

Annual Implementation Plan: for Improving Student Outcomes

School name: Alexandra Secondary College

Year: 2017

School number: 7505

Based on strategic plan: 2015

Endorsement:

Principal Mr Nigel E Lyttle

23-3-2017

Senior Education Improvement Leader Tony Gooden

School council Mr Gavan Skerritt

23-3-2017

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
<ul style="list-style-type: none"> Improve all students' outcomes and ensure progression rates are appropriate

Improvement Priorities	Improvement 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	

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.

We want to ensure we have consistency across all class rooms regardless of the teacher. Teacher Collaboration was a focus in 2016 and we saw growth from 45% to 60% in the School Staff Survey and we want to build on this improvement.
Improving our teaching to improve the learning outcomes of our students is our mantra, so "Building practice excellence" is an essential initiative for us. Improving our VCE results is a focus of ours and we will do this through building practice excellence, improving curriculum planning and assessment and improving student attendance.

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)
Building practice excellence	<ul style="list-style-type: none"> Teachers make explicit use of data to inform and differentiate their teaching eg NAPLAN, Continua & On Demand Implement Instructional Learning Model Continue and increase use of observations and feedback
Curriculum planning and assessment	<ul style="list-style-type: none"> Continue to work on improving teaching practice through use of continua & rubrics Create & resource a professional learning agenda Differentiation of teaching to meet student needs

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	Improve all students' outcomes and ensure progression rates are appropriate																																																																																														
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
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Teachers make explicit use of data to inform and differentiate their teaching eg NAPLAN, Continua & On Demand	<ol style="list-style-type: none"> Privilege time for Learning Areas to analyse data and create Rubrics & Units of work that reflect student needs Upskill Numeracy, Literacy & Curriculum Leaders in analysis and evaluation of data Resourcing Numeracy (NC), Literacy (LC) & Teaching/Learning Coaches Teachers to be provided with pre analysed Literacy & Numeracy data to track progress Individual teachers analyse their 2016 VCE data and revisit their actions quarterly Teach staff to analyse data eg Naplan and VCE 	<ol style="list-style-type: none"> Daily Org/AP Principal Principal Lit & Num Coaches VCE teacher, AP NC,LC, TLC 	<ol style="list-style-type: none"> Termly Ongoing Annually Semesterly Quarterly Term 1 	6 months: In each KLA at least one Year Level will have a Rubric for every unit of work <ul style="list-style-type: none"> Staff using rubrics to assess students and have differentiated plans Staff have attended NAPLAN analysis PD NC & LC have identified Lit & Num focus for ASC NC & LC have given analysed data to staff Teachers explicitly using data to inform teaching 	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: Atleast one Year Level will have a Rubric for every unit <ul style="list-style-type: none"> Students are using rubrics to inform their own progress Teachers using Rubrics as basis of discussion with parents NC & LC have given analysed data to staff Teachers explicitly using data to inform teaching 	● ● ●			
Implement Instructional Learning Model	<ol style="list-style-type: none"> Review e5 model and purpose and present to staff. Each KLA to write several units using e5 instructional model Curriculum day dedicated to presenting e5 model & how to write units 	<ol style="list-style-type: none"> P&D Leading Teacher KLAS & Jacki Tossol P&DLT 	<ol style="list-style-type: none"> Start of year Ongoing Start T2 	6 months: <ul style="list-style-type: none"> Staff are knowledgeable about the e5 teaching model and able to discuss its application. Staff produce at least 1 unit that reflect the e5 learning model. 	● ● ●			
				12 months: <ul style="list-style-type: none"> Staff produce at least 2 units that reflect the e5 learning model. Students can identify elements of e5 in their lessons 	● ● ●			
Continue and increase use of observations and feedback	<ol style="list-style-type: none"> Teachers continue to use peer observations within P&D group with an e5 focus. P&D meetings used for debrief of focus. Teachers use recordings to capture and then analyse teaching Teachers to observe other teacher's practice to increase own repertoire outside of their P&D groups. NC, LC, TLC observations Learning walks by Leadership Team Observations written into teacher PDP s Professional learning agenda adjusted from observations of coaches and P&D groups 	<ol style="list-style-type: none"> All teachers All teachers All teachers NC, LC & LTC SIT All teachers P&D LT 	<ol style="list-style-type: none"> 1-5. Ongoing Term1 Ongoing 	6 months: <ul style="list-style-type: none"> 2 formal P&D observations with debrief in PD groups 1 personal choice observations across all teachers (not limited to PD group) At least 2 observations for each Coach per week Each Leader to observe each of their team once per semester Observations to be used as a strategy to achieve teacher PDP outcomes Changes in practice are observable from the feedback given in observations 	● ● ●			
				12 months: <ul style="list-style-type: none"> 24 formal P&D observations with debrief in PD groups 2 personal choice observations across all teachers (not limited to PD group) At least 2 observations for each Coach per week Each Leader to observe each of their team once per semester Observations to be used as a strategy to achieve teacher PDP outcomes 	● ● ●			

Section 2: Improvement Initiatives

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Continue to work on improving teaching practice through use of continua & rubrics	1. Time allocated to KLA's to develop unit plans and write a developmental continuum for each unit. 2. PD staff on writing rubrics & how to implement with students. 3. Upskill KLA leaders to lead rubric & continuum design	1. AP 2. TL, Curr LT 3. TL, Curr LT	1. Ongoing 2. Term 1 3. Term 1	6 months: • At least 1 Staff PD on rubric design (more if necessary) • At least 1 KLA leaders extra PD support • Format of KLA meetings realigned to emphasise rubric & continuum design. • Each teacher will have at least 1 completed rubric • Mid-cycle reviews have identified staff progress.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: • At least 1 session to review KLA & staff progress and support needed at Curriculum Meeting. • Each teacher will have at least 3 completed rubrics • End-cycle reviews have identified staff progress.	● ● ●			

Create & resource a professional learning agenda	<ol style="list-style-type: none"> 1. Planning curriculum days 2. Planning coaches agenda 3. Source experts external to the school Eg EIL August Curriculum Day 4. Schedule frequent KLA meeting time for creation not organisation 5. Realign use of KLA time to move from administration to collaboration & development 6. Professional learning agenda reflects the demonstrated needs of staff 	<ol style="list-style-type: none"> 1. AP, Curr LT 2. AP & Coaches 3. AP 4. AP 5. Curr LT, AP, P 6. P&DLT 	<ol style="list-style-type: none"> 1. Term 2 & 3 2. Term 1 3. Ongoing 4. Ongoing 5. Ongoing 6. Ongoing 	6 months: <ul style="list-style-type: none"> • May Curriculum Day planned (Rubric Design) • 50% teaching staff will have had contact with a coach • KLA time scheduled for the rest of the year 				
				12 months: <ul style="list-style-type: none"> • August Curriculum Day planned & experts sourced (General Capabilities & Rubrics) • Every teaching staff will have had contact with a coach 				
Differentiation of teaching to meet student needs	<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. 5. Regularly reviewed ILPs for students in need: PSD, Out of home care, Koori etc 	<ol style="list-style-type: none"> 1. Teachers, coaches, KLA L's 2. Teachers, KLAL's & Students 3. Teachers, Prin, 4. Teachers 5. Welfare LT & Subject teachers 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. Semester 1 4. Ongoing 5. Twice a term 	6 months: <ul style="list-style-type: none"> • Staff are using On Demand, 2016 NAPLAN & rubric data in planning. • Students will be moving across the rubrics in a positive direction. • Teaching staff have observed colleagues at least twice, and have been observed related to E5 strategies & have documented their learnings. • Teaching staff will have observed at least one other staff member related to their own specific goals & have documented their learnings 				
				12 months: <ul style="list-style-type: none"> • Staff are using On Demand, 2017 NAPLAN & rubric data in planning. • Student growth is consistent across student ability levels. (Eg NAPLAN relative growth will have increased in the Med & High categories.) • Each teacher has at least one curriculum connection external to ASC • Teaching staff have observed colleagues at least four times, and have been observed at least four times. • Teaching staff will have observed at least two other staff members related to their own specific goals. 				

Section 3: Other Improvement Model Dimensions

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OTHER IMPROVEMENT MODEL DIMENSIONS																																																							
STRATEGIC PLAN TARGETS		Decrease Student Absences across the College from 25 days per year to 19 days per year Decrease Unexplained Absences from 12.5 days per year to 9 days per year Increase Student School Connectedness factor mean score to 4.0 to 4.1																																																					
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Increase accessibility for parents to report absences.	Organise an answering system that has an automated absence recording system for parents.	TSSP ICT LT	Term One	6 months: System established 12 months: Unexplained absences reduced to 5	● ● ●																																																		
Work with parents and staff to enable greater visibility of attendance data during the year.	1. Educate parents on how to access information relating to their child's attendance. 2. Explore strategies to reduce unexplained attendance. 3. Attendance data celebrated through College publications.	1. ICT LT 2. SEAM, SIT 3. Prin	1. Term One -> Ongoing 2. Ongoing 3. Ongoing	6 months: All parents contacted re using Sentral 12 months: Unexplained absences reduced to 5	● ● ●																																																		
Resourcing follow-up and support for absent students.	1. Engagement Officer 2. Additional resourcing to the front office to follow up absences	1. Wellbeing LT, EO 2. Prin	Ongoing Term One	6 months: Target students established & plans developed 12 months: Targeted students attendance has increased by 30%.	● ● ●																																																		
Increase engagement of students in school.	1. Teachers use the e5 model to focus on Engagement in classrooms 2. Increase participation in extra-curricular activities 3. Form assembly and classroom teachers make individual connections with each student.	1. P&D LT 2. Activites Coordinator / House captains / Music Coord / House Leaders 3. FA & Class teachers & senior students	Ongoing Ongoing Ongoing	6 months: Staff produce at least 1 unit that reflect the e5 learning model. At least 2 lunchtime activities per term. Increased number of round-robin teams filled 12 months: Staff produce at least 2 units that reflect the e5 learning model. At least 2 lunchtime activities per term. Increased number of round-robin teams filled School Connectedness increases to at least 4.0	● ● ●																																																		
Wellbeing team actively supports students below 90% attendance	1. Write attendance plans for students at risk 2. Analyse attendance data 3. Monitoring individual students	EO, Wellbeing LT, House Leaders	1. As required 2. Fortnightly 3. Ongoing	6 months: All students under 90% attendance have an attendance plan 12 months: 30% reduction in the number of students with attendance plans	● ● ●																																																		

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]				
Next Steps:				

- SEAM – Student Engagement & Management
- SIT – School Improvement Team