

2016 Annual Implementation Plan: for Improving Student Outcomes

7247

Staughton College
2016

Based on Strategic Plan 2014 - 2017

Endorsements

Endorsement by School Principal	Signed..... Name..... 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:

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.

- A positive climate for learning has been described as a precursor to school improvement. Within this our local community view **setting expectations and promoting inclusion** as particularly important. It is an area we already focus on strongly. We believe our recent data and AIP milestones have shown a continued slow improvement in this area. We need to work hard to maintain the gains we have made and continue to improve as we grow, and as new staff come on board.
- Our data indicates that we have made some positive moves in some key achievement areas towards our SSP targets e.g. NAPLAN 7-9 reading growth. Other achievement data, such as VCE results is still variable from year to year. We believe a focus on **building practice excellence** will help us make the practice in our school more consistently and commonly effective. This will help all our achievement data to improve more consistently
- We believe our school is at a stage where in the two initiatives of **setting expectations and promoting inclusion** and **building practice excellence** are the ones that provide the greatest leverage to improve our school towards the general Education State targets that underpin our SSP targets
 - Learning for Life
 - Happy, healthy and resilient kids
 - Breaking the link
 - Pride and confidence in our schools

Key Improvement Strategies (KIS)

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.

Initiative:	KIS
Setting Expectations and Promoting Inclusion	<ul style="list-style-type: none"> • Implement programs and processes designed to improve the spread of student leadership skills and engagement across the College. • Whole school teams and students work to improve communication and therefore engagement across the school community. • Ensure that agreed college wide positive behaviours are explicitly and clearly taught, and consistently and fairly reinforced within the school community.
Building Practice Excellence	<ul style="list-style-type: none"> • Teachers working collaboratively, using a school wide agreed pedagogy, including teaching students to be effective learners (Classroom Instructional Practice). • Monitor and improve student learning (PLTs and learning Intervention). • Build the capacity of teachers and students in using effective literacy and numeracy strategies • Build the capacity of teachers and students in relation to achieving higher levels of VCE performance

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve student achievement in years 7-12	Targets	NAPLAN: To have a 0.8 or more effect size in NAPLAN reading and numeracy between years 7 – 9 VCE: Allstudy mean score to be at or above 28.0 Scores of 40 or above to be at least 5%		
		12 month targets	NAPLAN: To have a 0.8 or more effect size in NAPLAN reading and numeracy between years 7 – 9 VCE: Allstudy mean score to be at or above 25.0 Scores of 40 or above to be at least 5%		
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
Teachers working collaboratively, using a school wide agreed pedagogy, including teaching students to be effective learners (Classroom Instructional Practice)	SMT coaching focussed on the Staughton Model	SMT meetings, PDP process & LT/PC TA	SWO/DLO	T1-4	Maintaining Practice and Behaviour The Staughton Lesson Structure is being used in all classes and includes LI, SC, Warm Ups Teacher led conferences using the language of the 3 R's are happening in all classes Change in Practice and Behaviour The GRR aspect of the Staughton Lesson Structure is being used Staff are conferencing according to where students are on the subject continuum We have an agreed approach to giving feedback to students using the language of the 3 R's Students are beginning to lead learning conferences Measures of progress 90% of students are passing at the end of each semester Student video interviews show a change in practice from 2014/15
	Staughton Model PL	T&L LTs & Curriculum leaders TA 3 afterschool meetings per term Student free days, Internal PL (CRT) Fortnightly Team Meetings	VSH	T1-4	
	Continue to develop the Staughton Model in theory and practice	Fortnightly SMIG group meetings Success Coordinator TA UMNOS meetings/Success coordinator training Targeted external PL Development of school support resources 1 afterschool PCO briefing per semester	DLO	T1-4	
	Collection and display of relevant data including 'quick data' on a data wall	Data Wall created in staff room SMT time allowance	SWO/BRU	T1-4	
Monitor and improve student learning (PLTs)	SMT coaching focussed on the Staughton Model	SMT meetings, PDP process & LT/PCO time allowance	SWO/DLO	T1-4	Maintaining Practice and Behaviour PLT cycles in all PLTs continue using evidence to inform teaching Change in Practice and Behaviour PLTs understand, are able to track, and have progressed along the Staughton Model continuum PLTs members have defined roles The maths curriculum team has developed a maths continuum The English and PE teams have a process to develop continuums Passing relates to learning growth, not tasks completed Measures of progress 90% of students are passing at the end of each semester
	Curriculum Teams Staughton Model Action Plan, identification and provision of support	T&L LTs & Curriculum leaders TA Team Meetings Student free days Targeted external PL External Data Coach	VSH	T1-4	
	Weekly PLTs	Allotments Curriculum leaders TA	VSH	T1-4	
	Collection and display of relevant data including 'quick data' on a data wall	Data Wall created in staff room SMT TA	SWO/BRU	T1-4	
Monitor and improve student learning (Learning Intervention)	Sub school identification and support for students with low learning growth	T&L LTs & LCs TA Sub school meetings Homework club and specific additional time for intervention Student Support meetings	VSH/AFR/KDI	T1-4	Maintaining Practice and Behaviour LCs use data to identify actions in the sub school analysis and action cycle LCs use CICO intervention with identified students from learning data PLTs refer students with low learning growth to LCs Change in Practice and Behaviour LCs develop individual plans for tertiary intervention and share learning strategies with teachers Measures of progress 90% of students are passing at the end of each semester Learning growth improves from interim reports to end of semester reports
	Collection and display of relevant data including 'quick data' on a data wall	Data Wall created in staff room SMT time allowance	SWO/BRU	T1-4	

Build the capacity of teachers and students in using effective literacy strategies	SMT coaching focussed on the Staughton Model	SMT meetings, PDP process & LT/PCO TA	SWO/DLO	T1-4	Maintaining Practice and Behaviour Pedagogical coaching occurs in the LiNC aligned with whole school literacy strategies Tutorial Group literacy lessons every Tuesday Reading conferences are occurring in English and Tutorial Groups Change in Practice and Behaviour A process is developed for the movement of students between tutorial groups based on On Demand data Comprehension strategies are being used in all classes An action research group investigates and develop a writing improvement program Reintroduce NAPLAN practice writing assessment Measures of progress 80% of students 7-10 achieve medium or high gain in On Demand literacy each semester 80% of students achieve medium or high gain in NAPLAN reading between 7-9 Matched cohort improvement is greater than the state average in NAPLAN
	Tutorial groups	Allotments LT, Lit Coordinator and Coach TA I afterschool meeting per term PDP process Targeted external PL Internal PL (CRT) External writing consultant	SWO/BCO/KAL	T1-4	
	LiNC coaching	Literacy Coach TA Internal PL (CRT) Targeted external PL Allotments	SWO/KAL	T1-4	
	Collection and display of relevant data including 'quick data' on a data wall	Data Wall created in staff room SMT time allowance	SWO/BRU	T1-4	
Build the capacity of teachers and students in using effective numeracy strategies	SMT coaching focussed on the Staughton Model	SMT meetings, PDP process & LT/PCO TA	SWO/DLO	T1-4	Maintaining Practice and Behaviour Maths classes have one reciprocal teaching session per week Pedagogical coaching occurs in the LiNC aligned with MAV Future Ready Program Change in Practice and Behaviour Unit rubrics and assessments are aligned Unit rubrics match developmental continuum MAV Future ready plan developed and implementation begun Measures of progress 80% of students 7-10 achieve medium or high gain in On Demand numeracy each semester 80% of students achieve medium or high gain in NAPLAN reading between 7-9 Matched cohort improvement is greater than the state average in NAPLAN
	Mav Future Ready program	LT, Maths coach, Maths/Science Curriculum leader TA MAV Future Ready program sessions 3 afterschool meetings per term Student free days Targeted external PL Internal PL (CRT)	LMC	T1-4	
	Collection and display of relevant data including 'quick data' on a data wall	Data Wall created in staff room SMT time allowance	SWO/DLO	T1-4	
Build the capacity of teachers and students in relation to achieving higher levels of VCE performance	SMT coaching	SMT meetings, PDP process & LT/PCO TA Parent info night	SWO/DLO	T1-4	Maintaining Practice and Behaviour Sub School analysis and action cycle Change in Practice and Behaviour Improve our use of the VCE data service Align Tutorial group study learning with Elevate and the SEL Align sign off and VASS process Measures of progress Formative SAC measures VCE median study score Study scores above 40 Predicted v actual scores
	VCE data pack , Small group VCE teacher meetings & sub school monitoring	T&L LTs & LCs TA Sub school meetings Homework club and specific additional time for intervention Student Support meetings	TDA/AFR	T1-4	
	External Professional Learning	External PL Externally provided internal PL for English and Maths Elevate sessions	TDA/AFR	T1-4	
	Tutorial Group	Allotments LT, Lit Coordinator and Coach TA I afterschool meeting per term PDP process Targeted external PL Internal PL (CRT)	TDA/AFR	T1-4	
	Collection and display of relevant data including 'quick data' on a data wall	Data Wall created in staff room SMT time allowance	SWO/DLO	T1-4	

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To have a high level of student engagement where students maximise their continuing education and training options, through a strong sense of connectedness to school, their peers and their teachers	Targets	<p>Year 12 completion: 100% of VCE students successfully gain their VCE</p> <p>VCAL and VET completion: 100% of students undertaking VCAL or VET achieve satisfactory completion (excluding students who take up apprenticeships or traineeships).</p> <p>Tertiary education, training or full-time employment: 100% of students have a successful pathway on leaving secondary school into a tertiary education and training or full-time employment.</p> <p>Pathways into further education and training: At least 70% students continue into tertiary education or training upon exiting year 12</p> <p>Student Survey Connectedness to school at or above 3.7 Student perceptions of safety at or above 4.2</p> <p>Staff Survey School climate at or above 50%</p>		
		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
Implement programs and processes designed to improve the spread of student leadership skills and engagement across the College.	SMT coaching	SMT meetings, PDP process & LT/PCO TA	DLO/SWO	T1-4	<p>Maintaining Practice and Behaviour Student Leaders are visible, involved and influential in the school community Student leadership internal development is embedded in the year schedule</p> <p>Change in Practice and Behaviour Students at risk of disconnecting identified and matched with activities to engage them Build the House system Formalise and embed the whole student leadership process</p> <p>Measures of progress Student Survey data Formative student survey data</p>
	Staff co-curricular activities	PDP Process Fortnightly team meetings SL team TA Budget for events House events	AWA	T1-4	
	Student Leadership process	SL team TA Fortnightly team meetings	AWA	T1-4	
	Collection and display of relevant data including 'quick data' on a data wall	Data Wall created in staff room SMT time allowance	SWO/DLO	T1-4	
<i>Whole school teams and students work to improve communication and therefore engagement across the school community</i>	Communication Strategy plan	SL and PCO TA Daily Org (ES) Budget for communication	BRU/AWA	T1-4	<p>Maintaining Practice and Behaviour Communications systems continue to function effectively through the newsletter, website, Facebook, school monitors</p> <p>Change in Practice and Behaviour A model of best practice for school communication is developed The merit system is reviewed and improved</p> <p>Measures of progress Student Survey Data Formative student survey data</p>
Assist students to make connections between careers/work options and education and training requirements	<p>Career actions plans by all students 7-12</p> <p>Careers curriculum in tutorial groups</p> <p>Excursions to University/Careers Expo at all year levels</p> <p>Regular pathway meetings re senior school students</p> <p>Year 12, SEAL and VCAL students have individual career counselling</p> <p>Collection and display of relevant data including 'quick data' on a data wall</p>	Data Wall created in staff room SMT time allowance	SWO/DLO	T1-4	<p>Career action plans exist for all students 7-12</p> <p>University visits happen for all students 7-12</p> <p>Pathways meetings and actions</p> <p>Counselling</p> <p>Numbers of students in tertiary pathways</p>

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To have a high level of student wellbeing where students feel welcome, safe, and encouraged to succeed in their learning.	Targets	Positive Behaviour No more than 4 students are sent through the buddy system each day Attendance: The average absence rates per student to be no more than 15 Survey Targets –STILL NEED TO BE INSERTED		
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
Ensure that agreed college wide positive behaviours are explicitly and clearly taught, and consistently and fairly reinforced within the school community.	SMT coaching	SMT meetings, PDP process & LT/PCO TA	DLO/SWO	T1-4	Maintaining Practice and Behaviour Students are taught the expectations from the behaviour matrix There is a data process for students who need to be a behaviour plan The buddy system works with fidelity and has 4 or less student per day The attendance follow up process is followed Classroom rolls are marked on time Lateness process is followed Change in Practice and Behaviour There is a new merit system Improve staff practice in using trauma strategies To develop and implement effective plans for tertiary behaviour intervention that include functional behaviour support To improve the consistent application of behaviour expectations particularly * Phones away in class * Buddy Process * Uniform checking at the start of a lesson We develop and implement plans for students in out of home care Parents contact the school when students are absent Students who are regularly late to class are identified and improved Measures of progress Student Safety above 4.1 in the ATSS Buddy Measure? All out of home care students have an implemented plan The average days absent per student is 15 or less
	Promote primary level behaviour expectations	SWPBS team Wellbeing team SOT TA I afterschool meeting per term School communication strategy Fortnightly team meetings Targeted external PL Internal PL (CRT) Rewards Program	GBR	T1-4	
	Follow the Attendance Process	SOT TA Attendance officer Fortnightly team meetings Twice a week morning meetings	GBR	T1-4	
	Improve the secondary and tertiary behaviour support process	SOT TA Wellbeing staff Fortnightly team meetings Targeted external PL Internal PL (CRT) Student Support Groups SSSO's External agencies	GBR	T1-4	
	Collection and display of relevant data including 'quick data' on a data wall	Data Wall created in staff room SMT time allowance	SWO/DLO	T1-4	

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To Maximise all aspects of school operations and resource allocations to achieve the best possible outcomes for students	Targets	<p>Finance Yearly expenditure to remain within the SRP and Program Budget Financial audits demonstrate government and legislative compliance Program budgets demonstrate equitable and strategic allocation Targeted funds are allocated to Strategic Plan and AIP priorities Strategic Plan and AIP targets are met</p> <p>Equity With specific reference to students identified as under the National Minimum Standard in NAPLAN in grade 5, improve the % of students at National Minimum Standard in year 9 NAPLAN</p> <p>All Strategic Plan and AIP targets All other Strategic Plan and AIP targets are relevant here as this section is about allocating resources to meet them</p>		
		12 month targets	<p>Finance Yearly expenditure to remain within the SRP and Program Budget Financial audits demonstrate government and legislative compliance Program budgets demonstrate equitable and strategic allocation Targeted funds are allocated to Strategic Plan and AIP priorities Strategic Plan and AIP targets are met</p> <p>Equity With specific reference to students identified as under the National Minimum Standard in NAPLAN in grade 5, improve the % of students at National Minimum Standard in year 9 NAPLAN</p> <p>All Strategic Plan and AIP targets All other Strategic Plan and AIP targets are relevant here as this section is about allocating resources to meet them</p>		
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 the Strategic Plan and AIP is strategically resourced and actively monitored	Continue to develop distributed leadership roles within whole school teams and PCOs aligned to the Strategic Plan and AIP	Document the responsibilities of whole school teams and PCOs Team Meetings, PCO meetings, Internal and external PL, Coaching, Term Team Reports, teacher PDP	DLO	T1 for 2016 T4 for 2017	Clear documented responsibilities for all leaders including core responsibilities and AIP areas for maintenance and improvement
	Continue to develop whole school team, and PCO, action plans that have clear responsibilities and actions to meet Strategic Plan goals in order to create the AIP	Develop action plans for whole school teams and PCOs Team Meetings, PCO meetings, Internal and external PL, Coaching, Term Team Reports, teacher PDP	DLO	T1-4 for 2017 T4 for 2017	All teams and PCOs have action plans that together form the AIP Term Team Reports show we are meeting success criteria
	Document an evaluation timeline and process for monitoring the progress of the strategic plan	Term Team Reports and PCO AIP meetings	DLO	T1	The AIP Success Criteria and targets are being met each term
	Explicitly target staff leadership development within the College	The Staughton Leadership Model is further developed Staughton Leadership Model PL is held each term External Leadership PL is accessed by leaders	DLO/BRU	T1-4	Staughton Leadership sessions are attended by staff External leadership PL is attended by staff
	Implement an explicit and viable budget process that allocates a significant proportion of the SRP to Strategic Plan and AIP priorities	Budget Development process	JPH/DLO	T4	A significant proportion of the SRP is allocated to Strategic Plan and AIP priorities Yearly expenditure to remain within the SRP and Program Budget Financial audits demonstrate government and legislative compliance Program budgets demonstrate equitable and strategic allocation

<p>Ensure that equity funding is strategically used to support Strategic Plan and AIP priorities</p>	<p>Develop a clear plan of how equity funding will be used to support Strategic Plan and AIP priorities</p>	<p>SRP budget process</p> <p>Develop a budget line specifically for equity funding and review that it is following the plan in weekly meetings with the Business Manager</p>	<p>DLO</p> <p>JPH/DLO</p>	<p>T1-4</p> <p>T1</p>	<p>With specific reference to students identified as under the National Minimum Standard in NAPLAN in grade 5, improve the % of students at National Minimum Standard in year 9 NAPLAN</p> <p>Equity funding is spent in line with the plan to support the Strategic Plan and AIP</p>
--	---	--	---------------------------	-----------------------	---

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	