

Define Evidence of Impact and Activities and Milestones - 2018

Mount Eliza Secondary College (8102)



Submitted for review by Angela Pollard (School Principal) on 11 December, 2017 at 09:37 AM
Endorsed by Mary Azer (Senior Education Improvement Leader) on 11 December, 2017 at 12:21 PM
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Define Evidence of Impact and Activities and Milestones - 2018

Mount Eliza Secondary College (8102)

Goal 1	By the end of the Strategic Plan period we will have supported learning growth of at least one AusVELS/Victorian Curriculum level per year in terms of teacher assessed and external data. At VCE level learning growth will translate to improved percentages of students achieving 40+ study scores			
12 month target 1.1	VCE median 31 % of scores above 40+ at 9% 85% of classes have 50% or more of students achieving above GAT predicted scores			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Build teacher capacity to differentiate teaching, learning and assessment strategies within the VCE program through the use of both historical data, and anecdotal data. The aim is to inform the 'evaluate' component of the Instructional Model so that subsequent lessons are adapted and personalised			
Actions	<ol style="list-style-type: none"> 1. Allocate team time for VCE teachers to share differentiation strategies 2. Appoint VCE mentor teachers to facilitate professional learning 3. Conduct a program of historical data analysis with current VCE teachers 4. Plan and implement professional development regarding differentiating with defined curriculum 5. Continue the development of 'evaluate' strategies to illicit data to inform future learning/teaching 6. Use teacher professional practice days to develop teacher knowledge 			
Evidence of impact	<ul style="list-style-type: none"> - increased evidence of the use of differentiation in Instructional Model lesson plans on Compass - increased ownership and independence as learners for VCE students as evidence by participation in additional classes/tutoring, and accessing of Edrolo - VCE program of instruction being modified to target historical areas of difficulty - VCE content delivered in a flexible manner - documentation of differentiated assessment strategies to allow unit outcomes to be met 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
- Professional Learning opportunities around differentiated teaching, learning and assessment at VCE planned and scheduled	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

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12 month target 1.1	VCE median 31 % of scores above 40+ at 9% 85% of classes have 50% or more of students achieving above GAT predicted scores			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Develop a model for implementation by all VCE and VCAL teachers, whereby students can track and measure their own learning growth			
Actions	<ol style="list-style-type: none"> 1. Train teachers in the understanding of SAC/exam and study score correlation 2. Build a bank of scored work samples to inform student understanding of the relationship between sequential and final scoring 3. Introduce expectations for teacher peer review/use of sample SAC guides of assessments prior to administration 4. Implement processes whereby teachers make student data available sequentially [CAT/SAC scores and progressive data] 5. Introduce the use of goal setting and the development of success criteria into all VCE classes 6. Investigate the use of 'Compass conversations' for student goal setting and reflection 7. Develop and sequentially track VCAL outcomes completion on wall charts 8. Support VCAL students with an ES aide 			

Evidence of impact	<ul style="list-style-type: none"> - increased ownership and independence as learners for VCE students as evidence by participation in additional classes/tutoring, and accessing of Edrolo - increased correlation between school and external assessments, as evidenced by adjusted scores - improved year 12 study scores - improved VCAL attendance and completion 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teacher training in relation to data use and student goal setting completed	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
Policies to support the described actions developed and communicated to all VCE teachers	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
VCAL ES aide appointed to work with groups of students in practical applications	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$36,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	By the end of the Strategic Plan period we will have maximised students' capacity to excel in Writing and Mathematics/Numeracy with learning growth between years 7 and 9 of at least two AusVELS/Victorian Curriculum levels			
12 month target 2.1	NAPLAN reading and numeracy growth data will show no more than 15% of students with low growth, and no less than 30% with high growth			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Build the capacity of all staff to use differentiated, evidence based targeted teaching across the school			
Actions	<ol style="list-style-type: none"> 1. Allocate team time for 7-10 teachers to share differentiation strategies 2. Develop a schedule of personalised and team based PD regarding data use led by Literacy and Numeracy Professional Practice Leaders 3. Conduct a program of NAPLAN data analysis with current 7-10 teachers 4. Plan and implement professional development regarding differentiating with defined curriculum 5. Continue the development of 'evaluate' strategies to illicit data to inform future learning/teaching 6. Use teacher professional practice days to develop teacher knowledge 			
Evidence of impact	<ul style="list-style-type: none"> - increased evidence of the use of differentiation in Instructional Model lesson plans on Compass - increased ownership and independence as learners for Junior and Middle school students as evidence by participation in flipped learning, goal setting and improved achievement outcomes - Year 7-10 programs of instruction modified to target historical areas of underperformance - Unit plans developed to include opportunities for differentiated learning - Unit plans developed to include opportunities for differentiated assessment 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional learning opportunities around differentiated teaching, learning and assessment planned and scheduled	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
All teachers accountable for planning for differentiated instruction as detailed on Compass	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	By the end of the Strategic Plan period we will have maximised students' capacity to excel in Writing and Mathematics/Numeracy with learning growth between years 7 and 9 of at least two AusVELS/Victorian Curriculum levels			
12 month target 2.1	NAPLAN reading and numeracy growth data will show no more than 15% of students with low growth, and no less than 30% with high growth			
FISO Initiative	Building practice excellence			

Key Improvement Strategy 2	Develop a model for implementation by all teachers, whereby students can track and measure their own learning growth
Actions	<ol style="list-style-type: none"> 1. Train teachers in the understanding of NAPLAN, On demand and Vic Curriculum assessments as indicators for future teaching and learning 2. Build a bank of high quality work samples to inform student understanding of expectations and the continuum of learning 3. Introduce structured opportunities for moderation of assessments to build teacher understanding of Victorian Curriculum achievement standards 4. Implement processes whereby teachers make student data available sequentially [NAPLAN, On demand and teacher assessments] 5. Introduce the use of goal setting and the development of success criteria into all 7-10 classes 6. Investigate the use of 'Compass conversations' for student goal setting and reflection
Evidence of impact	<ul style="list-style-type: none"> - increased ownership and independence as learners for all students 7-20 as evidenced by increased learning growth, and commitment to home learning - increased correlation between school and external assessments - increase in students demonstrating high growth in NAPLAN reading and numeracy

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional learning opportunities in relation to data use and student goal setting planned and scheduled	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Work samples, moderation and data sharing schedules developed and goal setting and success criteria expectations communicated	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	By the end of the Strategic Plan cycle we will have developed students who are curious, creative and actively engaged in challenging learning			
12 month target 3.1	<p>School connectedness/sense of belonging - positive responses from 47% to 65%</p> <p>Student voice and agency - positive responses from 37% to 55%</p> <p>The college will gain Authorisation and the Middle Years Program of the International Baccalaureate will be implemented from years 7-9</p>			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	Implement a program of regular collection of student feedback regarding classroom programs for all classes			
Actions	<ol style="list-style-type: none"> 1. Develop a range of strategies that teachers can use to collect feedback from students at least twice per term 2. Teachers provide evidence of use of feedback to meet student needs in PDPs 3. Introduce the process whereby students conference with teachers to complete Personal Learning reports 			
Evidence of impact	<ul style="list-style-type: none"> - students and teachers are partners in learning - teachers can grow, learn and develop their practice to better meet the needs of students - students are expected to take responsibility for their own learning 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Strategies developed for routine collection of student feedback and student led conferencing implemented	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
Evidence of use of student feedback presented at Mid Cycle PDPs	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	By the end of the Strategic Plan cycle we will have developed students who are curious, creative and actively engaged in challenging learning
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12 month target 3.1	School connectedness/sense of belonging - positive responses from 47% to 65%			
	Student voice and agency - positive responses from 37% to 55%			
	The college will gain Authorisation and the Middle Years Program of the International Baccalaureate will be implemented from years 7-9			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 2	Implement the IB curriculum framework			
Actions	<ol style="list-style-type: none"> 1. Support staff professional learning through the sequential use of the MYP framework for curriculum planning 2. Train additional teachers as Curriculum Coordinators for Domains 3. Commence developing MYP units of work for 2019 4. Promote MYP framework and expectations to the parent community 			
Evidence of impact	<ul style="list-style-type: none"> - units of work documented using and MYP framework - student assessment commenced using elements of the MYP assessment framework - MESG and general parent community informed regarding this work 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teacher training in the Middle Years Program of the International Baccalaureate completed	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
MYP community promotion completed using website and facebook	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	By the end of the Strategic Plan cycle we will have developed students who are curious, creative and actively engaged in challenging learning			
12 month target 3.1	School connectedness/sense of belonging - positive responses from 47% to 65%			
	Student voice and agency - positive responses from 37% to 55%			
	The college will gain Authorisation and the Middle Years Program of the International Baccalaureate will be implemented from years 7-9			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 3	Introduce Student led conferences to create a genuine opportunity for students to reflect on their learning and set future goals			
Actions	<ol style="list-style-type: none"> 1. Arrange PD for teachers commencing on Day one 2018 2. Identify focus of the conferences - goals and learning growth 3. Schedule PD at Staff Professional Learning prior to the conferences 			
Evidence of impact	<ul style="list-style-type: none"> - teacher professional learning will be completed - students will participate in conferences taking the lead and talking about their own learning 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Student lead conferences will be conducted in terms one and three	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used