Attitudes) 5.1 at each of Years 10-12; Student Morale (Student Attitudes) 4.9 at each of Years 11-12; Teacher Empathy (Student Attitudes) 3.9 at each of Years 10-12

### ACTIONS:

#### Design and embed a whole-school approach in Positive Psychology to build resilience and self-confidence in all students

- A working party, involving appropriate stakeholder representatives, will audit existing practice and produce a revised Student Empowerment Plan based around Positive Psychology as the framework for action

#### Build staff capacity to build resilience and recognise mental health problems via the Wednesday PD program in PD Share sessions, with visiting experts and by teacher shadowing and observations

- Professional Learning undertaken for all staff with school Psychologist
- Agreed faculty approaches developed and implemented

#### Revise the Year 10 Learn 2 program to include resilience, core study skills, and collaborative skills as key foci, which are then incorporated into teaching programs

- New curriculum developed for 2016
- Pathways themes firmly built into Learn To course

#### All Faculties to implement assessment practices that are equitable across ability ranges, skill range and challenge of expectations, and trial at least one Year 10 assessment with formative feedback, and without % grades or total scores

- Trial organised in each faculty
- Strategies adopted by each faculty as to how each student learns from this feedback, and what they put into place as a consequence
- Common ways of feeding back, improvement focused, forward looking, record keeping by students and teachers

#### More regularly promote to students and parents the importance of positive psychology and a balanced lifestyle, and a strong profile of extra-curricular involvement via the JMSS Diploma

- Promotion at all info nights, bulletins, newsletters, parent nights, assemblies by leadership staff
- Organise guest speakers for parents to reinforce these themes

### OUTCOMES

- **SUCCESS CRITERIA:**
  - Markers of success reflecting observable changes in practice, behaviour, and measures of progress

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### Annual Implementation Plan: for Improving Student Outcomes

#### PRODUCTIVITY 1

**Goals**

- Build greater interest and passion in Science, Mathematics and Associated Technologies in students and teachers external to JMSS

**Targets**

- External satisfaction surveys (build from 2016 benchmarks)
- ESV Participation rates increase by 20% each year
- New programs for external students and teachers offered in each year of the Strategic Plan
- 20% new schools involved in Regional Science Exchange
- 20% new schools involved in the Little Scientist program

**12 month targets**

- ESV Participation rate to be 20% above 2015 level
- Teacher PD programs introduced in 2016

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<td>Develop and implement a strategic plan for the sustainable provision of outreach in Science, Mathematics and Associated Technologies</td>
<td>Align leadership structure to provide appropriate leadership for this goal</td>
<td>COR</td>
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| Build a strategic, pedagogical and business case around existing outreach programs, including international partnerships and trips, and consolidate a recurrent funding stream to make this sustainable into the future | • Liaison with DET re submission  
• Complete a Business Case resulting from consultations and DET support  
• Engage PwC as supporters of ESV | COR, VAK, COR with DET Outreach Group | End term 2 | Achievement of a sustainable budget allocation for outreach so it can operate independently of the school’s SRP |
| Investigate potential relationships with training providers – e.g. Bastow Institute of Leadership, the Royal Society and the Convergence Science Network, to incorporate professional learning with teachers at JMSS in the future | • Royal Society involvement  
• Convergence Science Network  
• Approach Bastow, Monash, Subject Associations and create opportunities for our staff to deliver PL | VAK, CAR, COR, VAK, MCT | Ongoing, beginning in term 1 | Achievement of partnerships to enhance and endorse what we offer, and add to our own capacity to deliver high-quality programs |
| Expand the existing offerings in the Emerging Sciences Victoria program and initiate professional learning for teachers | • Build links to whole school plan  
• Build DET liaison to broaden ESV reach and capacity | COR, COR, VAK, Exec Team | Ongoing throughout 2016 | Sustaining and embedding ESV, building capacity in teachers and students across the system |
| Establish an Industry Advisory Board for JMSS, with Monash University and DET, and including business and industry partners keen to support JMSS’s mission and advise us on key initiatives and programs to build core STEM capabilities in our students | • Under auspices of the School Council, to evolve from the current PiCS team  
• Clearly establish the composition, approaches, tenure, frequency of meetings, and role of the group | VAK, COR and Outreach Group, Exec with School Council | Term 1 | Strategic alignment of our goals with what industry wants |
# Annual Implementation Plan: for Improving Student Outcomes

## PRODUCTIVITY 2

### Goals

To build a staff community underpinned by a culture of collaboration, learning, risk-taking and opportunity

### Targets

- Teacher Collaboration (Staff Survey) 80% *(72.86% in 2015)*
- Applicability of Professional Learning (Staff Survey) 80% *(71.86% in 2015)*
- Collective Participation (Staff Survey) 80% *(73.59% in 2015)*
- Feedback (Staff Survey) 80% *(75.07% in 2015)*

### 12 month targets

- Teacher Collaboration (Staff Survey) 75%; Applicability of Professional Learning (Staff Survey) 75%; Collective Participation (Staff Survey) 75%; Feedback (Staff Survey) 77%

## KIS

**what the school will do**

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<td>Develop staff capacity to lead change through professional learning, collaboration, learning experiences and opportunities</td>
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<td>Reconfigure the Wednesday professional learning program to provide multiple options at all times to engage all staff. Reintroduce PD share sessions and the ARTs projects.</td>
<td>Review of previous Leadership structure and realignment to current priorities</td>
<td>BAR, CHI, BOH Teachers</td>
<td>By end of term one By end of term one By mid-term one</td>
<td>More effective use of time, builds greater capacity in staff, opportunities for more learning</td>
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<tr>
<td>Redesign the induction program resources for all new staff to include current priorities and make it usable at any stage: a new staff member come to the school – beginning of or during the year.</td>
<td>Review of current program, after feedback from previous new teachers</td>
<td>CHE</td>
<td>End of term one</td>
<td>More seamless introduction to JMSS for staff no matter when they arrive</td>
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<tr>
<td>Design a structure whereby the professional learning of every member of staff is easily recorded, including professional learning led by them for others</td>
<td>Develop or purchase an effective PD software package to deliver on this aim</td>
<td>BAR, CHI, RAJ</td>
<td>New Staff PD software to be launched with staff in Term One.</td>
<td>More reliable database for VIT records for staff</td>
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<td>Continue to encourage JMSS staff to enrol in Leadership Courses at the Bastow Institute of Leadership using their individual Performance Plans as a catalyst for targeting appropriate learning and development</td>
<td>Establish a new PL Bulletin to ensure all staff are kept informed of opportunities</td>
<td>BAR Teachers CHI BAR</td>
<td>First PL Bulletin to be published in Term One, with a frequency of three per Term.</td>
<td>Builds leadership capacity in more of our staff, and eventually in our system</td>
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**who has responsibility**

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<td>Reconfigure the Wednesday professional learning program to provide multiple options at all times to engage all staff. Reintroduce PD share sessions and the ARTs projects.</td>
<td>Review of previous Leadership structure and realignment to current priorities</td>
<td>BAR, CHI, BOH Teachers</td>
<td>By end of term one By end of term one By mid-term one</td>
<td>More effective use of time, builds greater capacity in staff, opportunities for more learning</td>
</tr>
<tr>
<td>Redesign the induction program resources for all new staff to include current priorities and make it usable at any stage: a new staff member come to the school – beginning of or during the year.</td>
<td>Review of current program, after feedback from previous new teachers</td>
<td>CHE</td>
<td>End of term one</td>
<td>More seamless introduction to JMSS for staff no matter when they arrive</td>
</tr>
<tr>
<td>Design a structure whereby the professional learning of every member of staff is easily recorded, including professional learning led by them for others</td>
<td>Develop or purchase an effective PD software package to deliver on this aim</td>
<td>BAR, CHI, RAJ</td>
<td>New Staff PD software to be launched with staff in Term One.</td>
<td>More reliable database for VIT records for staff</td>
</tr>
<tr>
<td>Continue to encourage JMSS staff to enrol in Leadership Courses at the Bastow Institute of Leadership using their individual Performance Plans as a catalyst for targeting appropriate learning and development</td>
<td>Establish a new PL Bulletin to ensure all staff are kept informed of opportunities</td>
<td>BAR Teachers CHI BAR</td>
<td>First PL Bulletin to be published in Term One, with a frequency of three per Term.</td>
<td>Builds leadership capacity in more of our staff, and eventually in our system</td>
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</table>
## Monitoring of Annual Implementation Plan: for Improving Student Outcomes

### ACHIEVEMENT

<table>
<thead>
<tr>
<th>Actions</th>
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### ENGAGEMENT

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