**Annual Implementation Plan: for Improving Student Outcomes**

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| School name: EPPING SECONDARY COLLEGE | Year: 2017 |
| School number: 018713 | Based on strategic plan: 2017-2020 |
| Endorsement:  Principal [name] [date] | Senior Education Improvement Leader [name] [date] |
| School council [name] [date] | |

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.

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| **School Strategic Plan goals** |  | **Improvement Priorities** | **Improvement Initiatives** | **✓** |
| * To develop students that are literate, numerate, critical and creative thinkers * To develop student agency for managing their behaviour, engagement and learning. |  | **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 |  |

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| **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. | |
| Discussion of the school’s current and desired performance highlighted consideration of continuing the focus on teachers using formative assessment tools for differentiation and feedback and improving student literacies. The ESC Instructional Model is based on the previous Northern Metropolitan Region’s Powerful Learning and Achievement Improvement Zone (AiZ). Panel discussion concluded that this model is not fully understood or embedded into practice by all teachers. Consequently there is variation in teacher practices across the school.  Literacy appeared to be in the realm of teachers of English and the panel believed a whole school approach to the teaching of literacies would enhance student achievement. Feedback from students and initial collection of numerical data indicated the ACE program is meeting the needs of high ability students. Panel discussion on meeting the needs of low achievers suggested the current programs should be reviewed, and systematic data be collected.  Staff engaged in professional learning in their Inquiry team, where peer observation focused on enhancing teacher capacity to differentiate teaching. Panel discussion noted the positive staff survey results that indicated teachers believed the process enhanced teacher collaboration and professional learning. The panel suggested that this process be strengthened with some agreed elements that are aligned and common.  The school would students to be critical and reflective learners, who understand and are in control of their learning. The review panel concurred with this view and recommended strengthening student voice and providing students with opportunities to feedback to teachers.  Students who are cognitively, emotionally and behaviorally engaged and connected with schooling will lead to improved outcomes. When classroom behavior is sufficiently orderly then teaching and learning can take place without the disruptions caused by misbehaviour. Discussion of the school’s current performance highlighted data from the Attitude to school Survey and student feedback. Students who are cognitively, emotionally and behaviorally engaged and connected with schooling will lead to improved outcomes. When classroom behavior is sufficiently orderly then teaching and learning can take place without the disruptions caused by misbehaviour. The school wants students who understand and are in control of their learning and behaviour. Student feedback highlighted classroom behaviour as being an ongoing concern. Year level coordinators indicated clear processes (STAR) are documented but suggested not all teachers implemented the procedures consistently and proposed professional development for all staff may assist. | |
| **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** | Collaboratively develop a whole school approach to teaching and learning where all teachers are held accountable for its consistent implementation.   * Developing a whole-school approach to improving student literacies.   Develop a professional learning plan focussed on developing teacher’s knowledge and skills.   * Ongoing teacher capacity building to implement the agreed teaching and learning model including a strengthening of the inquiry team peer observation model. * Developing and implementing a peer coaching model. * Building teacher capacity in the effective use of formative assessment tools and evidence based teaching strategies. * Continuing to develop teacher capacity in providing for the needs of high ability learners. * Further development of staff capacity to devise strategies to enable students with special needs to achieve the expected levels of growth |
| **Positive Climate For Learning** | * Involve all key stakeholders in a review of the student management processes and procedures and ensure the agreed process is implemented consistently school wide. * Enhancing staff capacity in addressing challenging behaviours and engaging all students. * Investigating models of schoolwide behaviour management to enhance staff and student capacity in developing positive learning and behaviours. * Continuing current programs that support student engagement and wellbeing. * Utilising student voice to inform improvement of teacher practice. * Investigating different models of curriculum delivery to enhance student choice and engagement. |
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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 not 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.

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| **STRATEGIC PLAN GOALS** | | To develop students that are literate, numerate, critical and creative thinkers | | | | | | | |
| **IMPROVEMENT INITIATIVE** | | **Building Practice Excellence** | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | To ensure one year growth  To increase percentage of students in top 2-3 bands and decrease in lower bands.  Increased percentage of students achieving higher growth.  To increase VCE mean study score to at least the state mean | | | | | | | |
| **12 MONTH TARGETS** | | [**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)] | | | | | | | |
| **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] | **⚫ ⚫ ⚫** | [**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] |  |  |
| 12 months: | **⚫ ⚫ ⚫** |  |  |  |
| **Developing an agreed teaching model** | * Work with the staff – Staff Voice * Students Voice – best learn * Parent Voice – support and expectations * Where are the holes in the practice currently * 1st Year – collecting the data * Research – collecting information and practice in other schools * Learning walks | | WAR & Peer coaches (HAY, MUL, BRI), Numeracy Coaches (HIL, VOG), Literacy Coach (MIT) |  | 6 months: Teams identified & begin to devise strategy | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: Strategy taken to staff and commenced | **⚫ ⚫ ⚫** |  |  |  |
| **Whole school Literacy Strategies** | * What strategies do teacher use within their classroom? * Unpacking the data from NAPLAN and ASS (also linked to Staff Capacity to use Data to drive improvement) * KLA leaders – curriculum teams * Learning walks | | WAR & Peer coaches (HAY, MUL, BRI,) LT Curriculum (HIP) |  | 6 months: KLA leaders will have identified areas for literacy improvement based on data for KLA | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: KLAs investigate, explore literacy strategies for their KLA (areas of studies). | **⚫ ⚫ ⚫** |  |  |  |
| **Staff Capacity to use Data to drive improvement** | * Inquiry Teams – more guided * Teams created off the allotments & needs of the KLA * Development of the people to lead the teams? * Planning across the 3 groups * **Is there a continuum for 1 year growth and what it looks like?** | | AP (SAN),  LT Curriculum (HIP), KLA leaders |  | 6 months: Design framework for Guided Inquiry Teams | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: Trialling Guided Inquiry Teams | **⚫ ⚫ ⚫** |  |  |  |
| **Student Feedback used to help staff identify areas of focus for instructional improvement** | * Survey ready – will take time * Students to be involved in questions? * Possible trial group? * Possible small team to trial vs. half do data/data | | DYE, DEM |  | 6 months: Team is form and students and team have developed survey | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: Model chosen & planned structure for 2018 | **⚫ ⚫ ⚫** |  |  |  |

Section 2: Improvement Initiatives

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| **STRATEGIC PLAN GOALS** | | To develop student agency for managing their behaviour, engagement and learning. | | | | | | | |
| **IMPROVEMENT INITIATIVE** | | **Positive Climate for learning** | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | To increase student attitude to school survey to above the state mean with regards to classroom behaviour.  To maintain the student attitude to school survey wellbeing measures at or above their current level.  A target relating to year 8 and 9 engagement, including gender difference, could be developed by the school | | | | | | | |
| **12 MONTH TARGETS** | | [**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)] | | | | | | | |
| **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] | **⚫ ⚫ ⚫** | [**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] |  |  |
| 12 months: | **⚫ ⚫ ⚫** |  |  |  |
| **Enhancing staff capacity in addressing challenging behaviours and engaging all students.** | * Explore ideas / options – ensure strategies fit within a positive education framework * Develop accessible arsenal of strategies for staff * Investigate structural changes to assist * Coaching and PD to be strongly linked * Student Voice possibly utilised to create impetus and vehicle for growth. * Building the capacity of YLCs through a leadership program * Look into employing an expert to train staff who identify behaviour management as a need. | | MUL, DEM, BAS, HOO, YLCx2,  0.5 LT VCAL, |  | 6 months: Team developed, PD and materials to be used identified. Leadership program and training identified and booked. | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: Initial PD program begun. This KIS to be included in the student voice/feedback and PD structure. | **⚫ ⚫ ⚫** |  |  |  |
| **Investigating models of schoolwide behaviour management to enhance staff and student capacity in developing positive learning and behaviours.** | * Develop team to do research * Needs identified in terms of changes to be made – staff and students to be included in process. Possible foci include:   + Disconnecting # of exits with suspensions   + Re-imagining suspension altogether   + Refocussing on relationship development and restoration, and on students taking responsibility.   + Eliminate punitive use of STAR process   + Take level 1 behaviours off the exit slip   + Revisiting consequence guideline – adjust document and build staff capacity   + Use the email function on XUNO (to parents) when exits occur. | |  | 6 months: Team developed and specific needs identified. | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: Development of an adjusted model of the STAR process, ready for implementation in 2018. (Perhaps trialling some parts in 2017) | **⚫ ⚫ ⚫** |  |  |  |
| **Building on current programs that support student engagement and wellbeing.** | * LSP, HOL, FDSP, and other wellbeing programs to be further developed, evaluated (with data) and improved. * Pos-Ed team to be broadened, expertise shared. * Four key Pos-Ed foci to be further developed / embedded. * Whole school approach to daily mindfulness to be researched and implemented. * Research and implement Character Strengths program – students must be able to utilise their strengths frequently. * Aim to increase use of Neuroplasticity and Growth Mindset language and concepts. * Sport program to be deepened – engagement and excellence – possible ‘academy-like’ approach? * PERMA used to evaluate progress. * Identify what markers we are looking for to determine improvement and full take-up by the school community. | | DEM, MUL, HAL/Tiff, BRO, CRK, EVM, ROG, GON |  | 6 months: Forming the broader team and working out the PD needs. Bare bones of Sport program developed and tested. Mindfulness program introduced to staff and students. | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: Evaluation of Pos-Ed at ESC complete. Ongoing focus developed. | **⚫ ⚫ ⚫** |  |  |  |

Section 3: Other Improvement Model Dimensions

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| **STRATEGIC PLAN GOALS** | | [**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] | | | | | | | |
| **OTHER IMPROVEMENT MODEL DIMENSIONS** | | [**Drafting Notes** Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)] | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | [**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] | | | | | | | |
| **12 MONTH TARGETS** | | [**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)] | | | | | | | |
| **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] | **⚫ ⚫ ⚫** | [**Drafting Notes**  report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] |  |  |
| 12 months: | **⚫ ⚫ ⚫** |  |  |  |
|  |  | |  |  | 6 months: | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: | **⚫ ⚫ ⚫** |  |  |  |
|  |  | |  |  | 6 months: | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: | **⚫ ⚫ ⚫** |  |  |  |
|  |  | |  |  | 6 months: | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: | **⚫ ⚫ ⚫** |  |  |  |
|  |  | |  |  | 6 months: | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: | **⚫ ⚫ ⚫** |  |  |  |

**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]

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| **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 herethe 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:** | | | | |