

2016 Annual Implementation Plan: for Improving Student Outcomes

8806

Essendon Keilor College
2016

Based on Strategic Plan 2016 to 2018

Endorsements

Endorsement by School Principal	Signed Name David Adamson Date 17 th March 2016
Endorsement by School Council	Signed Name Bronwyn Vandeli Date 17 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:

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.

The two initiatives chosen are the key links to the SSP achievement goal of improving the performance of all students, with a specific focus on moving the midrange into high growth across all year levels.

The self-evaluation of school data in 2014 showed the need to focus on improving classroom practice as a means to improving student outcomes. The GANAG and 9 High Yield Strategies have been the key focus for addressing this improvement area. School Wide Positive Behaviour Support has also been introduced, consistent with the GANAG model, with a focus on high expectations and college consistency

These will continue to be key foci for 2016.

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
Building practice excellence	<ul style="list-style-type: none"> Develop and implement a whole school approach to the use of student achievement data including: structured opportunities for teachers to develop their confidence and competence analysing, interpreting and utilising data, scheduled time for discussions about data within teaching and learning teams and requirements for evidence of the use of data to drive curriculum, assessment and reporting in teachers' performance development plans.
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> Investigate the concepts of a "High Expectations" agenda and plan for "Aspirations" programs with the view to implementing a whole school structured action plan which has a focus on inspiring all students to achieve their best.

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ACHIEVEMENT					
Goals	To improve the performance of all students, with a specific focus on the "mid-range" of achievement across all year levels.	Targets	All students to be above State Benchmarks in Relative Growth Categories for Literacy and Numeracy, with a specific focus on writing. Increase the VCE Study Score Mean from 25.5 to 28.0. Increase the percentage of students with VCE Study score of 40 or more from 1.9% to 4.0%.		
		12 month targets	Most students to be above State Benchmarks in Relative Growth Categories for Literacy and Numeracy, with a specific focus on writing, as measured by Teacher Judgements, On Demand, and PLT moderation. Increase the VCE Study Score Mean from 25.5 to 26.5. Increase the percentage of students with VCE Study score of 40 or more from 1.9% to 3.0%.		
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
Improved use of data Develop and implement a whole school approach to the use of student achievement data including: structured opportunities for teachers to develop their confidence and competence analysing, interpreting and utilising data, scheduled time for discussions about data within teaching and learning teams and requirements for evidence of the use of data to drive curriculum, assessment and reporting in teachers' performance development plans.	Provide extensive professional development to staff on the analysis of student performance data and the application of this analysis to improving teacher practice Develop a VCE Improvement Plan	PLT's Coaching and mentoring Deep analysis of VCE data by Carmel Richardson who will work with teachers to improve their understanding of data Teacher team presentations of team based data analysis with a focus on case studies All teacher PDP's to include a section on data analysis CRT Budget Equity funding Professional Development budget	Principal Team Curriculum Committee Professional Learning Team Leaders VCE Student Management Team Consultant	Term 2 Term 4 Term 1	Teachers use data systematically to review student progress and modify their practice through the use of GANAG and the 9 Instructional Practices VCE Improvement Plan Documented Teacher presentations completed Teacher PDP's approved
High aspirations Investigate the concepts of a "High Expectations" agenda and plan for "Aspirations" programs with the view to implementing a whole school structured action plan which has a focus on inspiring all students to achieve their best.	Identify an action team Research other "Aspirations" programs Map existing enrichment programs Visit other schools with existing programs Development of draft program Year 7 – 12 Pilot an EKC "Aspirations" program at selected year levels Evaluate pilot	Action Team meeting schedule in place Terms of Reference established CRT budget Equity funding	Principal Team Student Management Teams Curriculum Committee	Term 1 Term 2 Term 3	An "Aspirations" program documented Year 7 – 12 Program trialled and developed for implementation in 2017

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ENGAGEMENT					
Goals	Improve the engagement of students across the College.	Targets	Improve Connectedness to Peers score from 3.88 to 4.1		
		12 month targets	Improve Connectedness to Peers score from 3.88 to 4.0		
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
Celebration of student effort and achievement	Implement celebratory events and improved communication on student achievement across the school community	Compass	Principal Team Student Management Teams	Term 2	Compass implemented Celebratory events scheduled
Student Voice	Develop processes to increase opportunities for student voice	Meeting schedule	Principal Team Student Management Teams International student Co-ordinators College Council	Term 1	Student Leadership Teams and representative bodies appointed Students attend College Council Process for increasing "Student Voice" developed and implemented
Whole school transition plan	Develop a whole school transition plan	Meeting schedule	Principal Team Student Management Teams	Term 1	Transition Plan developed

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WELLBEING					
Goals	Adopt a whole school approach to student wellbeing.	Targets	Improve School Connectedness score from 3.45 to 4.0		
		12 month targets	Improve School Connectedness score from 3.45 to 3.8		
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
Actively promote the College	Actively promote the college as a place of learning with a focus on STEM and the new facilities	Marketing team (Special payment and time release) Publicity Budget CRT budget Emerging Technologies co-ordinator	Principal Team Marketing Team	Term 4	Feedback from feeder schools Enrolment patterns
SWPBS	Continue the implementation of SWPBS	Professional Development budget PLT's CRT budget Equity funding	Principal Team SWPBS Team	Term 4	Matrix finalised and on display Teachers implementing SWPBS strategies
Extra-curricular program	Develop and introduce a cohesive extra-curricular program	Range of college budgets	Principal Team Student Management Teams International Student Co-ordinators	Term 1	Active participation of teachers and students in the program

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PRODUCTIVITY					
Goals	Improve the facilities in the College to be able to deliver a 21 st Century educational program.	Targets	Rebuild and renovate significant sections of the Niddrie Campus. Build a Performing Arts Centre at the Essendon Campus. Significantly refurbish part of the East Keilor Campus.		
		12 month targets	Finalise planning process and begin construction		
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
Develop Master Plan	Finalise planning for the \$10 million upgrade	\$10 million budget	Principal Team Architect DET Representatives College Council	Term 4	Master Plan completed, builders appointed

Additional Goal

Allocate additional Equity Funding to support student learning	Allocate funding to targeted programs	\$378,000 additional funding (see breakdown below)	Principal Team Curriculum Committee College Council	Term 1	Programs and staffing in place
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ADDITIONAL EQUITY FUNDING

Credit allocation = \$100,640 Cash allocation = \$277,463 **TOTAL = \$378,103**

Convert \$65,000 of Cash allocation to Credit to create 2016 budget figures of:

Credit = \$165,640 Cash = \$212,463 **TOTAL = \$378,103**

GOVERNMENT PRIORITIES FOR ADDITIONAL FUNDING



1. Excellence in teaching and learning
2. Professional leadership
3. Positive climate for learning
4. Community engagement in learning

	AMOUNT (\$)	PRIORITY
From Credit allocation		
Time release for Leading Teacher curriculum managers/coaches on 2 Junior Campuses	47,934	1,2
Time release for Leading Teacher position: Emerging Technologies (Cross College)	23,967	2,3
Time release for Leading Teacher Campus Co-ordinators on 2 Junior Campuses	47,934	2,4
Literacy aide	50,000	1,3
TOTAL	169,635	
From Cash Allocation		
Consultant: GANAG (Jane Pollock)	30,000	1,2,3
School Positive Behaviour Support program	3,000	3,4
Professional Development for teachers	10,000	1,2,3
Professional Development for ES staff	5,000	1,3,4
Learning Technology	10,000	3
CRT (time release for PD, planning meetings, classroom observations, school visits)	26,000	1,3
Software: Compass	10,099	3,4
Software: Word Flyers	2,209	1,3
Software: Infiniti	9,500	1,4
Consultant: VCE data analysis (Carmel Richardson)	2,500	1,2,3
Learning Technologies: Hardware	25,650	3
Additional Technical support (trainee)	10,000	3
Administrative support	20,000	3,4
Miscellaneous expenses (materials, venue hire, catering, travel, printing)	10,000	1,2,3,4
Costs of retaining at risk programs (VCAL, VET/VCE subjects, EAL)	40,000	3,4
TOTAL	213,958	

\$169,625 + \$213,958 = \$383,593 (any budget over runs will be funded from College resources)

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	
Improved use of data	green	Comprehensive data analysis completed by consultant and VCAA and teacher actions linked to PDP. Staff using data more effectively and linking to 9 Instructional Practices.			
High Aspirations	yellow	Action Team established and a number of programs initiated e.g. "Finding My Place", Soccer mentoring program, awards events. Emphasis at VCE campus in improving performance in GAT and Exams, including draft VCE Action Plan.			
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	
Celebration of student effort and achievement	green	Regular student led assemblies and performances, use of Compass software to communicate with the school community.			
Student Voice	yellow	Student leadership teams established. Student voice integrated into the building project and students will attend Standing Committee Building Project meetings. Attitudes to School Survey to be analysed when available and focus groups used to interrogate the data. GANAG has student feedback inherent in it.			
Whole School Transition Plan	yellow	In development as must take into account of the disruption of the building project.			
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	
Actively promote the College	green	STEM Centre planned for each campus leading to collaboration with feeder primary school and increased marketing opportunities.			

		<u>Publicity team in place. Partnership with Siemens arising out of Principal for a Day.</u>			
SWPBS	green	<u>Matrix completed, professional development planned, program on schedule.</u>			
Extra-curricular program	yellow	<u>Program in place and in progress, performing arts, sport etc, but yet to be fully documented.</u>			
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	
<u>Develop masterplan</u>	green	<u>Building planning process on schedule.</u>			
<u>Allocate additional Equity Funding to support student learning</u>	green	<u>All funding budgeted and allocated.</u>			