

2016 Annual Implementation Plan: for Improving Student Outcomes

8827

Warragul Regional College 2016

Based on Strategic Plan 2016-19

Endorsements

Endorsement by
School Principal

Signed.....
Name.....
Date.....

Endorsement by
School Council

Signed.....
Name.....
Date.....

Endorsement by
Senior Advisor

Signed.....
Name.....
Date.....

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	<p>Building practice excellence: Teachers, principals and schools will work together</p> <p>Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs</p>
Professional leadership	<p>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</p>
Positive climate for learning	<p>Empowering students and building school pride: Schools will develop approaches that give students a greater say</p> <p>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</p>
Community engagement in learning	<p>Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering</p>

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	<input checked="" type="checkbox"/>
	Curriculum planning and assessment	<input type="checkbox"/>
Professional leadership	Building leadership teams	<input type="checkbox"/>
	Empowering students and building school pride	<input type="checkbox"/>
Positive climate for learning	Setting expectations and promoting inclusion	<input checked="" type="checkbox"/>
	Building communities	<input type="checkbox"/>
Community engagement in learning		

Initiatives Rationale:

Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.

The focus on building practice excellence links to work in 2015 which introduced a common language for instruction aligned to the WRC Instructional Model. In 2016 the focus is on shifting from theory to practice with a range of strategies aimed to support teachers to implement aspects of the Instructional Model that will improve the quality of their teaching.

In 2014 the College began implementation of School Wide Positive Behaviour Support in order to set expectations and promote inclusion as well as create a positive and empowered community of staff and students. Data suggests that while the school is a safe place, results around collaboration for students and staff are weaker and need to be developed and promoted.

Key Improvement Strategies (KIS)

List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Initiative:	KIS
Building practice excellence	<p>We will develop staff as high quality teachers:</p> <ul style="list-style-type: none"> • Implementation of the Instructional Model the Art and Science of Teaching • Develop a coherent plan for professional learning including alignment to Professional Development Plans • Peer coaches trained to model, observe and provide effective feedback to support implementation of the instructional model • Classroom observations • External/network delivered professional development
Setting expectations and promoting inclusion	<p>We will develop a collaborative culture underpinned by the framework of School Wide Positive Behaviour Support.</p>

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT	
Goals	In order to realise the College vision students will exceed expected learning growth.
Targets	<ul style="list-style-type: none"> • 25% more students will reach the highest levels of achievement* by the end of the strategic plan. <li style="margin-left: 20px;">*highest levels of achievement may include: <ul style="list-style-type: none"> • highest NAPLAN bands at each year level • 35+ Study scores in VCE • 'Excellent' results on CATs • results against State and National standards above expected level • VCE Gender Ability Adjusted Study Scores will exceed zero in 90% of VCE subjects • During the period of the Strategic Plan, increase the average percentage of VCE study scores, above 35, from 14% to 20%. • Increase the percentage of students in Years 7-10 that reach the highest levels of achievement (A's and B's) from 18% to 25% by the end of the strategic plan. • Reduce the percentage of Year 9 students achieving low growth against NAPLAN Numeracy from 28% (2015) to 25% • Reduce the percentage of Year 9 students achieving low growth against NAPLAN Writing from 42% (2015) to less than 25% • Increase the percentage of Year 9 students achieving high growth against NAPLAN Numeracy from 23% (2015) to 30% • Increase the percentage of Year 9 students achieving high growth against NAPLAN Writing from 16% (2015) to 30%
12 month targets	<ul style="list-style-type: none"> • VCE Gender Ability Adjusted Study Scores will exceed zero in 90% of VCE subjects • Increase the average percentage of VCE study scores, above 35, from 14% to more than 15%. • Increase the percentage of students in Years 7-10 that reach the highest levels of achievement (A's and B's) from 18% to more than 20% • Reduce the percentage of Year 9 students achieving low growth against NAPLAN Numeracy from 28% (2015) to less than 27% • Reduce the percentage of Year 9 students achieving low growth against NAPLAN Writing from 42% (2015) to less than 40% • Increase the percentage of Year 9 students achieving high growth against NAPLAN Numeracy from 23% (2015) to more than 35% • Increase the percentage of Year 9 students achieving high growth against NAPLAN Writing from 16% (2015) to more than 17%

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
We will develop staff as high quality teachers	<ul style="list-style-type: none"> Implementation of the Instructional Model the Art and Science of Teaching 	<ul style="list-style-type: none"> The College will develop structures to support a whole-staff focus on learning goals, tracking student progress and celebrating success. 	Curriculum Exec. CARLS	End, 2016.	<ul style="list-style-type: none"> Learning Goals documented in Scope and Sequence are evidenced in classroom practice
	<ul style="list-style-type: none"> Develop a coherent plan for professional learning including alignment to Professional Development Plans 	<ul style="list-style-type: none"> Develop a plan for professional learning that includes an opt-in, personalised professional development program relating to the Instructional Model. Teams will collaborate to develop clearly stated learning goals supported by proficiency scales or rubrics that describe levels of performance relative to the learning goal. Teachers will track student progress on one or more learning goals using a formative approach to assessment. 	Leadership Team CARLS Curriculum Team Leaders	Semester 2, 2016 By Mid-Cycle PDP, 2016.	<ul style="list-style-type: none"> Attendance records and products of learning evidence staff participation in professional development Elements of instructional model included on staff Professional development plans Students, when asked will be able to state the Learning Goal for a unit or lesson
	<ul style="list-style-type: none"> Peer coaches trained to model, observe and provide effective feedback to support implementation of the instructional model 	<ul style="list-style-type: none"> The College will appoint Peer Coaches to support staff in the implementation of the Instructional Model and build their capacity in modelling practice, observation, coaching and providing effective feedback. The College will build the capacity of peer coaches to develop protocols and methodology for coaching practice Coaches will provide support to staff to implement elements of the Instructional Model 	Curriculum Exec. Curriculum Exec. Coaches	By Term 2, 2016 Term 2, 2106 End, 2016.	<ul style="list-style-type: none"> A documented coaching protocol and methodology Records of coaching conversations evidence professional support in relation to the instructional model. Success measures for coaches aligned to staff performance and development plans and the instructional model
	<ul style="list-style-type: none"> Classroom observations undertaken by peer coaches, principal team and peers. 	<ul style="list-style-type: none"> Implementation of classroom observations in order to support staff by identifying patterns of practice 	Principal Team Coaches	Semester 1, 2015	<ul style="list-style-type: none"> Documentation of patterns of practice related to the instructional model Observations of staff/student behaviours aligned to the instructional Model
	<ul style="list-style-type: none"> External/network delivered professional development 	<ul style="list-style-type: none"> New and returning staff will be provided with external/network delivered professional development as part of induction in the Instructional Model 	Principal Coordinating Induction	Ongoing as required, 2016	<ul style="list-style-type: none"> Records of staff participation in external/network professional development related to the Instructional Model.
	We will develop a common approach to explicitly teach writing across the curriculum.	<ul style="list-style-type: none"> Developing a common understanding of the language for writing instruction (FLAP). 	<ul style="list-style-type: none"> Staff will participate in professional development to build understanding of the key terms and language of the College's common model of writing instruction (FLAP). The College will support Curriculum Team Leaders to develop academic vocabulary (L) across the curriculum. 	Curriculum Exec CARLS CTLs WAC Leader	End Semester 1, 2016. End Semester 2, 2016
We will develop Response to Intervention (RTI) for students identified as having low levels of performance in writing	<ul style="list-style-type: none"> Develop structure that support targeted teaching for identified students 	<ul style="list-style-type: none"> The College will implement Response to Intervention (RTI) in the form of specialist literacy support and withdrawal for identified students 	Principal Student Wellbeing	Term 1, 2016	<ul style="list-style-type: none"> Identified students will receive specialist literacy support.
	<ul style="list-style-type: none"> Build the capacity of literacy support staff 	<ul style="list-style-type: none"> The College will develop tools to identify students in need of literacy intervention 	English Team	End Semester 1, 2016.	<ul style="list-style-type: none"> RTI students' growth will be monitored and measured

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	We will engage students and connect them to the College to achieve the College vision	Targets	Student Attitude to School Surveys data:		
		12 month targets	<ul style="list-style-type: none"> • Increase Stimulating Learning for all students from 54.7% to 75.0% • Increase Stimulating Learning for boys from 46.7% to 65.0% • Increase Student Motivation for all students from 46.7% to 70.0 % • Increase Student Motivation for boys from 26.5% to 60.00 % Student Attitude to School Survey data: <ul style="list-style-type: none"> • Stimulating Learning to 60% • Stimulating Learning for boys to 50% • Student Motivation to 55% • Student Motivation for boys to 35% 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
We will support teachers to use inquiry cycle to create more innovative, relevant and engaging curriculum.	<ul style="list-style-type: none"> • Research and Planning of Year 9 Curriculum • Implement, monitor and manage student surveys aligned with Instructional Model to measure student engagement. 	<ul style="list-style-type: none"> • Stage 1 – Finalise Year 9 program, including scope and sequence documentation. Develop implementation strategy – communication of program, student course selection. • Stage 2 – Begin implementation through student selection, staffing and timetabling • By using the COMPASS tool undertake student surveys to measure student views on student engagement 	Assistant Principal - Engagement Assistant Principals – Engagement & Achievement	Stage 1 – Semester 1 Stage 2 – Semester 2 Pre-survey – Term 1 or 2 Post survey – Term 3 or 4	<ul style="list-style-type: none"> • Document Year 9 Program • Staffing allocations • Completion of Course Selection Processes • Implement Students Surveys • Provide dedicated student responses for specific classes to relevant staff
We will design and develop Personalised Learning Programs for all students.	<ul style="list-style-type: none"> • Implement MIPs for Year 9 and Year 10 students 	<ul style="list-style-type: none"> • Through MIPS on-line, provide training to staff and support to student to enter initial data for MIPs 	Pathways and Transition staff & Assistant Principal - Engagement	End of Term 3	<ul style="list-style-type: none"> • Student Data entered into MIPs Online
We will develop programs to empower students to be genuine stakeholders in their learning.	<ul style="list-style-type: none"> • Implement training for student leaders • Develop roles for student leadership 	<ul style="list-style-type: none"> • Provide in-school and training opportunities for student leadership through recess and lunchtime forums. Provide external training for student leaders via KPMG – Schools Connect • Work with student leaders to define student leadership roles for the College and document agreed role descriptions 	Assistant Principal - Engagement School Captains	End Term 3 End Term 3	<ul style="list-style-type: none"> • Training programs are implemented • Role descriptions are documented

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	We will develop a culture of collaboration to realise the College vision.		Targets	From the Staff Survey we will: <ul style="list-style-type: none"> • Improve Teacher Collaboration from 61.92 to 69.32 (75th percentile) • Improve Staff Psychological Safety from 54.16 to 69.33 (75th percentile) • Improve Teacher Trust in students and parents from 66.68 to 70.45 (75th percentile) • Improve teacher trust in colleagues from 75.48 to 77.68 (75th percentile) • From the Student Survey we will: <ul style="list-style-type: none"> • Improve Student Connectedness to school from 59.8 to 75th Percentile • Improve Peer Connectedness from 42.1 to 60th percentile • Improve teacher empathy from 52.1 to 75th percentile 	
			12 month targets	<ul style="list-style-type: none"> • Improve Staff Psychological Safety from 54.16 to 56 • Improve Student Connectedness to school from 59.8 to 62 	
KIS	ACTIONS: what the school will do	HOW the school will do it (Including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Key Improvement Strategy: We will develop a collaborative culture underpinned by the framework of School Wide Positive Behaviour.	<ul style="list-style-type: none"> • Development of social / emotional curriculum • Introduction to Safe School Coalition (formation of Stand Out Group) • Introduction of smorgasbord of proactive programs • Staff Tracking of Traffic Light learning and wellbeing for identified students embedded with year levels / SSS / Aides etc. • Trial of Mindfulness (students)- small VCE cohort 	<ul style="list-style-type: none"> • Trial social/emotional curriculum with Year 7 • Work with Minus 18 and Safe Schools to support the development of a Stand Out group • Smorgasbord developed by Student Services Team and trialled in Term One • Traffic light systems streamlined and all collated/ managed by Student Support Administrator • Trial conducted in 3 VCE classes and documented 	SWPBS Leader, Assistant Principal – Wellbeing Year Seven Coordinator Minus 18 representative, School Nurse and Assistant Principal – Wellbeing Student Services Team SSS Team Year Level Leaders Selected VCE staff & Assistant Principal – Wellbeing	End of 2016 Group formed by end of Semester One 2016 Embedded by Semester 2 2016 Systems embedded by end of 2016 End of 2016	<ul style="list-style-type: none"> • Social/Emotional curriculum documented and communicated to all staff • Stand Out group formed and regular meeting times established • Proactive program choices communicated to Year Level Teams • Easily usable and transferrable tracking systems implemented • Mindfulness trial undertaken with student sample of VCE students
Key Improvement Strategy: We will develop initiatives that will improve staff wellbeing.	<ul style="list-style-type: none"> • Introduction of Mindfulness (staff) • Scope development of a staff wellbeing strategy and program 	<ul style="list-style-type: none"> • Mindfulness introduced in Learning Conference / regularly revisited throughout year • Consultation with staff leading to development of scoping of Staff Wellbeing program 	Janet Etty Leal/ Student Services Team Assistant Principal – Wellbeing	Feb 2016 End of Term 1, 2016	<ul style="list-style-type: none"> • Staff Wellbeing strategy scoped and potential program developed

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	<p>We will deliver a human resource plan that provides the college with strong and stable leadership supported with the right mix of teaching skill required to deliver the College vision.</p> <p>We will deliver a physical resource plan which will provide facilities that support the vision and new ideas of our learning community as well as catering for projected population growth.</p>		Targets	<p>Successful enablement of Achievement, Engagement and Wellbeing Key Improvement Strategies by delivery of:</p> <ul style="list-style-type: none"> • Leadership Succession Plan • Curriculum Succession Plan • School Master plan informed by the College vision and supported by the community 	
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Develop leadership capacity of staff emerging and middle leaders.	<ul style="list-style-type: none"> • Stabilise Leading Teachers/roles, identify leadership skill gaps and provide training and coaching • Invest in Change Management training and tools • Leading Teachers to undertake school wide projects as sub teams and identify rising stars • Network externally for potential future leaders 	<ul style="list-style-type: none"> • Review and validate Job descriptions (JD) for Team Leaders (TL), Curriculum Assessment and Reporting Leaders (CARL) and Assistant Principals (AP) • Compare incumbents skill sets against their JD and the AP JD and identify needs • Identify and book relevant PD opportunities. • Allocate PD budget • Assign leadership mentors • Identify and assign school wide projects, setting competitive targets aiming to identifying higher achievers • Actively network for external target staff 	Principal Team	End 2016	<ul style="list-style-type: none"> • Validated JDs rolled out and tested • Documented training plans • School wide project scope and plans are approved • School wide project milestone successes achieved • Mentor feedback is positive • PDP goals are relevant and achieved
Develop a financial model which supports the delivery of the strategic plan.	<ul style="list-style-type: none"> • Develop curriculum investment versus demand financial model(Curriculum Investment Model – CIM) 	<ul style="list-style-type: none"> • Analyse cost base and separate fixed and variable costs • Identify available curriculum by teacher capability • Identify curriculum need by student demand • Identify cost of delivery of curriculum by subject 	Business Manager	End 2016	<ul style="list-style-type: none"> • Costing model delivered • Value of tool and information produced is analysed potential effect on future plans is understood/accepted
Develop a facilities Master Plan.	<ul style="list-style-type: none"> • Raise funds for master planning • Undertake analysis of influence of Pedagogy planning on future facilities 	<ul style="list-style-type: none"> • Review financial capacity of college and raise allocate and amount of \$50k • Investigate the DET process for master planning 	Principal Team	End 2016	<ul style="list-style-type: none"> • Funding is available • Plan agreed to investigate Pedagogy needs and effects

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence		Status	Evidence
ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence		Status	Evidence
WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence		Status	Evidence
PRODUCTIVITY					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence		Status	Evidence