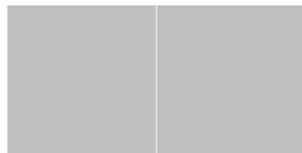


# 2016 Annual Implementation Plan: for Improving Student Outcomes

6261

## Distance Education Centre Victoria 2016

Based on Strategic Plan 2014-2018



### Endorsements

Endorsement by School Principal	Name: Bretton New Date: 26 April 2016
Endorsement by School Council	Name: Anna Vlass Date: 26 April 2016
Endorsement by Senior Advisor	Name: Graham Stevenson

### 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*):

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

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.

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

<b>Initiatives Rationale:</b>	
<p>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.</p> <p>Distance Education Centre Victoria participated in a Peer Review during October – December 2014. The Review Panel's recommended that the central themes of the School Strategic Plan 2015-2018 should be: collaboration, communication and online learning to improve student learning outcomes and for teachers and students to become active learners. The themes were accepted by the Advisory Board. It was also agreed that the exploration of the central themes should be undertaken in the context of teachers developing a deeper understanding of collaborative online learning in the 21<sup>st</sup> century, the need to explicitly teach students skills to effectively collaborate and communicate in the online environment and the development of explicit instructions to teacher's to better inform program delivery.</p> <p>The Strategic Plan commenced implementation in 2015. Mid-year and end of year evaluations against the identified key improvement strategies and year one targets indicated that DECV had achieved the identified outcomes as outlined in the 2015 AIP and related Work Plans.</p> <p>For the previous 12 years DECV had utilised the Janison LMS as the platform for delivery of online courses. Janison notified clients that the LMS and associated support services was to be removed from the market place in June 2015. Following a consultative tendering process DECV began building a new moodle based Scaffold learning management system which was to be fully operational from February 2016.</p> <p>The level of resourcing (human, financial, time) required for the development of the Scaffold LMS and associated course development was under estimated in the drafting of the new Strategic Plan. While the school did work on and achieved the year 1 Strategic Plan/AIP outcomes, the focus of DECV work over 2015 increasingly became the development of a DECV Pedagogical Model to inform course writing and enhance teaching and learning in an online environment. This focus was not as explicitly stated in the Strategic Plan 2014-2018 as it might have been.</p> <p>What became apparent in the evaluation of our data over 2015 was that the attainment of the strategic goals across achievement, engagement, wellbeing and productivity through the implementation of the key improvement strategies required an explicit focus on the new pedagogical model and the wellbeing of students in the context of a health promoting school framework. This then becomes the rationale for the school's identification of curriculum planning and assessment and setting expectations and promoting inclusion as the priority areas of our work in 2016.</p>	
<b>Key Improvement Strategies (KIS)</b>	
<p>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.</p>	
<b>Initiative:</b>	<b>KIS</b>
<p><b>Curriculum planning and assessment:</b></p> <p>DECV will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs.</p>	<p>Build staff capacity in pedagogical practices to:</p> <ul style="list-style-type: none"> <li>develop a common understanding of and implement a consistent approach to effective teaching and learning in an online learning environment.</li> <li>support individual student progress in an online environment.</li> </ul>

**Setting expectations and promoting inclusion:**

DECV will work across our diverse communities to implement support to health, wellbeing, inclusion and engagement of all students including setting behaviour expectations, building teachers' understanding of positive classroom behaviour and engagement practices and ensuring students have the tools and skills to develop positive and self-regulatory behaviours.

- Build high levels of trusting and authentic relationships for students with their peers and teachers
- Investigate appropriate data sets that enable evaluation of what is effective intervention
- Establish an engagement/ risk assessment tool that is applied at the time of enrolment

# Annual Implementation Plan: for Improving Student Outcomes

<b>ACHIEVEMENT</b>					
<b>Goals</b>	<p>All Distance Education Centre Victoria students will:</p> <ul style="list-style-type: none"> <li>• be creative and curious learners</li> <li>• critical thinkers</li> <li>• make significant progress regardless of their starting point</li> <li>• achieve high standards of literacy and numeracy.</li> </ul>	<b>Targets</b>	<ul style="list-style-type: none"> <li>• All F-10 students have made at least the minimum expected progress commensurate with their period of enrolment at the DECV. This is measured through establishment of achievement levels on enrolment and at the completion of the learning program.</li> <li>• Each Year 12 Study to increase their adjusted score relative to base-line data averaged over 2010-2014.</li> <li>• By 2018 to achieve the following satisfactory completion rates for each Unit (VCE and VCAL) based on the initial number of enrolments.                             <ul style="list-style-type: none"> <li>Unit 1 - above 70%</li> <li>Unit 2 - above 65%</li> <li>Unit 3 - above 80%</li> <li>Unit 4 - above 75%</li> </ul> </li> <li>• All students have the literacy and numeracy skills to successfully achieve the expected standard in all subjects in their Learning Program.</li> <li>• All students in Years 3-10 complete Discovery Learning projects which targets critical thinking, creativity and curiosity and are measured against the General Capabilities.</li> </ul>		
	<b>12 month targets</b>	<p><b>In 2016:</b></p> <ul style="list-style-type: none"> <li>• 20% of F-10 students enrolled at DECV for more than 12 months will have progressed beyond minimum expectations</li> <li>• 80% of F-10 students enrolled at DECV for less than 12 months will progress at the expected level against the period of enrolment</li> <li>• 30% of Year 12 Studies will increase the adjusted score relative to the base-line data average</li> <li>• 40% of enrolled students will satisfactory complete each VCE/VCAL Unit</li> <li>• 70% of students will complete Discovery Learning</li> </ul>			
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>
<p>Build staff capacity in pedagogical practices to:</p> <p>develop a common understanding of and implement a consistent approach to effective teaching and learning in an online learning environment</p> <p>and</p> <p>support individual student progress in an online environment.</p>	<p>Implement the DECV Pedagogical Model in all new and reaccredited Study Designs and endorsed Victorian Curriculum F-10.</p>	<p>Teachers will be provided with the resources to ensure that both the DECV Pedagogical Model and Quality Assurance Framework informs program development and quality assurance processes.</p>	<p>Assistant Principal Teaching and Learning</p> <p>Education Committee</p> <p>Pedagogy Working Party</p> <p>Digital Learning Leaders</p> <p>Teaching and Learning Coaches</p>	<p>As per the agreed and published 2016 Course Development and Sprint Cycle</p>	<p>DECV Pedagogical Model and Quality Assurance Framework are evident in all new and reaccredited learning programs</p>
		<p>A Professional Learning Program will be developed and delivered including support materials for teachers new to the school, year level or subject.</p>	<p>Digital Learning Leaders</p> <p>Pedagogy Working Party</p>	<p>2016 is the second year of a four year professional learning program</p>	<p>The DECV Professional Learning Program has been delivered to identified teachers as per the 2016 professional learning schedule and the program delivery support materials for teachers have been developed and distributed</p>
		<p>The agreed new approach to the course development cycle of reaccredited and new subjects and studies will be implemented.</p>	<p>Assistant Principal Teaching and Learning</p> <p>Education Committee</p> <p>Pedagogy Working Party</p>	<p>The new Course Development Cycle was developed and ratified in late 2015 for implementation February – December 2016</p>	<p>Each cycle of the 2016 Learning Program development has been monitored and completed successfully</p>

			Digital Learning Leaders Teaching and Learning Coaches		
	Provide opportunities for teachers to teach specific skills for effective communication and students to communicate with their teacher(s) and peers to co-construct learning	Collaboration and co-construction of learning and explicit teaching of effective communication skills will be implemented with identified student cohorts	Pedagogy Working Party Digital Learning Leaders Teaching and Learning Team Teachers	February - December 2016	Collaborative and co-constructive learning tools, appropriate to their circumstances and context, are evident in the teaching and learning program and in student work  Participation data has been collected and evidence of feedback from students and teachers has been documented
		The scheduled professional development program will build teacher capacity in enhanced communication and collaboration in the online environment	Pedagogy Working Party Digital Learning Leaders Teaching and Learning Team	February - December 2016	The professional learning program has been delivered as per documented schedule
Use effective measures to track student progress and capabilities.	VCE Teachers will review the 2015 adjusted score data and related VCAA Data Service Reports to inform their 2016 teaching and learning program	A focus of the 11-12 Sub School meetings will be: data analysis to inform teaching and learning the formulation of an agreed definition of 'Satisfactory Completion' an exploration of differentiation and engagement strategies for the teaching and learning program	Principal Team Data Working Party Digital Learning Leaders Teaching and Learning Coaches 11-12 Sub School Leadership Team VCE teachers	February - December 2016 as per the DECV Meeting Schedule	11-12 Sub School meeting Agenda's reflect the identified improvement focus throughout 2016  An agreed definition of 'Satisfactory Completion' documented and evident in all assessments  The Adjusted Score data available in December from the VCAA Data Site reflects 30% of Studies meeting the target
	F-10 teachers will implement the process for tracking student progress through a comparison of mid-year and end of year AusVELS data along with standardised testing (On Demand or other)	A focus of the F-10 Sub School meetings will be: data analysis to inform teaching and learning the formulation of an agreed definition of 'Satisfactory Completion' an exploration of differentiation and engagement strategies for the teaching and learning program	Principal Team Data Working Party Digital Learning Leaders Teaching and Learning Coaches F-10 Sub School Leadership Team F-10 teachers	February - December 2016 as per the DECV Meeting Schedule	F-10 Sub School meeting Agenda's reflect the identified improvement focus throughout 2016  An agreed definition of 'Satisfactory Completion' documented and evident in all assessments  The AusVELS data has been collected and analysed; standardised testing, has been implemented F-10 and the 2016 target has been met

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	All Distance Education Centre Victorian students will be motivated and engaged learners	Targets	By 2018 the Student Attitude to Schooling Survey will demonstrate a 5% increase in each of the following areas: <ul style="list-style-type: none"> <li>Stimulating Learning</li> <li>Student Motivation</li> <li>Learning Confidence</li> <li>Connectedness to peers</li> <li>Connectedness to school</li> </ul>		
		12 month targets	<b>In 2016:</b> Student Attitude to Schooling Survey data will demonstrate an increase on 2015 data in each of the following areas: <ul style="list-style-type: none"> <li>Stimulating Learning</li> <li>Student Motivation</li> <li>Learning Confidence</li> <li>Connectedness to peers</li> <li>Connectedness to school</li> </ul>		
KIS	ACTIONS: 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
To effectively use student voice (student feedback) to inform and monitor the work of all teachers through empowering students to more actively shape their own learning.	<p>The DECV developed Student Voice Survey will be administered as per the agreed schedule, identified cohort and teachers</p> <p>and then</p> <p>A whole school survey schedule will be developed which will include the Student Voice Survey</p>	Resources will be available to: develop and test survey build the Student Survey in the Scaffold LMS provide time for the: administration of the survey collation and analysis of the survey data sharing of the data with teachers modification of teaching and learning programs in response to the feedback	Assistant Principal Staff Development & Wellbeing/Assistant Principal: Student Engagement & Wellbeing  Student Survey Working Party  F-10 and 11-12 Sub-School Leaders  Teachers	February - December 2016	Documented evidence of student feedback; modification of teaching and learning program, reflection and evaluation
Continue to develop activities and online classes that encourage the participation and engagement of students in their learning including opportunities for collaboration with teachers and peers.	There will be an increase on 2015 benchmark data in the frequency of and participation in:  online lessons excursions/incursions seminars	Resources will be provided for:  the conducting and live streaming of online lessons, incursions and seminars the development of a register for data collection and analysis relevant to the KIS the development of a centralised process for the administration of the activities meeting time for professional learning and consideration of data, integrating online lessons, excursions and seminars in the teaching and learning program evaluating the event application in the LMS with scope completed by technicians	Sub-School Leaders - Student Engagement  Student Voice Working Party  Year Level Co-ordinators  Learning Area Leaders  Technical Support Team  Teachers	February - December 2016	An increase in the number of and participation rates in online lessons, excursions/incursions and seminars  Documented feedback and observable change in respect to feedback
	The DECV Pedagogical Model, Learning Program Success Criteria and quality assurance processes will explicitly require	Teaching and Learning Coaches will mentor course writers and monitor the development of learning programs in the context of documented	Pedagogy Working Party  Digital Learning	February - December 2016	Online lessons, excursions and seminars will feature in all DECV courses

	online lessons, excursions/incursions and seminars in teaching and learning programs	expectations of DECV learning programs and annual goals and targets	Leaders Teaching and Learning Coaches		
Further develop home / school communication strategies which promote understanding of the school's approach to teaching and learning and online environment and explores ways of engaging and communicating with parents.	Develop a Communication Strategy	Resources will be made available to engage an appropriately qualified and experienced consultancy to work with the DECV community to develop a Communication Strategy	Executive Leadership Team	March – June 2016	Communication Strategy ratified by Advisory Board during 2016
Investigate the development of transitional programs linked to pathways into society	Career Action Plans and Pathways Profiles will be built into the LMS	Provide funding and technical resources for the LMS build	Sub School Leaders Pathways Pathway Guides Student Pathways Working Party	March – June 2016	Students will access Career Action Plans and Pathways Profiles in the LMS or Mahara
	The current Pathways Program and Pathways Guide role statements will be reviewed to: improve the quality and number of pathways and transitions programs evaluate the effectiveness of the Pathway Guides' participation in the SMAP process	Develop processes for the collection of data related to Pathways referrals, students in 'Transitions', Pathways Guides case load and successful transitions to schools and/or alternative settings/programs  Evaluate Exit Survey data. Refine Exit Survey  Prepare a Review Brief and subsequent Work Plan based on the 2015 findings of the Student Pathways Working Party	Sub School Leaders Pathways Pathway Guides Student Pathways Working Party	March – September 2016	Pathway Program and Pathway Guide Review report published Recommendations evident in planning process and decisions for 2017
	Investigate the appropriateness of the development of a program with an emphasis on literacy and numeracy for year 10 students	Review the content and effective participation and completion rates of Connecting With Your Future and Kick Start	Sub School Leaders Pathways Pathway Guides Student Pathways Working Party	March – July 2016	Recommendation on appropriate subject offering informs Curriculum Planning for 2017

# Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	All Distance Education Centre Victoria students will be confident and resilient learners	Targets	As measured by the Student Attitude to Schooling Survey, 5% increase on 2013 data in each of the following areas: <ul style="list-style-type: none"> <li>• Connectedness to peers</li> <li>• Connectedness to school</li> <li>• Resilience</li> </ul>		
		12 month targets	<b>In 2016:</b> <ul style="list-style-type: none"> <li>• Health Promoting School Steering Committee Work Plan realized</li> <li>• Baseline data from relevant SASS, POS and SOS indicators finalized and first year data collected and analyzed against benchmark</li> <li>• Document effective practices to support the different cohorts of students</li> <li>• Conduct whole school professional learning to develop a shared understanding of teacher responsibilities and practices at the DECV</li> <li>• Identify and prioritize potential strategic partnerships with various agencies considered and prioritised. Develop success criteria</li> </ul>		
KIS	ACTIONS: 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
Build high levels of trusting and authentic relationships for students with their peers and teachers	Implement the whole school approach to mental health and wellbeing using the Health Promoting School Framework with a specific focus on positive education  Identify and implement strategies in each of the Health Promoting School framework ellipses: <ol style="list-style-type: none"> <li>1. Curriculum, Teaching &amp; Learning</li> <li>2. School Organisation, Ethos &amp; Environment</li> <li>3. Partnerships &amp; Services</li> </ol>	Fully Resource the agreed Health Promoting School Work Plan and prioritise the implementation through Curriculum Days, engagement of facilitator and consultants, access to the Agenda of appropriate meetings and professional learning program <ol style="list-style-type: none"> <li>1. Engage teachers in development and delivery of curriculum that builds social and emotional literacy.</li> <li>2. Review DECV policies, processes and practices related to a whole school approach to mental health and wellbeing.</li> <li>3. Explore and develop partnerships with government organisations and community agencies.</li> </ol>	Assistant Principal Student Engagement and Wellbeing  Team Leader Student Wellbeing  Wellbeing Caseworkers  Health Promoting School Steering Committee	February - December 2016	Fully realise the Health Promoting School Steering Committee Work Plan
		Resource the re-structure of the DECV Combined Leadership Team to include a Social Worker	Principal	By 22 January 2016	Social Worker employed
		Undertake a full review of the Student Support Teacher role.	Leading Teachers Learning, Engagement and Pathways  Student Coordination Team	New Student Support Teacher model ready for implementation in December 2016	Revised Student Support Teacher guidelines and professional learning delivered.
Investigate appropriate data sets that enable evaluation of effective intervention	Finalise the investigation commenced in 2015 of the most appropriate data sets and measurement indicators of student wellbeing and develop the process to be implemented at DECV	Follow the agreed 2015 Work Plan for the collection of whole school and wellbeing cohort data sets	Assistant Principal Student Engagement and Wellbeing  Team Leader Student Wellbeing	Report published by mid June 2016  Implementation of process for to commence July for full	Measurement tools and related data sets identified Evaluation of effective interventions fully operational DECV interventions reflect evaluation findings

			Wellbeing Caseworkers	implementation in 2017	
Establish an engagement/ risk assessment tool that is applied at the time of enrolment	The HPS committee will develop a 2016 work plan to improve processes for identifying and assessing the wellbeing and engagement needs of students at the time of enrolment	Review and revise enrolment guide and process in conjunction with Enrolment Coordinator  Resource the establishment of the assessment processes	Assistant Principal Student Engagement and Wellbeing  Team Leader Student Wellbeing  Leading Teacher Entry and Retention  Health Promoting School Steering Committee	February – mid September 2016	Engagement/risk enrolment tool implemented from commencement of 2017 enrolments

# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	Distance Education Centre Victoria will utilise its resources to support the achievement of goals in Student Achievement, Student Engagement and Student Wellbeing  The DECV will be a system leader in the provision of online learning environments for students	Targets	<ul style="list-style-type: none"> <li>The targets documented in the DECV School Strategic Plan 2015 -2018 are met</li> <li>DECV provision 2015 – 2018 will continue to grow in the local, national and international sphere</li> </ul>		
		12 month targets	<b>In 2016:</b> <ul style="list-style-type: none"> <li>Revised Professional Development Policy and procedures in place</li> <li>School wide goals inform all teacher Performance and Development Plans</li> <li>Learning Area Program Teams recommendations documented</li> <li>Submission Tracker operational in Teacher Dashboard in Scaffold LMS</li> <li>Agreed Teacher Observation protocol in place for 2907 implementation</li> <li>Phase 1 FITS implementation completed</li> </ul>		
KIS	ACTIONS: 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
Review the Professional Learning processes to ensure alignment of individual Performance and Development plans with the Strategic Plan and Annual Implementation Plans.	Evaluate and re-draft the DECV Professional Learning Policy and procedures	Review and consultative schedule developed by PDMG and implemented	Assistant Principal Staff Development and Wellbeing  Staff Development Working Party  PMDG	February – June 2016	Consultative schedule for Policy review and feedback documented and implemented  Revised Policy Professional Development and related process ratified by DECV Advisory Board  Revised Policy informs PDMG deliberations
	Develop agreed, school wide Goals around Professional Practice, Professional Knowledge, Professional Engagement and Student Outcomes as part of the 2016 Performance and Development cycle	Review 2015 AIP data and work plan outcomes  Prioritise work to be undertaken over 2016  Align priorities with 2015-2018 Strategic Plan  Combined Leaders develop goals for PLTs	Principal Team  Combined Leaders  P&D Reviewers  Staff Development Working Party	February 2016	Agreed Goals inform and reflected in 2016 staff Performance and Development Plans
Provide opportunities for teachers to meet in learning program teams	Pilot a Learning Area Program Team meeting schedule	Provide the resources for (a) Teaching and Learning Coach(es) to undertake the program with a volunteer group of teachers from (a) Learning Area(s)	Teaching and Learning Team  Teaching and Learning Coach  Pedagogy Working Party	February – October 2016	Pilot program implemented  Report on outcomes to teachers October 2016  Decision on program 2017 implementation October 2016
Review teacher feedback requirements to ensure teachers are able to provide feedback on all submissions within the agreed timeframe per sector and student cohort	Design and insert a Work Submission Tracker in the new teacher dashboard in Scaffold LMS	Provide the resources for Kineo Consultancy to design a Work Submission Tracker to DECV specifications	Executive Leadership Team  ICT Manager	February – June 2016	Work Submission Tracker integral aspect of teacher Dashboard in Scaffold LMS
Investigate analytics tools in the LMS to monitor student achievement and	Complete a literature search of available LMS analytical tools in school education research	Research and report on findings	Data Working Party	February – December 2016	Report to Education Committee and Teachers in December 2016

student engagement					
Establish web streaming/ teacher observation infrastructure	Develop a teacher observation/peer-to-peer coaching protocol and process	Provision of the resources – infrastructure, human and time to develop and trail the protocol	Assistant Principal Staff Development and Wellbeing  Staff Development Working Party  ICT Governance Committee	February – October 2016	Teacher observation/peer-to-peer coaching protocol and process developed and trialed
Develop an ICT plan to support student learning	Implement the recommendations from the 2015 review of ICT management and provision undertaken by tt\Partners Consultancy	Resource the implementation of the Framework for ICT Technical Support (FITS) at DECV as per the committed Program Budget	ICT Governance Committee	February – October 2016	FITS implementation completed as per agreed schedule

# Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
PRODUCTIVITY					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	