

2016 Annual Implementation Plan: for Improving Student Outcomes

8913

Boronia K-12 College 2016

Based on Strategic Plan 2013 - 2016

Endorsements

Endorsement by School Principal	Signed..... Name David Rose Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

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	Building practice excellence: Teachers, principals and schools will work together
	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
Professional leadership	Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	Empowering students and building school pride: Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	Building communities: 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	
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	
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	

Initiatives Rationale:	
<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>The College has recently merged (2012) and has shared the one campus since the beginning of 2015. Given the amalgamation of a primary school and secondary college with vastly different cultures and modes of practice we are focused on the development of a shared instructional model, supporting the various Stages of Learning across our College.</p> <p>There is much work to be done in building our whole of College curriculum planning and assessment and the development of teacher expertise within the College. Consistent practice and improvement of practice has become our 'catchcry'.</p> <p>We have created a new leadership team in 2016 with the employment of four substantive Leading Teacher positions, each responsible for a specific Stage of Learning. Professional learning opportunities are being provided to build the capacity, knowledge and expertise of our new leaders. Our new Team Leaders are instrumental in achieving the outcomes we desire.</p>	
Key Improvement Strategies (KIS)	
<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>	
Initiative:	KIS
Building practice excellence	<ul style="list-style-type: none"> Inclusion of one junior school teacher and one middle school teacher in DET Primary Maths Science Specialist Initiative, beginning 2016. This follows on from their involvement in Bastow Leading Numeracy course in 2015. Provision of time for a senior school maths/science teacher to work with these two teachers in developing understanding of best practice and developing teacher capacity in the teaching of numeracy and science across the College.
Curriculum planning and assessment	<ul style="list-style-type: none"> Inclusion of one junior school teacher and one middle school teacher in DET Primary Maths Science Specialist Initiative, beginning 2016. This follows on from their involvement in Bastow Leading Numeracy course in 2015. Provision of time for a senior school maths/science teacher to work with these two teachers in developing numeracy understanding across the College. Purchase of PAT Maths and Comprehension assessment tools and development of consistent whole of College assessment schedule.
Professional leadership	<ul style="list-style-type: none"> Inclusion of all four Leading Teachers in Bastow's Impact Program for Emerging Leaders Allocation of time (0.5) for leadership role and meetings

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	<p>1. To maximise achievement of high quality learning outcomes for all students with a strong focus on improving literacy and numeracy.</p> <p>2. To improve VCE, VET and VCAL outcomes.</p>	Targets	<p>VELS Teacher Judgements (English and Mathematics)</p> <ul style="list-style-type: none"> Increase the percentage of students above the expected AusVELS level P-6 Increase the percentage of students at and above the expected AusVELS level 7-10 <p>NAPLAN</p> <ul style="list-style-type: none"> Reduce the percentage of students deemed capable in the lower two bands for reading, writing and number for Year 3, for Year 5, for Year 7 and for Year 9 Improve the percentage in the top two bands for reading, writing and number for Year 3, for Year 5, for Year 7 and for Year 9 <p>VCE</p> <ul style="list-style-type: none"> Improve All study mean to be equal to the state. Increase the proportion of VCE studies with a GAT adjusted score above 1 to 100% VET and VCAL <ul style="list-style-type: none"> Year 10-12 satisfactory completion of VET UOC to be 95%. Year 10-12 satisfactory completion of VCAL units to be 95%. 		
		12 month targets			
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
<p>1. Develop a teaching and learning culture with high expectation for student outcomes:</p> <ul style="list-style-type: none"> Building strong instructional leadership Embedding collaborative teamwork Sharing professional learning And ensuring collective accountability. 	Build strong instructional leadership	Appoint four substantive Leading Teachers with responsibility for each Stage of Learning within the College	Principal Team	2016/ongoing	School leadership structure in place
	Embed collaborative teamwork	Provide each LT with 0.5 time release to support their team and drive change.	Stages of Learning teams, Key Learning area teams, Primary Maths Science Specialist Initiative Team, College Leadership team.	2016	Professional learning around PAT programs and data analysis- understanding data.
	Increased sharing of professional learning	Provide Professional Learning through Bastow 'Impact' Program for Emerging Leaders.		2016	Establish a data working party?
	Increased consistency of collective accountability	Provision of professional learning opportunities and time within and outside the school		2016	Documentation of Victorian Curriculum- including work programs (whole school, year level, unit and lesson)
	Investigate and develop preferred model of instruction	Align the PRP process across the College to the College Strategic Plan.		2016	Central location for storing curriculum documents and data.
	Investigate data management system and storage	Use of Access & Equity funding to employ Early Years Literacy & Middle Years Literacy Support teachers. Develop and implement program for students demonstrating below expected performance in literacy.	Principal Team Literacy Support teachers		Have a clear plan for data management system and storage
Provision of QuickSmart Maths program and Early Years and Upper Middle Years Literacy Support Program	Ensure expectations regarding triads in staff PDP	All staff	2016	Staff feedback. Improvement in School Climate: Staff Collaboration module	
	Implement Triads				

<p>2. Develop consistent whole school curriculum planning and assessment practices to personalise learning for all students</p>	<p>Develop a clear moderation process- within our school and across network schools</p> <p>Allocation of collaborative planning time across year levels</p> <p>Agreed whole school approach to curriculum planning and documentation</p> <p>Developing an agreed whole school assessment schedule utilising agreed templates and timelines</p>	<p>Allocate time for moderation and assessment</p> <p>Allocate time each term for year level planning and within timetable wherever possible</p> <p>Purchase of assessment tools</p> <p>Utilise leading staff in development and implementation of College curriculum. Inclusion of curriculum planning and assessment goals in teacher Performance Plans</p>	<p>Principal Team</p> <p>Stages of Learning teams, Key Learning area teams, Primary Maths Science Specialist Initiative Team, College Leadership team</p>		<p>Whole school assessment schedule documented, implemented and used by all.</p> <p>Development of data sets regarding student achievement and performance</p> <p>Teachers accurately assess all students against AusVELS and utilise assessment in planning for student learning</p>
	<p>Implement use of SPA</p>	<p>Provision of professional learning to all staff</p>	<p>Principal Team, Team Leaders</p>	<p>2016</p>	<p>Increase in use and proficiency in use of SPA Development of data sets</p>
	<p>Plan for implementation of new Victorian Curriculum</p>	<p>Provision of Professional Learning for all teachers</p>	<p>Principal Team, KLA Teams</p>	<p>2016</p>	<p>Implementation of Victorian Curriculum in 2017</p>
	<p>Planning for the introduction of a new language in 2017</p>	<p>Develop working party, Survey school community, choose& implement program</p>	<p>Principal Team, School Council, Staff</p>	<p>End 2016</p>	<p>Provision of language on 2017 timetable</p>

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ENGAGEMENT					
Goals	To improve student engagement in learning and develop self-motivated confident learners.	Targets	The average days absent per student to be reduced to 12 P-7, 15 at each year level 8-9 and 8 at each year level 10-12.		
		12 month targets			
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
Increase student engagement in learning through stimulating student-centred learning.	Implementation of Home Groups across the College	Allocation of home group to teaching staff. Articulate expectations of home group teacher role. Allocate time on time table to home groups every school morning	Principal Team Home group teachers	Beginning of school year	Documented and implemented attendance action plan Improved student attendance. Improved student – teacher relationships Improved teacher understanding of concerns impacting students. Improved communication between school & home Higher rates of referral to student wellbeing Greater monitoring of students
	Define and develop a shared understanding of student centred learning	Whole staff professional learning	Principal Team Leadership Team		Greater engagement in learning by students Greater staff and student accountability to college expectations
	Developing a whole school instructional model (E 5, PoIT, Marzano)	Leading Teachers	Principal Team Leadership Team KLA teams		Evidence of instructional model use in curriculum planning documents and in classroom practice
	Development of literacy support program in junior school and upper middle school	Provision of 2 x part time teacher, funded by Access & Equity grant. Provision of space for programs to occur. Provision of time on timetable.	Principal Team	2016	Improved literacy scores in participating students demonstrated in pre and post assessment tasks. Eventual improvement in NPLAN results. Increased student confidence
	Promote, encourage and provide opportunities for cross age tutoring by students	Early Years Literacy Support Program Sport programs Early Learning Centre		2016	Increased numbers of student participation in cross age tutoring activities
	Conduct 'Connect' and 'Duke of Edinburgh' programs	Inclusion of programs in College timetable. Provision of teachers to teach programs.	Principal Team 'Connect' Team	2016	Student feedback
	Delivery of QuickSmart Maths programs	Inclusion of programs in College timetable. Provision of teachers to teach programs.	Principal Team QuickSmart tutors	2016	Improvement in student numeracy confidence and understanding based on assessment and student feedback.

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WELLBEING						
Goals	To enhance student wellbeing in a vibrant college culture that is built on respectful relationships and a whole-school approach to student management.	Targets	ATSS Measure	Target mean years 5-6	Target mean years 7-12	
			Teacher Effectiveness	4.7	4.0	
		Teacher Empathy	4.7	4.0		
		Stimulating Learning	4.6	4.0		
		School Connectedness	4.7	4.0		
		Connectedness to Peers	4.6	4.25		
		Student Safety	4.85	4.5		
		Classroom Behaviour	4.25	3.75		
12 month targets						
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	
Plan, document and implement a K-12 engagement policy that strengthens relationships within the college community and provides a framework for consistent behaviour management	Appoint full time whole of College Student Wellbeing Coordinator	Use of Access & Equity money to fund position	Principal team	2016	Record keeping – referrals, communication b/w home group teachers & wellbeing coordinator, identifying at risk students, consistent whole of college approach by staff, induction of new staff	
	Develop whole college student wellbeing approach	Positive Education Conference KidsMatter/MindsMatter	Principal Team, Student Wellbeing Team	2016	Reduced number of student suspensions and expulsions Attitudes to School Survey Resilience Survey	
	Implement Health program	Primary School Nurse and Adolescent Health Nurse based on College site Timetables classes and programs	Health Team, Middle Years teachers	2016	Improvement in Student Survey responses Increased confidence and competence in delivery of program by teachers	
	Implement KidsMatter/MindMatters framework.	Form School Action team Apply to KidsMatter for project Officer Train teachers	Principal Team School Wellbeing Team	2017/18	Participation in KidsMatter professional learning Teacher planning to reflect	

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PRODUCTIVITY					
Goals	To focus our resources, expertise and energies on what matters most as described by the schools strategic direction, goals and improvement areas.	Targets	Improvement in components of Staff Opinion Survey School Climate, School Leadership and Teaching & learning		
		12 month targets	Improve teacher collaboration component of SOS		
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
Ensure that allocation of school resources are targeted to support improved student outcomes.	Monitor and update the College workforce plan, including leadership roles, to support priorities identified in the School Strategic Plan and Annual Implementation Plan	Close monitoring of SRP and Human Resources, discussion at principal Team level, leadership Team and with Consultative Committee	Principal Team, Leadership team, Consultative Committee	Term 1 and Term 4 On as needs basis	Employment of staff does not exceed funding provided in the College Student Resource Package
	Build on Leadership Program for Team Leaders	Enrolment in Bastow Emerging Leaders Program Provision of Targeted Professional Learning opportunities	Principal Team	Ongoing	Improved confidence and competence of Team Leaders in fulfilling their role. Successful completion of relevant professional learning Performance and Development Plans reflect expected AITSL standards
	Establish position and employment of full time Student Wellbeing Coordinator	Provision of funds for non-teaching Student wellbeing Coordinator	Principal	Ongoing	Documentation of increased support to students and families, improvement in whole of College student wellbeing practices

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	