

Annual Implementation Plan - 2019

Select Annual Goals and KIS

Mount Eliza Secondary College (8102)



Submitted for review by Angela Pollard (School Principal) on 19 December, 2018 at 02:35 PM
Endorsed by Graham Broadbent (Senior Education Improvement Leader) on 19 December, 2018 at 03:00 PM
Awaiting endorsement by School Council President

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve the student learning growth and outcomes for all students.	Yes	Achieve increased NAPLAN medium and high relative student learning growth between years 7-9 in reading, writing and numeracy each year and against similar schools.	Increase the percentage of students achieving medium and high relative growth as follows: - in reading, from 77% to 87% - in writing from 48% to 70% - in numeracy from 72% to 82%
		Improve the top two NAPLAN bands in reading, writing and numeracy in comparison to similar schools.	Increase the percentage of students achieving in the top two bands as follows: - reading from 26% to 30% - writing from 4% to 14% - numeracy from 23% to 27%
		Improve VCE median study score each year and achieve improvement in VCAL completion rates at both Intermediate and Senior.	Achieve a VCE median study score of 31 Increase Intermediate VCAL completion from 45% to 90% Increase Senior VCAL completion from 92% to 98%
		Improve student, staff and parent opinion survey data in relation to student achievement, curriculum, targeted learning (to be confirmed).	Increase AtoSS positive endorsement for Stimulated Learning from 55% to 65% Increase AtoSS positive endorsement for Differentiated Learning Challenge from 60% to 65% Increase AtoSS positive endorsement for Effective Teaching Time from 60% to 65%

			<p>Increase POS positive endorsement for Stimulated Learning from 63% to 70%</p> <p>Increase POS positive endorsement for Effective Teaching Time from 67% to 72%</p> <p>Increase School Staff Survey positive endorsement for Academic Emphasis from 45% to 65%</p> <p>Increase School Staff Survey positive endorsement for Collective Efficacy from 60% to 65%</p>
		<p>Improve parent opinion survey measures each year for the domain of student cognitive development.</p>	
		<p>Increase percentages each year in AToS measures of teacher practice including teacher effectiveness and high expectations.</p>	
		<p>Increase staff opinion survey data in measures of collective efficacy, teacher collaboration, Staff trust in colleagues, and Collective focus on student learning.</p>	
		<p>Increase percentages each year in AToS measures of student voice, learning confidence and stimulating learning.</p>	<p>Increase AtoSS positive endorsement for Stimulated Learning from 55% to 65%</p> <p>Increase AtoSS positive endorsement for Learning Confidence from 64% to 70%</p> <p>Increase AtoSS positive endorsement for Student Voice and Agency from 42% to 55%</p>

		Reduce student absence, including rates of students with an average of 20 or more days absence each year, and in relation to similar school percentages.	reduce absences of more than 20 days to 15%
		Increase parent opinion survey responses in the domain of student development.	Increase POS positive responses for Student Voice and Agency from 69% to 75% Increase POS positive responses for Confidence and Resilience from 72% to 78%

Goal 1	Improve the student learning growth and outcomes for all students.
12 Month Target 1.1	Increase the percentage of students achieving medium and high relative growth as follows: - in reading, from 77% to 87% - in writing from 48% to 70% - in numeracy from 72% to 82%
12 Month Target 1.2	Increase the percentage of students achieving in the top two bands as follows: - reading from 26% to 30% - writing from 4% to 14% - numeracy from 23% to 27%
12 Month Target 1.3	Achieve a VCE median study score of 31 Increase Intermediate VCAL completion from 45% to 90% Increase Senior VCAL completion from 92% to 98%
12 Month Target 1.4	Increase AtoSS positive endorsement for Stimulated Learning from 55% to 65% Increase AtoSS positive endorsement for Differentiated Learning Challenge from 60% to 65% Increase AtoSS positive endorsement for Effective Teaching Time from 60% to 65% Increase POS positive endorsement for Stimulated Learning from 63% to 70% Increase POS positive endorsement for Effective Teaching Time from 67% to 72%

	Increase School Staff Survey positive endorsement for Academic Emphasis from 45% to 65% Increase School Staff Survey positive endorsement for Collective Efficacy from 60% to 65%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Improve the impact of teaching through a whole school approach to data, including the generation, analysis and use of student achievement data to inform the design and differentiated learning opportunities for all students.	Yes
KIS 2 Curriculum planning and assessment	Implement a whole school approach to assessment and the provision of feedback between student and teachers about achievement and to inform curriculum design.	No
KIS 3 Building practice excellence	Build the data literacy skills of all teachers to inform effective collaborative planning for differentiated teaching and learning.	No
KIS 4 Curriculum planning and assessment	Enhance and implement a guaranteed and viable curriculum, utilising the IB, Victorian Curriculum and Victorian Senior Secondary options.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	This KIS has been selected because it provides the greatest opportunity to add value to our core business at the college. The review process has clarified that we have made significant gains in many aspects of our work, but that the potential exists to extend this. As a number of our SSP KISs focus on the use of data, this strategy provides a broad opportunity to develop teacher skills, impact positively on curriculum design and development, improve assessment and feedback practices, and build student ownership in the learning process. A dedicated focus on this strategy will also support the identification and extension of high capacity students, and maintain the focus on learning growth for all students particularly in the Middle Years Program at years 7, 8 and 9.	
Goal 2	Enhance opportunities for student voice and learner agency to maximise student engagement.	
12 Month Target 2.1	Increase AtoSS positive endorsement for Stimulated Learning from 55% to 65% Increase AtoSS positive endorsement for Learning Confidence from 64% to 70% Increase AtoSS positive endorsement for Student Voice and Agency from 42% to 55%	

12 Month Target 2.2	reduce absences of more than 20 days to 15%	
12 Month Target 2.3	Increase POS positive responses for Student Voice and Agency from 69% to 75% Increase POS positive responses for Confidence and Resilience from 72% to 78%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Activate student voice and agency to establish an authentic learning partnership throughout the school which develops independent and self-regulating learners.	Yes
KIS 2 Parents and carers as partners	Enhance collaborative structures and processes between teachers, students and parents to support the whole school approach to assessment and feedback.	No
KIS 3 Building practice excellence	Build teacher capacity to maximise learner agency.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	This KIS has been chosen as the 2019 focus as it is representative of the major opportunity for college wide gain and improvement. The full implementation of the MYP in 2019 is well connected to this strategy particularly in relation to the assessment framework which should give students clearer learning outcomes which are actionable through goal setting and reflective practices. As a part of this process teachers will, by default, be provided with the opportunity to build their capability to support students to work in ways that demonstrate greater independence and self-regulation. In addition, it is expected that as students are better able to articulate their learning paths and progress, parents will also gain understanding and involvement in the assessment and feedback cycle. In short, this KIS has been chosen because it has the capacity to impact on all three related to this goal.	