

Annual Implementation Plan: for Improving Student Outcomes

School name: Glenroy College

Year: 2017

School number: 8893

Based on strategic plan: 2015 - 2018

Endorsement:

Principal Catherine McMahon

Date: ??/02/17

Senior Education Improvement Leader Viv Telefson

Date: ??/0217

School council [name]

Date: ??/02/17

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	Improvement Priorities	Improvement Initiatives	
<p>Focus for 2017:</p> <p>To improve literacy and numeracy To improve teaching & learning practices To use classroom observations to assess the progress of identified goals, targets and key implementation strategies</p> <p>To further develop a positive & inclusive school environment To improve student attendance To improve student management practices</p> <p>To improve relationships /communication with parents and families To develop community relationships that support College goals and broaden opportunities for students To improve the transition process for students moving from grade 6 to 7 To improve the relationship with feeder Primary schools</p> <p>Other goals To improve student leadership in years 7-9 (not a focus in 2017)</p>	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.

The Excellence in teaching and learning Improvement Initiatives identified as the foci in 2017 are an extension of the work that has been done in the previous years of the School Strategic Plan.

- The school level student achievement data while similar to 'like schools' is still significantly below the 'state'.
- The VCE Allstudy score has remained relatively unchanged and continues to be below the state VCE Allstudy Mean and Strategic Plan target.
- Achievements in 2016 included building the capacity of Domain Leaders and the Domain Leaders Team, the development and consistent use of Developmental Rubrics and common assessment tasks in nearly all Domains, consistent teaching practices across the college, a regular program of classroom observations to improve teacher practice, the improved use of data to monitor student progress and inform the teaching program and professional learning for staff that focussed on differentiation and challenging tasks. Many of these improvements need to be further developed. Differentiation and challenging tasks will continue to be the focus as the School Level data indicates that our curriculum and teaching practices are not meeting the learning needs of all of our students.

The Positive climate for learning Improvement Initiative provides for an umbrella for improving student management practices. Suspension, relocation and Student Attitudes to School data indicate that classroom behaviour and a safe learning environment are still challenges at the college.



Data from Parent/teachers indicated that only 40-50% of families attended. This raises concerns about family's engagement in student learning, reporting of student progress and communication. The low and static Year 7 enrolment raises concerns about the college profile in local feeder primary schools and the broader community.

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)
Excellence in teaching and learning - Building Practice Excellence & Curriculum Planning and Assessment Teaching and Learning (Achievement)	<ul style="list-style-type: none"> - Meet the learning needs of all students through consistent teaching and learning practices and the provision a curriculum that includes differentiation and challenging tasks - Improve teaching and learning in all domain areas with particular emphasis on writing, spelling and grammar - Improve regular reporting to families
Positive Climate for Learning: Setting expectations and promoting inclusion -Student Management (Engagement)	<ul style="list-style-type: none"> - Ensure a consistent application of Positive Classrooms (DMA) strategies across the college including proactive strategies to reinforce appropriate student behaviour - Develop a positive learning environment that supports student's learning and wellbeing - Improve student attendance through developing consistent processes and protocols, clarifying roles and responsibilities and consistently applying agreed intervention strategies - Build stronger relationships with families and the school community through improved communication

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Framework for Improving Student Outcomes

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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 note 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	<p>[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]</p> <ul style="list-style-type: none"> To improve literacy and numeracy To improve teaching & learning practices
IMPROVEMENT INITIATIVE	<ul style="list-style-type: none"> Building practice excellence Curriculum planning and assessment
STRATEGIC PLAN TARGETS	<p>[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]</p> <ul style="list-style-type: none"> Year 7-10 On Demand mean growth in reading & numeracy to be between 0.8 & 1.0 of a Victorian Curriculum level over the term of the strategic plan. NAPLAN 7-9 growth rates to match or exceed state target rates (25% low, 50% medium and 25% High) All VCE students to match or exceed their GAT result Teacher judgement in Mathematics and English to be based on NAPLAN and On Demand data with the mean growth showing improvement for each year of the strategic plan NAPLAN English & Mathematics data to show an increase in the proportion of students in the bands at or above expected levels & a decrease in the proportion in bands below the expected level VCE all study mean to increase each year of the strategic plan to at least match state mean VCAL & VCE completion rates to increase for each year of the strategic plan and at least match the state results by the end of the review period The Learning Confidence parameter in the Student Attitude to School survey for girls & boys to improve each year with the result at the end of the review period to be in the 4th quartile
12 MONTH TARGETS	<p>[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]</p> <ul style="list-style-type: none"> Year 7 and 8 On Demand mean growth in reading & numeracy to be at least between 0.8 & 1.0 Victorian Curriculum of a level. Year 9 and 10 On Demand mean growth in reading & numeracy to be above 0.5 NAPLAN 7-9 growth rates to match or exceed state target rates (25% low, 50% medium and 25% High) NAPLAN English & Mathematics data to show an increase in the proportion of students in the bands at or above expected levels & a decrease in the proportion in bands below the expected level PAT reading data to match the On Demand growth rates VCE all study mean of to be 27 or above Learning confidence in the Student Attitudes to School Survey to improve from the second quartile (2016) to at least the third quartile



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<p>[Drafting Note report here the KIS from the previous summary page]</p> <p>Meet the learning needs of all students through consistent teaching and learning practices and the provision a curriculum that includes differentiation and challenging tasks</p>	<p>[Drafting Note report here what the school will do and how - including financial and human resources]</p>	<p>[Drafting Note report here the person responsible]</p>	<p>[Drafting Note report here the timeframe for completion]</p>	<p>6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]</p>	● ● ●	<p>[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]</p>		
				<p>12 months:</p>	● ● ●			
	<p>Embed the program of regular Classroom Observations to build a culture of continuous improvement</p>	<p>C/R Obs Coordinator</p> <p>T & L Leader</p>	<p>Terms 1 and 3</p>	<p>6 months:</p> <ul style="list-style-type: none"> Schedule of classroom observations established Term 1 round of classroom observations completed Challenging tasks and differentiation evident in classroom observations 	●	<ul style="list-style-type: none"> Consistent teaching and learning practices across the college Improved curriculum planning and delivery Improved student achievement Improvement on the Classroom observation Guttman analysis Differentiated, challenging tasks evident in all lessons 	<p>\$60000</p>	
				<p>12 months:</p> <ul style="list-style-type: none"> Term 1 and 3 rounds of classroom observations completed Challenging tasks and differentiation evident in classroom observations 	●			
	<p>Use AfL data to differentiate and develop tasks in students' ZPDs to measure and accelerate student achievement outcomes in skills and knowledge.</p>	<p>T & L Leader</p>	<p>End of 2017</p>	<p>6 months:</p> <ul style="list-style-type: none"> Schedule of data collection developed Database developed that allows for interrogation of data Domain Teams using data to inform task development PL on the use of data and differentiated learning tasks conducted with staff Data collected and used to monitor student progress, provide them with feedback and identify their learning needs VCE teachers using the 2016 VCE data to improve the teaching and learning program Differentiated learning tasks included in lessons Challenging tasks evident in classroom observations 	●	<ul style="list-style-type: none"> More effective feedback to students to support their learning (Consistent use of rubrics to provide feedback to students to support their learning) Regular tracking of student progress Learning tasks targeted at the learning level of individual students Improved student achievement Differentiated tasks aligned with the learning needs of individual students Improved curriculum planning and program delivery. Improved understanding of the learning needs of students Improved student achievement – rubrics, Maths Pathways, Guttman Improved Student Attitudes to School data (Learning confidence, Motivation) VCE teaching and learning program informed by the 2016 VCE data 	<p>\$500</p>	
				<p>12 months:</p> <ul style="list-style-type: none"> Domains/teachers using data to identify the learning needs of students and inform task development Data used consistently to inform task development AfL data consistent with larger data sets Differentiated learning tasks evident in all lessons Differentiated learning tasks evident in classroom observations Improved student engagement and performance 	●			



	Introduce progress reports to provide regular, consistent feedback to students and their families on their learning progress	Ed Programs and Processes Leader	Term 2	6 months: <ul style="list-style-type: none"> Progress report format developed and implemented PL on progress reports conducted with staff 	●	<ul style="list-style-type: none"> Improved communication with families on student progress Improved family engagement in their student's education Improved student achievement 	\$500	
			12 months: <ul style="list-style-type: none"> Progress reports provided regularly to families Progress reports reviewed and modified All families accessing the reports 	●				
	Improve the effectiveness of Teaching Teams in supporting student learning through clarifying their role and function	Leadership and T & L Leader	Term 1	6 months: <ul style="list-style-type: none"> Role and purpose of Teaching Team meetings clarified by Leadership and understood by all teachers PL on the purpose and function of Teaching Team meetings conducted with staff Teaching Team meetings consistently using evidence to moderate student outcomes against the capabilities Teachers moderating student's work in meetings Evidence based Capabilities reporting through the Teaching Team structure. Teaching Teams functioning effectively 	●	<ul style="list-style-type: none"> Teaching Teams having a clear role and purpose Staff being clear about their role and the expected outcomes in Teaching Team meetings Consistently marked rubrics in assessment of student work Improved consistency in teaching and learning Improved feedback to students on their learning Improved student achievement 	\$0	
			12 months: <ul style="list-style-type: none"> Teaching Teams supporting the learning improvement of students Moderating student's work a regular part of Teaching Team meetings Assessment of the capabilities against the Victorian Curriculum Feedback provided to students via rubrics 	●				



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	<p>[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]</p> <ul style="list-style-type: none"> To improve student attendance To improve student management practices 							
IMPROVEMENT INITIATIVE	<ul style="list-style-type: none"> Setting expectations and promoting inclusion 							
STRATEGIC PLAN TARGETS	<p>[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]</p> <ul style="list-style-type: none"> Student attendance data to improve to at or below the state result Reduce number of relocations in each year of the strategic plan by 10% The Safety and Classroom Misbehaviour parameters of the Staff Opinion survey to improve each year and be in at least the third quartile by the end of the review period Improve the Student Morale, Student Distress and Connectedness to Peers in the Student Attitudes to School survey in every year of the strategic plan and be in at least the third quartile by the end of the review period 							
12 MONTH TARGETS	<p>[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]</p> <ul style="list-style-type: none"> Student absence data (present in class) to improve by at least 10% from 2016 at each year level Relocation data to improve by at least 10% from the 2016 data at each year level Student Attitudes to School survey - Student Safety to improve to 4.25 (4.16 in 2016), Connectedness to Peers to improve to above 4.0 (3.98 in 2016) and Classroom Behaviour to improve to 2.8 (2.67 in 2016) 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Develop a positive learning environment that supports student's learning and wellbeing	Research other approaches to absenteeism through contacting other schools and reviewing other systems to develop a strategy plan to improve student attendance	Student Managmt Leader	Term 1	6 months: <ul style="list-style-type: none"> Approaches to absenteeism at other schools investigated and a report provided to Leadership and the Level Leaders Current practices audited against best practice in other schools Strategic plan to improve student attendance developed which will include an agreed program of intervention 	●	<ul style="list-style-type: none"> A strategic approach to improving student attendance Improved communication with families Improved student attendance 	\$300	
				12 months: <ul style="list-style-type: none"> Implementation of the strategy plan Protocols and processes for a whole school approach to absenteeism documented and implemented Improved student attendance data 	●			



Monitor and analyse student relocations and communicate key issues to Leadership and staff	Student Managmt Leader	Term 2	6 months:	●	<ul style="list-style-type: none"> Improved monitoring of student behaviour and a more strategic approach to responding to identified issues Early intervention at the individual, class and year levels Improved clarity for the Level Leader role Improved student behaviour 	\$0	
			<ul style="list-style-type: none"> Relocation data collected and analysed three times each term Level Leaders monitoring relocation data and developing appropriate improvement strategies Regular reporting to Leadership on relocation data Staff informed of the relocation data and involved in discussions on improvement strategies 	12 months:			
Conduct regular differentiated PL for staff on developing positive classrooms (two in term 1 and at least once a term targeted at specific needs, new and returning staff and staff with specific needs)	Student Managmt Leader	End of 2017	6 months:	●	<ul style="list-style-type: none"> Staff having a consistent understanding of the agreed student management approach Consistent application of the agreed practices Targeted and specific support for individual teachers Regular revision of the agreed practices to support consistency Improved relocation and suspension data Improved Student Attitudes to School data (Classroom behaviour and Safety) 	\$500	
			<ul style="list-style-type: none"> PL conducted with staff at least each term Improved consistency in the application of agreed practices including proactive initiatives to reinforce appropriate behaviour Support provided to specific teachers and observable changes in teacher practice Decrease in the number of relocations 	12 months:			
Provide coaching/mentoring for specific staff on developing a positive classroom	Student Managmt Leader	Term 2	6 months:	●	<ul style="list-style-type: none"> Support for individual teachers Improved relocation data 	\$0	
			<ul style="list-style-type: none"> Improved consistency in the application of the agreed student management approach Fewer relocations Improved conversations with students on behaviour issues Stronger relationships between students and teachers 	12 months:			
Develop capacity of level leaders to lead student management for their year level	Student Managmt Leader	Term 2	6 months:	●	<ul style="list-style-type: none"> Level Leaders being clear about their role and responsibilities Level Leaders leading their teaching team to work collaboratively to identify and implement improvement strategies to address behaviour issues Improved relocation data 	\$0	
			<ul style="list-style-type: none"> Level Leaders clear about their role and responsibilities Level Leaders meeting regularly to support each other and identify improvement strategies Consistent application of the agreed practices Fewer behaviour issues referred to the Level Leader 	12 months:			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	<p>[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]</p> <ul style="list-style-type: none"> To improve relationships /communication with parents and families To develop community relationships that support College goals and broaden opportunities for students 							
OTHER IMPROVEMENT MODEL DIMENSIONS	<ul style="list-style-type: none"> Community Engagement in Learning – building communities 							
STRATEGIC PLAN TARGETS	<p>[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]</p> <ul style="list-style-type: none"> All categories of the Parent Attitudes to School survey to improve in each year of the Strategic Plan 							
12 MONTH TARGETS	<p>[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)]</p> <ul style="list-style-type: none"> The General Satisfaction parameter of the Parent Opinion survey to be in at least the third quartile 							
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] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Build stronger relationships with families and the school community through improved communication	Establish a focus group to research what happens in other schools, review the current situation and develop a strategic plan. Document and begin to implement a strategic community communication plan.	Leadership	Term 2	6 months: <ul style="list-style-type: none"> Focus group established Strategic plan developed to improve engagement and communication with the school and local community 12 months: <ul style="list-style-type: none"> Implementation of the strategic plan begun 	●	<ul style="list-style-type: none"> Schools contacted and best practice strategies identified Current practices reviewed Improved communication with families 	\$0	



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]				
Considerations for 2018:				

