2016 Annual Implementation Plan for Improving Student Outcomes

8270

Ringwood Secondary College

Based on Strategic Plan 2016-2019

Endorsements

Endorsement by School Principal	Signed……………………………………. Name Michael Phillips Date March 23 2016
Endorsement by School Council	Signed……………………………………. Name Craig Guscott Date March 23 2016
Endorsement by Senior Advisor	Signed……………………………………. Name…………………………………… Date……………………………………

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.
From the 2015 school review, Excellence in Teaching and Learning is seen as the key area for our school to continue to develop. To improve consistency in teacher practice across all classrooms, the College needs to further develop a whole College instructional model. Deeper understandings of the New Pedagogies for Deep Learning (NPDL) will help to inform more consistent and accountable practice and the model could include reference to visible learning principles and be characterised by the use of focused Learning Intentions and Success Criteria. Professional learning will need to be provided to support teachers in the implementation of the model. The systematic analysis of data and evidence is an area for development. Decisions need to be made around which data sets to use and deeper understandings around how to triangulate this authentic data need to be developed, More effective moderation practices within and across year levels need to be established in order to improve the consistency in teacher judgements. The role of the student in learning needs to involve students across all year levels in regularly establishing meaningful learning goals, reflective practices, peer and self assessment. Improving the quality of teacher to student and student to teacher feedback is critical to increasing student agency. Consolidation of the Positive Education programs is needed to further embed and sustain an approach to pastoral care that encourages a culture of participation, involvement, belonging, and respect.

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	• Build the capability of every teacher to adopt a whole school approach to instructional practice and an agreed instructional framework • Develop and formalise feedback and reflection processes for teachers and students.
Curriculum planning and assessment	• Build teacher capability to utilize data and a range of assessment strategies to teach to a student's point of learning
Setting expectations and promoting inclusion	• Strengthen a culture of participation, involvement, belonging, and respect.
Building leadership teams	• Articulate and implement processes that support quality planning & decision making aligned to the strategic plan.
Empowering students and building school pride	• Build a rich relevant challenging and stimulating learning environment that promotes independence and self-directed inquiry for deep learning and thinking

Annual Implementation Plan for Improving Student Outcomes

ACHIEVEMENT						
Goals	Maximise individual student learning growth across all curriculum areas and year levels, but especially across Years 7-9.		**Targets**	- VCE median all study score is at or above 31 10% of VCE study scores at or above 40 70% of students in each VCE Unit 3 and 4 study to perform better than predicted data 100% of students in Years 11 and 12 exit into post school options that includes work, training or further study - Over 75% of students making medium to high relative growth in NAPLAN between Years 7 – 9 in Numeracy, Reading and Writing - AusVELS annual growth for all students reflects one year's growth for one year of input.		
			12 month targets	- VCE median all study score is at or above 31 9 .5 % of VCE study scores at or above 40 60% of students in each VCE Unit 3 and 4 study to perform better than predicted data 98% of students in Years 11 and 12 exit into post school options that includes work, training or further study - Over 70% of students making medium to high relative growth in NAPLAN between Years 7 – 9 in Numeracy, Reading and Writing - AusVELS annual growth for all students at .8 or higher.		

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 teacher capability to utilize data and a range of assessment strategies to teach to a student's point of learning	- Identify the data sets that will be used to measure learning growth - Targeted coaching in the use of quantitative and qualitative data and training in the use of peer feedback and formative assessment to inform future teaching - Develop more effective and consistent practices around teacher judgements - Commence the development of curated learning resources that assist teachers to target students at their point of learning need		Principal Team	Semester One	Actions clearly documented in SSP, AIP and PD goals Link specific actions to college PDP/PLT processes Provide time/money/resources to support PD Lead data analysis in Leadership Team, Curriculum committee and Sub school teams.
				Semester Two	Ensure community of practice established around the development of learning resources, especially for numeracy in year 7/8 and writing in Year 11/12. Ensure minutes of meetings document AIP progress against data goals.
			Leading Teachers	Semester One	Contribute to compilation of student data sets and complete data analysis with relevant staff
					Provide teacher PD on data analysis and interpretation
				Semester Two	Analyse data to determine progress and provide feedback to teachers.
			Teachers	Whole Year	Attend at least one data analysis PD session Identify and utilise student related information data Include data related goals in PDP process.
				Semester One	Assist the Head of Learning Area in modifying approaches to continuous assessment and in establishing moderation practices, especially across year 7-10.
				Semester Two	Curated learning resources published in numeracy at one year level.

				ES	Semester One	Office and Admin staff assist in compiling student data sets.
					Semester Two	Office and Admin staff assist in data analysis.
Build the capability of every teacher to adopt a whole school approach to instructional practice and an agreed instructional framework	• Develop staff knowledge and understanding of the purpose and value of an instructional model • Incorporate the 6Cs approach of the New Pedagogies for Deep Learning (NPDL) • Raising awareness of Internationalising practices into the curriculum • Develop teacher expertise in using Compass School Resources/Learning Tasks to differentiate and personalise student learning • Develop Learning Area Professional Learning opportunities for teachers to enhance skills in effectively using formative assessment and scaffolding of instruction, including appropriate classroom practices			Principal	Semester One	Embed NPDL focus in SSP, AIP and PDP
					Semester Two	Establish community of practice with like schools.
				Principal Team	Semester Two	Collaboratively develop RSC instructional model that includes NPDL and internationalising practices.
				Leading Teachers	Semester One	Lead Professional Learning sessions on Learning Intentions and Success Criteria so they are visible in classrooms.
					Semester Two	Assist in the development of the RSC Instructional model.
					Semester One	Lead Heads of Learning to audit Vic Curriculum.
				NPDL Lead	Semester One	NPDL key principles developed for inclusion in all teacher PDP plans
					Whole Year	Ensure spotlight sessions at each staff meeting
						Lead professional learning sessions for staff to incorporate NPDL .
				Heads of Learning	Semester One	Complete audit on what is currently delivered against the Victorian Curriculum.
					Semester Two	All unit planner/curriculum outline documents available on Compass.
					Semester Two	A literacy focus has been determined for each learning area .
				Teachers	Semester One	Contribute to Learning Area audits on content and curriculum delivery
					Whole Year	Contribute to online curriculum documentation
						Incorporate NPDL principles in PDP plan.
				ES	Semester One	Learning Support staff develop supported literacy focus (ie vocab, short answer..)
					Whole Year	Learning Staff support literacy delivery in the classroom
					Semester Two	Learning Support staff develop online support material for Compass..

Annual Implementation Plan for Improving Student Outcomes

ENGAGEMENT				
Goals	Enhance the level of student cognitive engagement in their learning	**Targets**	• Stimulating Learning data in Student Attitudes to School Survey to be above 3.4 for all year levels • All parents access and interact with the College using Compass, for learning feedback and assessment • 100% of Year 9 students engaged in an independent or self directed learning project • Parent Opinion Data mean score for students being well prepared for the next stage of their education to be above 5.6	
		12 month targets	• **Stimulating Learning data in Student Attitudes to School Survey to be above 3.2 for all year levels** • **85% of parents access and interact with the College using Compass, for learning feedback and assessment** • **60% of Year 9 students engaged in an independent or self directed learning project** • **Parent Opinion Data mean score for students being well prepared for the next stage of their education to be above 5.3**	

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 a rich relevant challenging and stimulating learning environment that promotes independence and self-directed inquiry for deep learning and thinking	• Identify a range of tangible measures for student cognitive engagement • Provide professional learning opportunities to develop tasks and learning activities that include choice for students • Develop strategies that set appropriate challenges, focus on improvement, growth and development and recognises success.		Principal	Semester One	Identify and establish measures of student cognitive engagement, that can be used to benchmark school performance, which includes reference to creativity, critical thinking and problem solving
				Semester Two	Resource professional learning especially the development of teacher mentoring practices.
			Principal Team	Whole Year	Establish further opportunities for professional learning including PLTs that develop tasks and learning activities Assist Leading Teachers in building staff capacity to enhance stimulating learning.
			Leading Teachers	Whole Year	Provide leadership development opportunities that enhance the capacity of Heads of Learning and Coordinators to support teachers in developing positive relationships with students.
			Teachers	Whole Year	Incorporate tasks that enable students to move from surface learning to deep learning by enabling them to apply their knowledge and understandings to a new domain
				Whole Year	Active utilisation of a range of strategies and approaches to teaching and learning, determined by learning goal of the lesson and the needs of the individual students
				Semester One	Greater student voice and choice included into a teaching and learning sequence and assessment tasks, catering for the range of student abilities
				Semester Two	Technology incorporated in a teaching and learning sequence, allowing students to connect and collaborate virtually.
			ES Staff		
Develop and formalise feedback and reflection processes for teachers and students.	• Develop practices that can more actively engage students in their learning • Explore the use of Compass for student reflection of their work.		Principal team	Whole Year	Support the continuing development of peer observation and feedback so that it more widely embedded in PDP plans and monitor its implementation.
			Leading Teachers	Semester Two	Lead professional learning to develop rubrics as assessment and feedback tools: teacher to student, student to teacher and student to student.

			Teachers	Semester One	Incorporate short feedback loops into a teaching and learning sequence, so that students have the opportunity to refine and modify their skills, focusing on the process of learning and not the end product
	,			Whole Year	Incorporate real-time assessment, feedback and reporting in a teaching and learning sequence through the use of Compass.
				Semester Two	Ensure that parents, students and other teachers are aware of teaching and learning goals and assessment measures in order to develop a high sense of transparency and accountability.
			ES Staff	Whole Year	Assist with the compilation of learning resources for hosting on Compass.

Annual Implementation Plan for Improving Student Outcomes

WELLBEING			
Goals	**Nurture the social and emotional development of all students**	**Targets**	• 100% completion of Wellbeing Profiler to identify and set future targets for improvement and determine Implementation of a whole school approach to well being • Student Attitudes to School Survey - Distress and Wellbeing improved to be at or above the 65th percentile (Years 7-12) • Attendance in Years 7 – 9 at or above 95%.
		12 month targets	• Most students complete wellbeing profiler to develop benchmark data • SASS data on indicators to be at 60th percentile • Attendance to be at or above 93%

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
Strengthen a culture of participation, involvement, belonging, and respect.	• Implement well being profiler and benchmark measures of student wellbeing • Expand House system to enhance positive school culture and determine long term plans • Ensure Professional Learning opportunities that build capacity in Positive Education and student management.		Principal	Semester One	Provide time and resources for completion of wellbeing profiler by most students
				Whole Year	Support continual training and practice of Positive Education Encourage all staff to adopt and use positive education practices and link with other strategic priorities
				Whole Year	Support development of the House System.
			Assistant Principals	Semester One	Benchmark data from wellbeing profiler to determine future measures and practices that should be implemented Lead coordination teams in developing a consistent approach to student management for all students, including the use of Compass
				Semester Two	Provide opportunities to educate parents on their role in creating a positive school culture and respectful relationships
				Semester Two	Review staff induction program to include Positive Education.
			Leading Teachers	Semester One	Develop practices that enable increased student leadership and participation in House System Assist in developing a consistent approach to behaviour management across the college and completion of a coordinators handbook.
				Semester Two	Review student wellbeing programs to ensure their relevance and timely delivery consistent with Wellbeing Profiler data outcomes.
			Community Coordinators	Semester One	All coordinators contribute to ensuring consistent approach to student behaviour management across the college
				Whole Year	All new coordinators participate in PD with a focus on restorative practice.
			Teaching Staff	Whole Year	Active participation in at least one In -House Positive Education PD
				Whole Year	Trial Positive Education Practices into classroom procedures Provide feedback and support to review of implementation of Positive Education.
			ES (With classroom roles)	Whole Year	Support agreed classroom management practices.

Annual Implementation Plan for Improving Student Outcomes

PRODUCTIVITY

Goals	Increase the capacity of the school to function as a strategic organisation	Targets	• A redeveloped organisational and leadership structure, with clearly defined roles and responsibilities, which meets current college needs • All staff participating in ongoing targeted professional learning relating to Professional Development Plan, Goals and targets.
		12 month targets	• **Organisational structure completed and leadership roles advertised** • **All staff participating in some Professional learning relating to Professional Development plan, goals and 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
Articulate and implement processes that support quality planning & decision making aligned to the strategic plan.	• Review leadership and organisational structures including the roles and responsibilities of all leaders to meet changing needs • Continue to prioritise investment in leadership development and staff professional learning, focusing learning on the achievement of the College goals • Resource the development of an RSC instructional framework, Compass, NPDL initiatives and the Wellbeing Profiler • Continue to refine the College iPad and laptop program to enhance learning in all classes.	• Budgets for Professional Learning, Compass and NPDL • Participation in Maroondah Council and Melbourne University project utilising profiler • Professional Learning weeks and whole school PD • Specialist PD for teacher and ES teams • Meeting times to focus on priorities • Digital Learning and IT Services support to include resource development and student, staff and parent training	Principal	Semester 1	Develop roles and responsibilities with a focus on distributed leadership Scheduled leadership and AIC Meetings Budget and resource allocation for strategic initiatives and professional learning.
			Principal Team	Semester 2	Planning documents reflect expected implementation.
			Assistant Principal	Semester 1	Performance and Development plans reflect classification and leadership standards for all staff members Professional Development opportunities support SSP and AIP.
			Assistant Principals Leading Teachers and Team Leaders	Each term	Monitor and sign off P& D plans and reviews.
			Teachers	Each Term	Performance & Development Plans reflect expected AITSL standards as per classification and SSP and AIP directions.
			ES	Semester One Whole Year	Performance & Development Plans reflect expected standards of classification An accurate job description developed by each ES staff member Budgets monitored to support strategic priorities Review of administrative and financial management procedures, processes and programs.

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**	
.					