Annual Implementation Plan: for Improving Student Outcomes

School name: Narre Warren South P-12 College   Year: 2017

School number: 8839   Based on strategic plan: 2015-2018

Endorsement:

Principal   Rob Duncan   22/03/2017   Senior Education Improvement Leader   Leonie Campbell   [date]

School council   Greg Bailey   22/03/2017

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
Achievement: Maximise the learning growth of all students in all learning domains with particular focus on Literacy and Numeracy   **Engagement:** Achieve high levels of student engagement in their learning   **Wellbeing:** Achieve high levels of student wellbeing and connectedness to school   **Productivity:** Strategically use resources to target improvements identified throughout the Strategic Plan and ensure clear, ongoing communication with the wider community

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.
2017 will see the College continue with the current TLM and PLT structure, with a targeted focus on developing consistency in curriculum planning and assessment to support staff in making accurate teacher judgements and improve overall student outcomes. In order to maximise the success for the first goal, our second goal is to develop the capacity of the College leadership team, as the College recognises that a strong leadership team will support the implementation of all strategies across the College aimed at improving student outcomes. This goal is additionally informed by 2015 internal staff survey data that indicated a lack of available options to build leadership capacity with staff. A coaching model has been implemented over the course of 2016, which will be further refined and developed to specifically target building leadership capacity in relation to the first goal.
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	- Work in teams to agree on the consistent adoption of instructional models and assessment with a clear focus on formative and summative assessment that is directly linked to Curriculum Documentation and the Victorian Curriculum Standards - To establish consistent, College-wide data sources for the triangulation of student data and develop the capacity of staff to use this data to inform their teaching and facilitate accurate teacher judgements.

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Building Leadership Teams	- To further refine the College coaching model to develop the capacity of leaders to create time and space for teachers to share effective strategies to give each other feedback. - Provide professional learning and support to develop teachers' assessment and evaluation skills. - Develop the capacity of all leaders to foster respectful engagements throughout the school community by promoting the importance of making the school a safe and positive place to learn.

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	• **Achievement:** Maximise the learning growth of all students in all learning domains with particular focus on Literacy and Numeracy • **Engagement:** Achieve high levels of student engagement in their learning
IMPROVEMENT INITIATIVE	**Building Practice Excellence**
STRATEGIC PLAN TARGETS	• The percentage of Year 3, 5, 7 and 9 students achieving high growth in Writing, Reading and Numeracy is at or above state level by 2018 • VCE all studies to achieve adjusted score +2 • Maintaining the Secondary Attitudes to School Survey in the top quartile • Achieve the top quartile in the Primary Attitudes to School Survey • Improve Attendance across the College by 10% based on 2014 attendance data
12 MONTH TARGETS	• Classroom observations reflect teachers consistently and accurately implementing all elements of the instructional model, with particular reference to the use of data to inform teaching, differentiation and feedback. • PLTs are embedded practice across all Secondary domains and Primary Teams • Parent survey feedback has demonstrated improvement in reporting and learning focus scales • Parent opinion survey shows improvements in student motivation and classroom behaviour • Student opinion survey shows improvement in behaviour and connectedness scale • Evidence of improved attendance particularly in the Primary School

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
Work in teams to agree on the consistent adoption of instructional models and assessment with a clear focus on formative and summative assessment that is directly linked to Curriculum Documentation and the Victorian Curriculum Standards,	Professional Development - PAT Testing - Compass Analytics - NAPLAN band growth Using this data to formulate planning and differentiation within the classroom Teachers to have specific goals in PD Plan around data and differentiation – as well as feedback Introduction of new model of classroom support sharing examples of best practice through critical friend peer-to-peer model. - Within PLTs - Linked into PD Plan Domain Leaders will be given targeted mentor groups based on specific staff needs at different times of the school year	PCO Team PLTs Domain Leaders	Commence Jan 2017 Ongoing	6 months: Literacy & Numeracy leaders have completed PD aimed at developing their capacity in understanding: PAT Testing Compass Analytics NAPLAN Band Growth And all associated data literacy PAT Teacher Resource distributed to staff for Gr2-8 Staff PDP goals to reflect: Relevant AITSL standards to teaching level and College expectations Clear ideas of evidence that will be provided to support achievement of goals Goals related to data, differentiation and feedback Critical friend process	🔴🟡🟢	PD Reflections Meeting minutes NAPLAN processes & procedures Consistency in PDP goals with AITSL standards and College expectations Critical Friend Peer-to-Peer Model	$200,000	
				12 months: PAT Testing completed for students in Year 2-9 ready for 2018	🔴🟡🟢	PAT Testing data		

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					Literacy & Numeracy Leaders supporting staff to understand PAT Teacher Resource and use of data to inform instructional planning and practice Improvement in correlation of Teacher Judgement Data with other sources of data used (e.g. PAT) Process for sharing best practice established and staff supported in their understanding of expectations Minimum of one critical friend visit to have taken place in Semester 2		PD Reflections Curriculum documentation Consistency in PDP mid-cycle reviews Consistency in application of Critical Friend Peer-to-Peer model Teacher judgement data correlates with other data sources – reporting cycles Critical friend feedback evidence included in PDP Staff opinion survey data Student Attitude to School data Parent Opinion Survey data	
To establish consistent, College-wide data sources for the triangulation of student data and develop the capacity of staff to use this data to inform their teaching and facilitate accurate teacher judgements.	Professional Development on accessing and understanding sources of data used by the college - PAT Testing - Compass Analytics - NAPLAN band growth Professional development on using data to inform Curriculum planning and teaching practice Embedding literacy strategies across all Domains to support differentiation within the classroom - Improvement on NAPLAN - Link back to PD Plan	LANP SYKA SWAE Domain Leaders	Ongoing	6 months: Literacy & Numeracy leaders have completed PD aimed at developing their capacity in understanding: PAT Testing Compass Analytics NAPLAN Band Growth And all associated data literacy PAT Teacher Resource distributed to staff for Gr2-8 Staff PDP goals to reflect: Relevant AITSL standards to teaching level and College expectations Clear ideas of evidence that will be provided to support achievement of goals Goals related to data, differentiation and feedback Critical friend process Non-negotiable expectations and practices for Literacy across all learning areas established in every domain. Common Assessment Tasks used to facilitate improvement in correlation of Teacher Judgement Data with other sources of data used in the College (Secondary) Common Assessment Tasks developed (Primary)	🔴🟡🟢	PD Reflections Meeting minutes NAPLAN processes & procedures Consistency in PDP goals with AITSL standards and College expectations Critical Friend Peer-to-Peer Model Curriculum documentation	$100,000
				12 months: PAT Testing completed for students in Year 2-9 ready for 2018	🔴🟡🟢	PAT Testing data PD Reflections Curriculum documentation	

				Literacy & Numeracy Leaders supporting staff to understand PAT Teacher Resource and use of data to inform instructional planning and practice		Consistency in PDP mid-cycle reviews		
						Consistency in application of Critical Friend Peer-to-Peer model		
				Improvement in correlation of Teacher Judgement Data with other sources of data used (e.g. PAT)				
						Teacher judgement data correlates with other data sources – reporting cycles		
				Process for sharing best practice established and staff supported in their understanding of expectations				
						Critical friend feedback evidence included in PDP		
				Minimum of one critical friend visit to have taken place in Semester 2				
						Staff opinion survey data		
				Teacher judgement data informed by Common Assessment Tasks established across domains		Student Attitude to School data		
						Parent Opinion Survey data		
				Common Assessment Tasks embedded (Primary)				
				Non-negotiable expectations and practices for Literacy across all learning areas embedded in every domain.				

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	**Engagement:** Achieve high levels of student engagement in their learning **Wellbeing:** Achieve high levels of student wellbeing and connectedness to school **Productivity:** Strategically use resources to target improvements identified throughout the Strategic Plan and ensure clear, ongoing communication with the wider community
IMPROVEMENT INITIATIVE	**Building Leadership Teams**
STRATEGIC PLAN TARGETS	- Maintaining the Secondary Attitudes to School Survey in the top quartile - Achieve the top quartile in the Primary Attitudes to School Survey - Improve Attendance across the College by 10% based on 2014 attendance data - Student survey variables for Wellbeing, Student Behaviour, Student Safety and Student Connectedness to school to return consistently high results within the top quartile across the College. - Increase Prep intake to above 90 students
12 MONTH TARGETS	- Parent opinion survey shows improvements in student motivation and classroom behaviour - Student opinion survey shows improvement in behaviour and connectedness scale - Evidence of improved attendance particularly in the Primary School - Parent survey results show the policy underpins the approach to student wellbeing - Student morale and distress section of Attitudes to School Survey increased by 10% at Year 8 - Students develop and design surveys to gather information and data to present and assist in College decision-making - New leadership structure is fully implemented - Leadership structure embedded through Professional Development - ES structure embedded and providing budget savings - Communication judged as effective

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
To further refine the College coaching model to develop the capacity of leaders to create time and space for teachers to share effective strategies to give each other feedback. **Provide professional learning and support to develop teachers' assessment and evaluation skills.**	Employ a Leadership Consultant/s to work with the next layer of Leadership PCO Team complete Bastow PD – Coaching for Leadership PCO Team Mentoring Program - Leading Teachers PD Plan to have a specific/focused goal re. building their leadership capacity Peer observations/critical friend	Consultant PCO Team Leading Teachers	2017	6 months: Leadership consultants engaged with the College: Bob Stephens – broader leadership team Pamela Macklin – Primary PCO team have begun Bastow Coaching for Leadership program **dependent on acceptance into program Program for mentoring Leading Teachers developed – informed by Bastow Coaching for Leadership program, in addition to work with Leadership Consultants Model for Peer Observations/Critical Friend developed, ready to be implemented for Sem 2	🔴🟡🟢	Staff engaged with consultants Meeting minutes & reflections from work with consultants Feedback from meetings with consultants put in to practice by staff Work from PCO team related to Bastow course (development of mentoring program as a result of learning in the course) Critical Friend Peer-to-Peer model	$150,000	
				12 months: Leadership consultants make recommendations for change within the College: Bob Stephens – broader leadership team Pamela Macklin – Primary	🔴🟡🟢	Plans made based on recommendations from consultants Staff engaged with consultants		

				PCO team have completed Bastow Coaching for Leadership program **dependent on acceptance into program Program for mentoring Leading Teachers established – informed by Bastow Coaching for Leadership program, in addition to work with Leadership Consultants Model for Peer Observations/Critical Friend implemented		Meeting minutes & reflections from work with consultants Feedback from meetings with consultants put in to practice by staff Work from PCO team related to Bastow course (development of mentoring program as a result of learning in the course) Staff engaged with Critical Friend Peer-to-Peer model Staff opinion survey data Student Attitude to School data Parent Opinion Survey data		
Develop the capacity of all leaders to foster respectful engagements throughout the school community by promoting the importance of making the school a safe and positive place to learn.				6 months: Leadership consultants engaged with the College: Bob Stephens – broader leadership team Pamela Macklin – Primary PCO team have begun Bastow Coaching for Leadership program **dependent on acceptance into program Program for mentoring Leading Teachers developed – informed by Bastow Coaching for Leadership program, in addition to work with Leadership Consultants Model for Peer Observations/Critical Friend developed, ready to be implemented for Sem 2	● ● ●	Staff engaged with consultants Meeting minutes & reflections from work with consultants Feedback from meetings with consultants put in to practice by staff Work from PCO team related to Bastow course (development of mentoring program as a result of learning in the course) Critical Friend Peer-to-Peer model	$150,000	
				12 months: Leadership consultants make recommendations for change within the College: Bob Stephens – broader leadership team Pamela Macklin – Primary PCO team have completed Bastow Coaching for Leadership program **dependent on acceptance into program Program for mentoring Leading Teachers established – informed by Bastow Coaching for Leadership program, in addition to work with Leadership Consultants Model for Peer Observations/Critical Friend implemented	● ● ●	Plans made based on recommendations from consultants Staff engaged with consultants Meeting minutes & reflections from work with consultants Feedback from meetings with consultants put in to practice by staff Work from PCO team related to Bastow course (development of mentoring program as a result of learning in the course) Staff engaged with Critical Friend Peer-to-Peer model Staff opinion survey data		

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					Student Attitude to School data		
					Parent Opinion Survey data		

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	[**Drafting Note** these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
OTHER IMPROVEMENT MODEL DIMENSIONS	[**Drafting Notes** Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]
STRATEGIC PLAN TARGETS	[**Drafting Note** these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
12 MONTH TARGETS	[**Drafting Notes** the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[**Drafting Notes** report here the KIS from the previous summary page]	[**Drafting Notes** report here what the school will do and how - including financial and human resources]	[**Drafting Notes** report here the person responsible]	[**Drafting Notes** report here the timeframe for completion]	6 months: [**Drafting Notes** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	🔴 🟡 🟢	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
				6 months:	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			
				6 months:	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			
				6 months:	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			
				6 months:	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			

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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]

Confidential 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]

Next Steps:

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