

Define Evidence of Impact and Activities and Milestones - 2018

Alexandra Secondary College (7505)



Submitted for review by Nigel Lyttle (School Principal) on 22 December, 2017 at 02:10 PM
Endorsed by Anthony Gooden (Senior Education Improvement Leader) on 26 February, 2018 at 02:48 PM
Endorsed by Mandy Gesler (School Council President) on 28 February, 2018 at 11:20 AM

Define Evidence of Impact and Activities and Milestones - 2018

Alexandra Secondary College (7505)

Goal 1	Improve intellectual engagement and self awareness			
12 month target 1.1	<p>Decrease absences across the college from 25 days in 2017 to 22 days in 2018 Decrease absences in Year 8, 9 & 10 from 26, 28, 30 days respectively in 2017 to 23, 25 and 27 days in 2018</p> <p>Decrease Unexplained Absences to 5 days per year</p> <p>In 'Students attitudes' to school survey" percentage positive Increase (from 2017 to 2018): Differentiated Learning Challenge 54% to 65% High Expectations for Success 67% to 75% School Connectedness 44% to 60% Student Voice & Agency 42% to 60%</p> <p>In the Staff Opinion Survey increase, for all staff: Collective efficacy from 70% in 2017 to 80% Collective responsibility from 79% in 2017 to 90%</p> <p>In the Parent Opinion survey increase: High Expectations for Success from 3rd in 2017 percentile to 20th. Increase respondents from 23 in 2017 to 50.</p>			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 1	Continue to work on improving teaching practice through use of continua & rubrics			
Actions	<ol style="list-style-type: none"> Time allocated to KLA's to develop e5 unit plans and write a developmental continuum for each unit. PD staff on writing rubrics & how to implement with students. Upskill KLA leaders to lead rubric & continuum design 			
Evidence of impact	<p>Curriculum is consistent across cohort Staff using Developmental Rubrics in conversations with parents Students involved in setting their own goals Year 7 Student growth across all ability levels based on Continua</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Yr 8 Developmental Rubrics completed in all KLAs	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Year 7 students will be assessed against Developmental Rubrics in all units in all KLAs	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

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	<p>Differentiated Learning Challenge 54% to 65%</p> <p>High Expectations for Success 67% to 75%</p> <p>School Connectedness 44% to 60%</p> <p>Student Voice & Agency 42% to 60%</p> <p>In the Staff Opinion Survey increase, for all staff: Collective efficacy from 70% in 2017 to 80%</p> <p>Collective responsibility from 79% in 2017 to 90%</p> <p>In the Parent Opinion survey increase: High Expectations for Success from 3rd in 2017 percentile to 20th. Increase respondents from 23 in 2017 to 50.</p>			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 2	Differentiation of teaching to meet student needs			
Actions	<ol style="list-style-type: none"> 1. Use information from a range of data sources to ascertain student point of learning 2. Using rubrics for teachers & students to work together to develop learning goals. 3. Develop partnerships with other schools / networks to increase out range of teaching strategies & resources. 4. Use observations between our teachers to increase their range of teaching strategies (HITS) 5. Regularly reviewed ILPs for students in need: PSD, Out of home care, Koori etc 			
Evidence of impact	<p>Differentiated Learning Challenge in Student Survey 54% to 65%</p> <p>Students feel teachers know where they're at</p> <p>Improved attendance rates/ Decrease in negative Sentral incidents</p> <p>Students showing progress with ILP targets</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All students in need have ILPs	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Yr 7 students have an electronic portfolio with all of their current and completed Developmental Rubrics	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

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	High Expectations for Success from 3rd in 2017 percentile to 20th. Increase respondents from 23 in 2017 to 50.			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 3	Increase engagement of students in school.			
Actions	1. Teachers use the e5 model in instruction. 2. Increase and enhance extra-curricular activities in the College 3. Form assembly and classroom teachers make individual connections with each student. 4. Students below 90% attendance are actively supported with Attendance Plans and individual monitoring 5. Weekly absence report is distributed to key members of staff. 6. Continued implementation of PBS			
Evidence of impact	Student connectedness to school improves Less students below 90% attendance and students moving out of attendance risk.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Termly focus on PBS implementation	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Embed "Personal Best" value in PBS	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers create units of work for all classes using e5 model	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

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FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 4	Improve Relationships between staff and students and students and students

Actions	<ol style="list-style-type: none"> Strategies for improving relationships are included in the learning agenda Use student forums to capture student voice, including staff/student relationships Increase the number of cohort activities built into College Calendar 			
Evidence of impact	Less negative Sentral Incidents Increase number of SRC membership Staff reporting improved student to student relations Increased participation in Round Robin/ Southern Ranges/ Lunchtime Activities/Music etc			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
One student forum held per semester	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Atleast One Cohort activity held per semester	Sub School Leader/s	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
One student BBQ held per term	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Termly staff learning on relationship strategies	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Improve all students' outcomes in Literacy
12 month target 2.1	<p>To increase the combined percentage of students in the median and high relative growth categories at Year 9:</p> <ul style="list-style-type: none"> Reading from 59% to 70% Writing from 74% to 80% <p>Increase the percentage of students in the top 2 bands of Year 9 NAPLAN:</p> <ul style="list-style-type: none"> Reading from 18% in 2016 to 23% Writing from 17% in 2016 to 22% <p>Increase VCE all studies average from 26 in 2016 to 28 . ???</p> <p>In the Staff Opinion Survey increase, for all staff: Collective focus on Student Learning from 77% to 85% Belief Peer Feedback improves Practice from 68% in 2017 to 80%.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Teachers make explicit use of data to inform and differentiate their teaching eg NAPLAN, Developmental Rubrics & On Demand
Actions	<ol style="list-style-type: none"> Privilege time for Staff and Learning Areas to analyse data eg VCE, Naplan & Rubrics Create a professional learning program to upskill staff in using data Create Rubrics & Units of work for Yr8 that reflect student needs. All Yr7 Classes using Developmental Rubrics Create a Data Analysis Leadership Position Coaches work explicitly with staff on use of data to inform teaching Teachers to be provided with pre analysed Literacy data to track progress Individual teachers analyse their 2017 VCE data and revisit their actions quarterly
Evidence of impact	Staff using data in KLA teams to inform and target teaching Teachers use data to justify their learning focus

	Teachers use data as evidence of their effectiveness in midcycle and endcycle reviews Student outcomes improve Students are able to use developmental rubrics to monitor and discuss progress			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PD on Rubric design once a semester	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
VCE data analysis revisited each term, corresponding to the outcome being taught at the time.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
At the end of each unit Yr7 student progression is analysed using dev rubrics	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

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FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Implement a whole school approach to professional learning.			
Actions	1. Provide staff with researched literacy strategies. 2. Provide coaching to KLAs and staff. 3. Prioritise Literacy in the College Learning agenda 4. Cluster Curriculum day dedicated to presenting literacy focus. 5. Literacy goal written into teacher PDP s 6. Training for literacy leaders			
Evidence of impact	Teachers observed using literacy strategies in learning walks and collegial observations KLA leaders report increase confidence within KLA at Curriculum PLT Students are able to transfer literacy skills across all learning areas			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Twice a term focus on Literacy in Staff meetings (30 min max)	Teaching and Learning Coordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

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FISO Initiative	Building practice excellence				
Key Improvement Strategy 3	Continue and increase use of observations and feedback				
Actions	<div><div>1.</div><div>Teachers continue to use peer observations within P&D group with a focus on High Impact Teaching Strategies. P&D meetings used for debrief of focus.</div></div> <div><div>2.</div><div>Teachers to observe other teacher's practice to increase own repertoire within KLA groups.</div></div> <div><div>3.</div><div>NC, LC, TLC observations</div></div> <div><div>4.</div><div>Learning walks by Leadership Team</div></div> <div><div>5.</div><div>Professional learning agenda adjusted from observations of coaches and P&D groups</div></div> <div><div>6.</div><div>Student feedback used by teachers to inform teaching</div></div> <div><div>7.</div><div>Year 7 students use Developmental Rubrics to reflect on their learning and set goals for improvement</div></div>				
Evidence of impact	<p>Observable increase in consistency of instructional practice across classrooms, measured against e5</p> <p>Greater consistency of literacy instruction observed across all KLA areas</p> <p>Use of HITS evident in classroom observations</p> <p>Staff are confident and comfortable giving meaningful & constructive criticism in observation debriefs</p> <p>Staff report adapting their teaching following student feedback</p>				
Activities and Milestones		Who	Is this a Professional Learning Priority	When	Budget
One P&D group observation per term		Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Two Learning Walks per term		School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used