

# 2018 Annual Implementation Plan

for improving student outcomes

Ringwood Secondary College (8270)



## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Ringwood Secondary College (8270)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
<p>Maximise individual student learning growth across all curriculum areas and year levels, but especially across Years 7-9.</p>	<p>VCE median all study score is at or above 31            10% of students obtain studies scores at or above 40 and 16% over 37.            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            VELS annual growth for all students reflects one year's growth for one year of input.</p>	<p>Yes</p>	<p>VCE Median Study score is 31 or higher. (2017-19). VCE study scores increase to 9% in 2018. (2017 - 6.7%)            Students exiting into work, training or further education-99% (2017- 98%)</p> <p>NAPLAN            Reading 2017            % students in top 2 bands (Yr 9)-21%            % students in bottom 2 bands (Yr 9) (16%)            % students high or medium gains (Yr 9)-73%            Reading 2018            % students in top 2 bands (Yr9) -25%            % students in bottom 2 bands (Yr 9)- 13%            % students high or medium gains(Yr 9) -76%</p> <p>Numeracy 2017            % students in top 2 bands (Yr 9)-17%            % students in bottom 2 bands (Yr 9)- 13%            % students high or medium gains (Yr 9)-66%            Numeracy 2018            % students in top 2 bands (Yr9)- 21%            % students in bottom 2 bands (Yr9)-11%            % students high or medium gains (Yr 9)-70%</p>	<p>Building practice excellence</p>
<p>Enhance the level of student cognitive engagement in their learning</p>	<p>Stimulating Learning data in Student Attitudes to School Survey to be above 70% 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 80%</p>	<p>Yes</p>	<p>Stimulating Learning 2017- 65.3% 2018- 70% Years 7-12</p> <p>2017 approx. 90% access Compass. Increase to 95% in 2018.</p> <p>2017 - 98% of Year 9 students engaged.in learning project. Increase to 99% in 2018.</p> <p>Parent Opinion Data 2017-74% well prepared.; 2018 -80%.</p>	<p>Evidence-based high-impact teaching strategies</p>
<p>Nurture the social and emotional development of all students</p>	<p>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 - Sense of connectedness to School to be at or above the 75th percentile (Years 7-12)</p>	<p>Yes</p>	<p>Improve areas of concern relating to frequency of exercise and sedentary activities, rumination and suppression whilst maintaining broad range of strength areas.</p> <p>2017 Sense of Connectedness 72.9 increase to 75</p>	<p>Empowering students and building school pride</p>

	Attendance in Years 7 –9 at or above 95%.		<p>or higher in 2018.</p> <p>2017 Attendance in Year 7- 94%, Year 8- 93% Year 9- 92.4%.</p> <p>2018- Reduce Absence at Year 9 from 15.7 days to 13.7 days</p>	
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**Improvement Initiatives Rationale**

Progress on the SSP suggests that there is further need to focus on learning growth and especially in literacy and numeracy. Following completion of the Bastow Leading Literacy program the school improvement team has identified that reading will be a college wide priority in 2018, with a specific focus on Year 8. The evidence further supports that special attention needs to be given to the Year 10 cohort of 2018 through continuation of developing programs in teacher moderation. The establishment of three learning specialist roles will assist in enabling further teacher capacity building in these areas.

<b>Goal 1</b>	Maximise individual student learning growth across all curriculum areas and year levels, but especially across Years 7-9.
<b>12 month target 1.1</b>	<p>VCE Median Study score is 31 or higher. (2017-19).  VCE study scores increase to 9% in 2018. (2017 - 6.7%)  Students exiting into work, training or further education-99% (2017- 98%)</p> <p><b>NAPLAN</b>  <b>Reading 2017</b>  % students in top 2 bands (Yr 9)-21%  % students in bottom 2 bands (Yr 9) (16%)  % students high or medium gains (Yr 9-73%)  <b>Reading 2018</b>  % students in top 2 bands (Yr9) -25%  % students in bottom 2 bands (Yr 9)- 13%  % students high or medium gains(Yr 9) -76%</p> <p><b>Numeracy 2017</b>  % students in top 2 bands (Yr 9)-17%  % students in bottom 2 bands (Yr 9)- 13%  % students high or medium gains (Yr 9-66%)  <b>Numeracy 2018</b>  % students in top 2 bands (Yr9)- 21%  % students in bottom 2 bands (Yr9)-11%  % students high or medium gains (Yr 9)-70%</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Implement a student literacy and numeracy program for building reading skills across the college, but with emphasis on years 7 to 9.

<b>Goal 2</b>	Enhance the level of student cognitive engagement in their learning
<b>12 month target 2.1</b>	Stimulating Learning 2017- 65.3% 2018- 70% Years 7-12 2017 approx. 90% access Compass. Increase to 95% in 2018. 2017 - 98% of Year 9 students engaged.in learning project. Increase to 99% in 2018. Parent Opinion Data 2017-74% well prepared.; 2018 -80%.
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategies</b>	
KIS 1	Implement the GANAG Instructional model for consistency of teacher practice across the college.

<b>Goal 3</b>	Nurture the social and emotional development of all students
<b>12 month target 3.1</b>	Improve areas of concern relating to frequency of exercise and sedentary activities, rumination and suppression whilst maintaining broad range of strength areas. 2017 Sense of Connectedness 72.9 increase to 75 or higher in 2018. 2017 Attendance in Year 7- 94%, Year 8- 93% Year 9- 92.4%. 2018- Reduce Absence at Year 9 from 15.7 days to 13.7 days
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Develop and implement the RSC Flourish Model for Positive Education.

## Define Evidence of Impact and Activities and Milestones - 2018

Ringwood Secondary College (8270)

<b>Goal 1</b>	Maximise individual student learning growth across all curriculum areas and year levels, but especially across Years 7-9.
<b>12 month target 1.1</b>	VCE Median Study score is 31 or higher. (2017-19). VCE study scores increase to 9% in 2018. (2017 - 6.7%) Students exiting into work, training or further education-99% (2017- 98%)  NAPLAN Reading 2017 % students in top 2 bands (Yr 9)-21% % students in bottom 2 bands (Yr 9) (16%) % students high or medium gains (Yr 9-73%) Reading 2018 % students in top 2 bands (Yr9) -25% % students in bottom 2 bands (Yr 9)- 13% % students high or medium gains(Yr 9) -76%  Numeracy 2017 % students in top 2 bands (Yr 9)-17%

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<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	Implement a student literacy and numeracy program for building reading skills across the college, but with emphasis on years 7 to 9.			
<b>Actions</b>	Increase awareness and use of reading comprehension strategies especially at Year 8, amongst students and teachers across all learning areas Improve student access to texts in zone of proximal development Students and teachers identify main ideas and determine importance of the information presented in non-fiction texts Extend moderation practices to all learning areas Enhance opportunities for improved teacher mentoring and team teaching across all year levels.			
<b>Evidence of impact</b>	Teachers collaborate on choice of reading texts and type of reading strategies; they prepare a bank of new resources for reading strategies in literacy and numeracy; they make their reading strategies visible on the Compass portal class page; they observe each others' practice and provide feedback through a formalised peer observation mechanism  Students read increasingly challenging texts, applying the newly learnt reading strategies and documenting in writing their progress; they refer to an online bank of resources for supporting their reading development  Leaders monitor teacher and student progress including supportive discussions with individuals and groups of teachers and through class observations and team teaching; provide opportunities for professional learning around improving reading texts in literacy and numeracy; support the evaluation and modification of practices following data analysis and feedback and plan for future improvement.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Oversee whole school literacy- reading, through allocation of targeted resources including literacy support and monitor PDP progress. Model and showcase effective practices and facilitate sharing of ideas in staff meetings. Ensure data is made available in a timely manner to assist in reviewing progress.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Promote whole school literacy in reading in the college and wider community. Use reading strategies where appropriate to model effective practice. Coordinate PD and PDP activity and development of consistent practices across the College.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Support the Literacy Team where appropriate. Run focus groups with staff/students to check uptake and progress of reading initiatives. Lead HOLA discussion on implementation of reading and provide the Learning Specialist with feedback.	Teaching and Learning Coordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Support staff in framing PDP goals and monitor progress against goals. Facilitate sharing of ideas in PDP groups. Assist staff to review data to analyse progress and refine strategy where needed.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Literacy Learning Specialist- Assist the Literacy team to develop reading PD, oversee data collection and monitor the progress of reading initiatives. Work with HOLAs to discuss implementation and provide support. Provide PD and sharing of ideas.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Model the use of reading in HOLA meetings. facilitate discussions about reading progress including sharing of high impact practices. Develop a staged process for moderation that is consistent across learning areas.	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Incorporate reading goal in PDP planning and participate and contribute to Literacy (reading) PD and sharing of practice. Identify key vocabulary for each unit with an appropriate glossary that is subject specific. Utilise non-fiction texts across all studies as set readings. to enable students to analyse information (including for comprehension). Explicitly teach students to be able to analyse the value and authenticity of information.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used
ES staff support the use of reading strategies by the classroom teacher.	Education Support	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Enhance the level of student cognitive engagement in their learning			
<b>12 month target 2.1</b>	Stimulating Learning 2017- 65.3% 2018- 70% Years 7-12 2017 approx. 90% access Compass. Increase to 95% in 2018. 2017 - 98% of Year 9 students engaged.in learning project. Increase to 99% in 2018. Parent Opinion Data 2017-74% well prepared.; 2018 -80%.			
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies			
<b>Key Improvement Strategy 1</b>	Implement the GANAG Instructional model for consistency of teacher practice across the college.			
<b>Actions</b>	Foster common approaches to each element of GANAG Develop and capture high impact teaching strategies, especially those that emphasise differentiation, metacognition and student agency. Develop, implement and assess learning behaviours that are consistent with the 6Cs of NPDL Further develop approaches to student and teacher feedback utilising COMPASS.			
<b>Evidence of impact</b>	Students consult their Learning Intentions and Success Criteria at the start of each lesson which they will access via the Compass class page; they know the instructional stages of each lesson in the GANAG model as expressed explicitly by their teachers; they provide feedback to teachers in relation to their understanding of their Learning Intention and Success Criteria; they know the new college emphasis on Learning Behaviours and adopt these behaviours in all classes  Teachers prepare Learning Intentions and Success Criteria for every lesson; they make explicit references to the stage of instruction and learning in the GANAG model throughout the lesson; they ask for student feedback about their understanding and use this feedback to consolidate future lessons; they emphasise the newly formed Learning Behaviours derived from the NPDL and report on them formally once each semester; they prioritise professional learning opportunities to improve practice  Leaders participate in and actively promote the GANAG model and the newly formed Learning Behaviours; they provide opportunities for teachers and students to learn further and to share successes and challenges in working in the model and support teachers and students to minimise challenges			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Incorporate GANAG instructional model into core focus areas for staff PDP process. Develop and promote differentiation as a High Impact Teaching strategy within the model. Resource and support Teaching and Learning Leaders to develop targeted PD to facilitate implementation.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

Publish and promote GANAG instructional model to school community (Posters in classrooms, staffroom, newsletter, website & Compass) Monitor and review college wide understanding of explicit teaching by obtaining data on the use of GANAG in teaching practice, through the use of walkthroughs, peer observations, course outlines, student focus groups and survey data.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Provide further PD to staff on implementation of instructional model. Develop strategies for using differentiation and feedback in teaching / classroom. Lead discussion with HOLAs on implementation in curriculum areas. Develop and promote next phase of the implementation plan for GANAG instructional model. Support staff in framing PDP goals related to instructional model through PDP.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Support staff in framing PDP goals related to instructional model through PDP . Model best practice in classroom.	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers: Incorporate GANAG instructional model goal in PDP planning. Learning intentions and success criteria will also be explicitly stated (visually and verbally) within the classroom to ensure all students are continuously aware of lesson goals. GANAG language explicitly during lessons. Utilise diagnostic pre-testing and formative assessment to identify and track individual student's ZPD, e.g., Gutman charts.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Support the development of strategies and modified work programs for use by teachers with students in their classroom.	Education Support	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Collaboratively-develop lesson sequences that incorporate GANAG and successful models, shared amongst a faculty.  Learning behaviours consistent with NPD L are articulated and incorporated in student assessments and teacher judgements.	Teaching and Learning Coordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	Nurture the social and emotional development of all students
<b>12 month target 3.1</b>	Improve areas of concern relating to frequency of exercise and sedentary activities, rumination and suppression whilst maintaining broad range of strength areas.  2017 Sense of Connectedness 72.9 increase to 75 or higher in 2018.  2017 Attendance in Year 7- 94%, Year 8- 93% Year 9- 92.4%. 2018- Reduce Absence at Year 9 from 15.7 days to 13.7 days
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	Develop and implement the RSC Flourish Model for Positive Education.
Actions	Enhance college virtues (vision and values) through modified approaches to the house system Further develop and promote positive and respectful relationships across the college community Modify programs and approaches to student and staff wellbeing, utilising profiler data Enhance student wellbeing, through common approaches adopted from involvement in the Maroondah Plus 10 schools project.
Evidence of impact	Teachers incorporate explicit teaching of wellbeing concepts and the development of curriculum programs and strategies; Staff oversee policy development, training and coordinate wellbeing programs; liaise with Departmental and community organisations; provide individual counselling to students and mediate in conflict situations

	<p>Students are actively engaged and leading initiatives that promote respectful relationships and enhance positive mental health; They are able to draw on school and community expertise and resources to support these practices</p> <p>Leaders ensure the development of evidence based and a staged 7-12 wellbeing curriculum and support whole school practices that promote human flourishing; support the evaluation and modification of practices following data analysis and feedback and plan for future improvement.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Ensure the development of explicit and implicit positive education teaching from Years 7-12	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Positive Education focused PD activity each term Pos Ed Goals available for incorporation into PDP Common approach to respect and building relationships across the College.	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Teachers: Provide positive feedback to students via Compass, and inform parents of relevant information from their class (green chronicle posts, email contacts, etc) that includes comments on virtues and pro social behaviours Use positive language in the classroom	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Develop common guidelines for the awarding of house points for positive behaviour, academic success.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used