

2016 Annual Implementation Plan: for Improving Student Outcomes

7858

Gladstone Park Secondary 2016

Based on Strategic Plan 2012-2016

Endorsements

Endorsement by School Principal	Signed.....  Name.....Lynne Gutterson Date.....24 th March 2016
Endorsement by School Council	Signed..... Name Luciano Markesich Date 24 th March 2016
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>Gladstone Park is a school which aims to provide its students with a first class education. It provides state of the art facilities and a safe and harmonious environment. Gladstone Park's Data sets have consistently been in alignment with state averages; a trend which has continued for the past 8 years. It is the aim of Gladstone Park to continually improve and with that in mind the school looks closely at its data for areas of focus for improvement. Engaging the assistance of Phillip Holmes-Smith to further analyse the school data, it was noted that the top end of students were not making the gains required to meet averages. Therefore, it has become the focus for the 2016 school year and beyond to "grow" this cohort of students. Building the capacity of the staff to facilitate this growth.</p> <p>The School Leadership Module results in the 2015 Staff Survey indicated the area of Intellectual Stimulation and Instructional Leadership could be areas worth investigating. As a whole staff we will discuss what the data has indicated and the merits of a whole school focus in these areas.</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"> To improve the academic growth of students in the top quartile in VCE and in meeting or exceeding the state mean for Reading, Writing and Numeracy in the NAPLAN data. Continue our analysis of data sets at VCE and NAPLAN Have a common growth improvement goal in staff Performance and Development Plans
Building Leadership Teams	<ul style="list-style-type: none"> To improve the data in the Leadership Module of the Staff survey in the areas of Intellectual Stimulation and Instructional Leadership Monitor how effectively our school enhances student learning Monitor the effectiveness of the assessment practices used in our school To improve instructional leadership for the provision of a stimulating learning environment.

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ACHIEVEMENT					
Goals	Student Growth	Targets	Increase the relative growth of the students in the top 25 th percentile		
		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
<ul style="list-style-type: none"> Build the capacity of staff to interpret, analyse and utilise data 	<ul style="list-style-type: none"> Analyse data sets at VCE and NAPLAN Identify areas of strength and weakness through individual VCE data sets 	<ul style="list-style-type: none"> Employ Data expert to analyse the VCE and NAPLAN data sets Teacher meetings with Prin Team, KLA leaders and individual Year 12 teachers to analyse VCE data 	AP Teaching and Learning Data Coordinator Teaching and Learning Coordinator KLA leaders	By November 2016	Improvement in VCE and NAPLAN Data sets showing relative growth is at or exceeds state averages
<ul style="list-style-type: none"> Have a common growth improvement goal in staff Performance and Development Plans 	<ul style="list-style-type: none"> Investigate KLA specific strategies to facilitate growth Sharing of best practice within each faculty 	<ul style="list-style-type: none"> Resource Monday night Professional Development sessions targeted at learning growth KLA time for developing growth targets and strategies 	Performance and Development Coordinator	By November 2016	Staff are employing strategies to improve growth in the top 25 th percentile of students in their classes Sharing of best practice becomes the norm Staff Performance and Development Plans have a clear goal for student growth
	<ul style="list-style-type: none"> Investigate strategies to improve teacher effectiveness Provide guidance for teachers regarding effective classroom practice 	<ul style="list-style-type: none"> Resource Professional Development budget to build instructional capacity Engage an expert in pedagogy to run a workshop at term 3 Curriculum Day 	AP Teaching and Learning Performance and Development Coordinator	End of term 3 2016	Classroom observational rounds become focussed on improving teacher effectiveness Student Attitudes to School survey results show a positive growth in the area of Teacher Effectiveness
	<ul style="list-style-type: none"> Continue strategies to improve student work ethic across the college 	<ul style="list-style-type: none"> Modify reporting package to reflect the high standard of grading Continue provide Tutor Classes and Catch up classes 	Data Coordinator	Ongoing	A clear improvement in the work ethic across the college, measured by classroom survey and teacher feedback

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ENGAGEMENT					
Goals	Leading Effective Pedagogy	Targets	Improvement in Staff Survey results in the Leadership Module areas of Intellectual Stimulation and Instructional Leadership		
		12 month targets	Using 2015 Staff Survey Data (Leadership Module) as base data, show growth in the areas of Intellectual Stimulation and Instructional Leadership		
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 the school's capacity for strong instructional Leadership and stimulating learning	<ul style="list-style-type: none"> Provide guidance for Leading Teachers to facilitate the improvement of effective classroom practice 	<ul style="list-style-type: none"> In Leading Teacher meetings with Prin Team and through Professional Development PD budget 	Performance and Development Coordinator Teaching and Learning Coordinator	By the end of term 3 2016	Data in Leadership Module – Intellectual Stimulation shows improvement
Monitor how effectively our school enhances student learning	<ul style="list-style-type: none"> Facilitate the analysis of the impact of diverse instructional practices on student learning 	<ul style="list-style-type: none"> Use Cohort Groups and peer observations to analyse the impact on learning of diverse instructional practices through professional discussions and measures of impact 	AP Teaching and Learning	By the beginning of December 2016	Student performance data shows at least one year's growth
Monitor the effectiveness of the assessment practices used in our school	<ul style="list-style-type: none"> Identify and share best assessment practices Include assessment of relative growth 	<ul style="list-style-type: none"> Allocate KLA time for discussions and building of assessment tools 	AP Teaching and Learning Teaching and Learning Coordinator	By the beginning of December 2016	Sharing of best practice becomes the norm Feedback from parents and teachers regarding assessment is positive

Comment [TV1]: Include baseline data

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WELLBEING					
Goals	Calm and supportive School Environment	Targets	<i>Increase the year 7 to 12 school Factor Mean Score for Student Morale</i>		
		12 month targets	<i>In the 2016 SATSS, the year 7 to 12 school Factor Mean Score for Student Morale increases from 4.55 to meet the region Factor Mean Score</i>		
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
Focus on improving student moral in years 9-12	<ul style="list-style-type: none"> Focus on improving student wellbeing in years 9-11 	<ul style="list-style-type: none"> Promote and resource activities to improve student moral Resource Student Services to investigate programs Student Leadership coordinators to work with SRC and student body 	Sub-School Principals Student Services Leadership Coordinators	On the retrieval of the 2016 Attitudes to School Survey results	SATSS Student Moral 7-13 School Factor Mean Scores for Student Moral show an increase to match the region scores

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PRODUCTIVITY					
Goals	Improve facilities at the Senior School	Targets	Construction of new Senior School/Careers complex		
		12 month targets	Completion of new Senior School/Careers complex and refurbishment of existing Senior School Study Centre to create 3 classrooms. Removal of N Block portables.		
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
Improve Year 12 results by providing facilities conducive to study	<ul style="list-style-type: none"> Construct a study space and well-resourced Senior School Centre conducive to study, away from centre of school 	<ul style="list-style-type: none"> Manage SRP to allow funding for building project Manage staffing profile 	Principal Business Manager	December 2016	Building constructed on-time and within budget
	<ul style="list-style-type: none"> Expand the Careers centre and incorporate into the Senior School Centre 				
	<ul style="list-style-type: none"> Provide year 12 students with an outdoor quiet locker/communal space adjacent to study centre 				
Strengthen practices that support senior students to improve including high ability students reaching their full potential	<ul style="list-style-type: none"> Implement Senior School Initiatives to improve connectivity Run Study Programs 	<ul style="list-style-type: none"> Resource guest speakers, Study Programs, Teacher /Student Mentor program Minimize classroom disruption (Utilize Private Study classes to deliver programs) Practice Exams 	Senior School Team led by Senior School Principal	November 2016	Increase in all-study mean Data literacy of year 12 teachers is improved. Study of the VCE data and reflection becomes imbedded in practice Sharing of best practice is the norm

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	
Engage Architects					
Tender Process					
Begin Construction					
Relocate Senior School					

