

EXAMPLES FROM SCHOOL ANNUAL IMPLEMENTATION PLANS USING PERFORMANCE & DEVELOPMENT CULTURE

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
Further develop the school's Performance and Development Culture with a focus on ELEMENT 1: INDUCTION	Example 1: <ul style="list-style-type: none"> ▪ Review and improve effectiveness of Induction Program 	<ul style="list-style-type: none"> ▪ Give PDCQ questions to new teachers and graduates to gain feedback on Induction Program ▪ Mentor training ▪ Update documentation and processes ▪ Regular induction meetings scheduled 	Induction Team	<ul style="list-style-type: none"> ▪ Term 1 ▪ Term 1 ▪ Ongoing ▪ Term 1 	All new staff feel they have been effectively inducted with full registration of graduates achieved
	Example 2: <ul style="list-style-type: none"> ▪ Extend the induction program to include staff new to positions of responsibility 	<ul style="list-style-type: none"> ▪ Provision of a mentor ▪ Time for meetings with mentor 	Leadership Team, mentors	On appointment	Staff new to positions feel supported to take on roles
Further develop the school's Performance and Development Culture with a focus on ELEMENT 2: MULTIPLE SOURCES OF FEEDBACK	Example 1: <ul style="list-style-type: none"> ▪ Trial and evaluate feedback processes outlined by teams ▪ Develop a feedback plan to implement as part of our review program 	<ul style="list-style-type: none"> ▪ Team leaders review current processes ▪ Team meetings scheduled ▪ Professional Development ▪ Critical Friends ▪ Coaching 	Leadership group P-6 Teams	<ul style="list-style-type: none"> ▪ Term 1 ▪ Ongoing 	By end of Term 4 all teachers will have received quality, regular feedback on work performance Increase in the variable score on Staff Opinion survey – 'Appraisal and Feedback'

	<p>Example 2:</p> <ul style="list-style-type: none"> ▪ Implement mandatory student feedback as an improvement tool for all VCE classes ▪ Increase number of staff using Transforming Learning online feedback program 	<ul style="list-style-type: none"> ▪ Train VCE staff in analysis of student survey data ▪ Implement improvement strategies arising from survey data 	VCE team	<ul style="list-style-type: none"> ▪ Terms 1 and 3 	VCE staff and staff using the Transforming Learning Program are confident in using student feedback as a data source for improvement
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<p>Further develop the school's Performance and Development Culture with a focus on</p> <p>ELEMENT 3:</p> <p>CUSTOMISED INDIVIDUAL DEVELOPMENT PLANS</p>	<ul style="list-style-type: none"> ▪ Explicitly align individual Professional Learning Plans with AIP ▪ All teachers to undertake component mapping activity to identify Professional Learning priorities 	<ul style="list-style-type: none"> ▪ Meeting time to revise process for individual development planning ▪ Review group meeting schedule ▪ IT support 	School Leaders	<ul style="list-style-type: none"> ▪ Process to commence in Term 1 	All teachers have prepared an individual Professional Learning Plan that links individual goals to the AIP
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<p>Further develop the school's Performance and Development Culture with a focus on ELEMENT 4:</p> <p>QUALITY PROFESSIONAL DEVELOPMENT</p>	<ul style="list-style-type: none"> ▪ Undertake whole-staff discussion and team reflection to identify PD needs ▪ Identify each team's learning focus for the term ▪ Focus on common Professional Learning needs ▪ Develop a whole school Professional Learning Plan for the year and share with the school community 	<ul style="list-style-type: none"> ▪ Staff and team meetings scheduled ▪ Performance Review conversations ▪ Shared meeting each term between P-2 and 3-6 teams ▪ Time to develop school plan and promote professional learning activities in newsletter and on website 	<p>Leadership team</p> <p>All staff</p> <p>School and PLT Leaders</p>	<ul style="list-style-type: none"> ▪ Term 1 ▪ Begin Term 1 and take place each term ▪ By Term 1 	<p>Staff have a common understanding of the value of school and team-based professional learning focusing on classroom practice through:</p> <ul style="list-style-type: none"> ▪ Moderating student achievement in teams providing forums for collegiate feedback ▪ Improved planning for individual students based on assessments <p>Improved student achievement against goals in Individual Education Plans A whole school Professional Learning Plan in place by the end of Term 1</p>
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<p>Further develop the school's Performance and Development Culture with a focus on ELEMENT 5:</p> <p>STAFF BELIEF IN A P&D CULTURE</p>	<ul style="list-style-type: none"> ▪ Review leadership roles and responsibilities and explore options to improve practices for 2009 ▪ Develop teacher leaders across the College, to work with a "Critical Friend" to identify and address leadership issues and build leadership capacity 	<ul style="list-style-type: none"> ▪ Scheduled Leadership Team meetings ▪ Time and resources for training "Critical friends" ▪ Scheduled meetings with "critical friends" 	<p>Leadership Team, "Critical Friend"</p>	<ul style="list-style-type: none"> ▪ Term 1 ▪ Term 1 ▪ Ongoing 	<ul style="list-style-type: none"> ▪ Strengths and weaknesses of the leadership structure and practices are identified and aspiring leaders are confident that the school provides opportunities and support for staff new to leadership roles ▪ Improved Staff Survey results, increase in staff applying for leadership positions
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