Annual Implementation Plan: for Improving Student Outcomes

School name: Gladstone Park Secondary   Year: 2017

School number: 7858   Based on strategic plan: 2017-2020

Endorsement:

Principal Lynne Gutterson   28/3/2017   Senior Education Improvement Leader   Viv Tellefson   [date]

School council Luch Markesich   28/3/2017

Section 1: The school's Improvement Priorities and Initiatives

School Strategic Plan goals
To maximise individual student learning growth in all areas of curriculum.   **To develop a stimulating learning environment where there are high levels of student cognitive engagement.**

Improvement Priorities	Improvement 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	

Improvement Initiatives rationale:
Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.
KIS were discussed at the recent School Review days, following a review of whole school data (against the previous Strategic Plan) and discussions with SEIL, Challenge Partners, Reviewer, Leadership and Key Staff.   **It was determined that although the school is doing well, the relative growth of students could be improved. This was demonstrated through our NAPLAN and AUSVELS data, where there were discrepancies between teacher judgement and Teacher effectiveness and general consistency of quality practice were determined to be areas for focus that had the potential to improve student outcomes.**

Key improvement strategies (KIS)
List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	**Develop teacher capacity by further developing the instructional practice of every teacher to ensure a consistent approach to teaching and assessment across the College.** **Maintain and further develop effective team planning across all curriculum areas to ensure every student is appropriately challenged and extended in each class – personalised learning, differentiation.** **Develop whole school approaches to assessment, moderation, tracking and data analysis to ensure the curriculum is differentiated and to measure the growth of each student.** **Build the capacity of teachers to increase student engagement and active participation in learning.** **Create opportunities to promote student voice, feedback and direct influence on classroom learning, engagement and assessment.**
Setting expectations and promoting inclusion	**Review the practices that identify and support students at risk.** **Developing student resilience** **Developing student capacity as engaged and responsible learners**

Framework for Improving Student Outcomes

VICTORIA State Government

Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please not that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	To maximise individual student learning growth in all areas of curriculum. To develop a stimulating learning environment where there are high levels of student cognitive engagement.
IMPROVEMENT INITIATIVE	**Building practice excellence**
STRATEGIC PLAN TARGETS	• **Students maintain or exceed 12 months learning gain each school year Years 7 to 10** • **At least 85% of students achieve medium or high growth annually. VCE** • **Achieve and sustain a mean study score of 31** • **Achieve and sustain at least 6% of study scores greater than 40.** • **Annually 25% of students achieve ATAR scores >80** • **Annually 25% of students achieve ATAR scores <50**
12 MONTH TARGETS	**By the end of 2017 a culture of group planning and consistent practice is evident. Staff Performance and Development plans reflect the targets Students will show a year's growth within a year, according to base-line data, student reports and NAPLAN relative growth**

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop teacher capacity by further developing the instructional practice of every teacher to ensure a consistent approach to teaching and assessment across the College.	• Targeted professional development for building practice excellence • Bertollini worshops focussed on feedback This professional learning has well articulated purposes that are focussed on student outcomes and are derived from analysis of student data • Monday night PD for teachers to share a focus for improvement in student outcomes	SIT E. Dickin All LTs Hoy Centofanti Harrison Annalisa Nardi	Throughout the year	6 months: SIT to have developed action research plan and research question. Bertollini scheduled for full staff meeting. Monday PD program fully scheduled with meaningful student focussed sessions	●	Students undertaking surveys and class discussions on giving, receiving and using feedback	$10K	$3K
				12 months: SIT will have trialled various action research strategies and chosen one model to test for 2018	●	Qualitative student opinion on the effect of feedback on their learning		
Maintain and further develop effective team planning across all curriculum areas to ensure every student is appropriately challenged and extended in each class – personalised learning, differentiation.	• Development of new school organisational structure to ensure adequate curriculum planning time is allocated. • Curriculum Design Teams (CDTs) established within the organisational structure to facilitate group curriculum planning leading to consistency of practice, establishing a clear line of sight to the overarching school goal of consistency of practice	LALs APs	End of term one for initial meetings. Review in term 2 Tweak and improve term 3 Review and Finalise term 4	6 months: CDT teams populated in all learning areas	●	LALs to list CDT members, roles and work for the year	$3K	$1K
				12 months: All Classroom Teacher category 2 are playing an active role within their CDT in leading curriculum development.	●	CDTs will have produced common assessment tasks and curriculum documents		

Framework for Improving Student Outcomes

VICTORIA State Government

| Develop whole school approaches to assessment, moderation, tracking and data analysis to ensure the curriculum is differentiated and to measure the growth of each student. | • All teachers develop a deep understanding of the Vic Curr F-10 and are able to report accurately to its standards
• Implement new Reporting Package
• Time given to staff for moderation
• VCE data meetings are used to review actual changes to practice and document their impact
• Testing procedures audited at each year level and subject area | LALs Julian B Elizabeth Dickin Reporting and Assessment ES | Through out the year | 6 months: Maths, English and Science (year 10) LALs meet and agree on how to report against the Vic Curriculum
Compass is used to report semester one student outcomes to students and parents
VCE data meetings produce concrete actions for all VCE teachers | 🟢 | | $10K | $7K |
| | | | | 12 months: All LALs meet and agree on how to report against the Vic Curriculum
Compass is used to report semester two student outcomes to students and parents
VCE data meetings actioning changes for all VCE teachers | 🟡 | Student reports in new format using Compass. Parent, student and teacher feedback on new reporting format.
VCE teachers articulate changes in their practice based on the data meetings and in their PDPs | $20K | $10K |

Framework for Improving Student Outcomes

VICTORIA State Government

Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please not that, in the progress status section, 🔴 🟡 🟢 respectively indicate: 🔴 not commenced or severely behind schedule, 🟡 slightly behind schedule but remediation strategies are in place to get back on schedule and 🟢 on schedule and/or completed.

STRATEGIC PLAN GOALS	• To maximise individual student learning growth in all areas of curriculum. • To develop a stimulating learning environment where there are high levels of student cognitive engagement.
IMPROVEMENT INITIATIVE	Setting expectations and promoting inclusion
STRATEGIC PLAN TARGETS	*Exceed the School Staff Survey module component mean for School Leadership to be in line with All Secondary Schools score* *Exceed the School Staff Survey module component mean for Professional Learning to be in line with All Secondary Schools score* *Exceed 2016 Student Attitudes to School survey outcomes in Learning Confidence mean factor score of 3.78*
12 MONTH TARGETS	By the end of 2017 a planning group will have initiated the implementation of the Respectful Relationships programs Staff Performance and Development plans reflect the targets Students will show a year's growth within a year, according to base-line data, student reports and NAPLAN relative growth Exceed 2016 Student Attitudes to School survey outcomes in Learning Confidence mean factor score of 3.78

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Review the practices that identify and support students at risk.	Respectful Relationship Lead School involvement. Sub-school practices to be reviewed Preventative programs Audit the internal resources and external partnerships available to support and manage students at risk. Review student services processes and resources	Roger C Student Services Sub-Schools		6 months: The Respectful Relationships implementation team audit the schools current policies and practices.	🟡	The RRIT meets regularly to review practices and make changes	$20K	$10K
				12 months: Whole staff professional learning session on Respectful Relationships	🟡	The Respectful Relationships Implementation Team (RRIT) have made changes to current programs and policies to include Restpectful Relationships curriculum		
Developing student resilience	Participating in the Student Voice network Community of Practice Develop opportunities for student led inclusive practices where student voice and agency is used to help develop and promote school anti-bullying and behavioural policies.	LALs SRC Jess Nash Roger C Volunteer teachers		6 months: Development of the Rainbow Republic student led diversity group	🟢	SATSS data show an improvement in Connectedness to School	$5K	$4K
				12 months: Community of Practice recommendations are brought back to the school for implementation	🟡			
Developing student capacity as engaged and responsible learners	Develop structure for classroom conferences (gaining feedback on learning and teacher practice) Further develop the SRC involvement in feedback and decision making	APs LALs		6 months: SIT is trialling methods to facilitate classroom conferences in consultation with LALs and SRC	🟡	SIT gathers data from students to assess the utility of classroom conferences SATSS shows and improvement in the Learning Confidence mean factor score	$20K	$10K
				12 months: Classroom conference methodology decided and implementation for 2018 is established	🟡			

Framework for Improving Student Outcomes

VICTORIA State Government

Framework for Improving Student Outcomes

Section 4: Annual Self-Evaluation

[**Drafting Note** Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	**Building practice excellence**	Select	Select status	[**Drafting note** For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	**Building leadership teams**	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	**Empowering students and building school pride**	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	**Building communities**	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	

Reflective comments: [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

<u>**Confidential**</u> **cohorts analysis:**   [**Drafting note** This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Considerations for 2018:

Framework for Improving Student Outcomes

VICTORIA
State Government

Framework for Improving Student Outcomes