

Annual Implementation Plan: for Improving Student Outcomes

School name: Mount Eliza SC

School number: 8102

Year: 2017

Based on strategic plan: 2015-2018

Endorsement:

Principal **Angela Pollard** 16 February 2017

Senior Education Improvement Leader **Dennis Pratt** [date]

School council **Robin Adams** 16 February 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	Improvement Priorities	Improvement Initiatives	✓
By the end of the Strategic Plan period we will have maximised students' capacity to excel across the curriculum, with learning growth of at least one AusVELS/Victorian Curriculum level per year evident in terms of teacher assessed and external data. At VCE level learning growth will translate to improved percentages of students attaining 40+ study scores.	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	✓
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	Professional leadership		
	Positive climate for learning	Empowering students and building school pride	
By the end of the Strategic Plan cycle we will have developed students who are curious, creative and actively engaged in challenging learning	Community engagement in learning	Building communities	
By the end of the Strategic Plan period we will have built the resilience and empathy of students as active members of the school community			
By the end of the Strategic Plan period we will have effectively utilised the school's resources to support its goals and priorities			

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.
<p>Whilst all four of the Improvement Priorities are important and the college by necessity continues to focus on ongoing improvement in all areas, it is our view that we have made sufficient progress against School Strategic Plan and 2016 AIP targets to now focus our efforts specifically in the priority area of Excellence in Teaching and Learning.</p> <p>In the process of reflection against the two School Improvement documents referred to, it is our belief that we have created a positive learning culture within the college that is aspirational and forward focussed, and that this culture is understood by staff, students and our community. We have also very successfully developed strong community connections and have shifted the regard with which this college is held significantly. In addition, our efforts around Professional Leadership are embedded in the structures in which we operate and are also well understood as critical aspects of the Mount Eliza Secondary College community. Work in each of these three priority areas therefore is successfully underway. It will not cease to be important but is significantly well established to continue in a positive direction.</p> <p>For 2017 therefore, it is timely to place the major strategic focus of our work in the area of Excellence in Teaching and Learning. Self-evaluation indicates that whilst progress has occurred, greater potential undoubtedly exists in this area. With the introduction of a Steiner Stream at year 7 in 2017, and the commencement of the Candidacy Phase for the International Baccalaureate Middle Years</p>



Program, the two improvement initiatives indicated will by necessity be the focus of our work together. This will also provide the opportunity to achieve the shift in student outcomes targeted in our SSP particularly in regard to increasing the number of students performing above expected levels.

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)
<p>Building practice excellence</p>	<ul style="list-style-type: none"> • Continue to build understanding and consistent use of the MESC lead pedagogical approach to learning and teaching [Instructional Model] • Continue the work of Professional Practice Leaders Literacy and Numeracy to target and support improved teacher practice • Continue to develop the quality and consistency of curriculum provision in terms of content and pedagogy through the college wide use of the Curriculum Planning Tool • Strengthen collaboratively our culture of high expectations, ambition and achievement by embracing challenge and inspiring global citizenship through the gradual implementation of the IB Middle Years approach 7-10
<p>Curriculum planning and assessment</p>	<ul style="list-style-type: none"> • Implement and develop a personalised learning approach across all programs using the IB Middle Years pedagogical approach • Further develop the use of personalised assessment practices across the college, as well as CATs to improve the accuracy of assessment, and the capacity of teachers and students to use assessments to drive future learning • Build the skills of staff in the use of Compass to communicate curriculum content and pedagogy, assessment and feedback and expectations for learners



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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 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		By the end of the Strategic Plan period we will have maximised students' capacity to excel across the curriculum, with learning growth of at least one AusVELS/Victorian Curriculum level per year evident in terms of teacher assessed and external data. At VCE level learning growth will translate to improved percentages of students attaining 40+ study scores.						
		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						
IMPROVEMENT INITIATIVE		Building practice excellence						
STRATEGIC PLAN TARGETS		VCE median score of 32 % of students above 40 to 9% 85% of students in VCE will achieve study scores above the GAT predicted score NAPLAN literacy and numeracy growth data will show no more than 15% of students with low growth, and no less than 30% with high growth Increased number of students at or above the predicted AusVELS/Victoria Curriculum level based on teacher judgement						
12 MONTH TARGETS		VCE median score of 31 % of students above 40 to 8% 80% of students in VCE will achieve study scores above the GAT predicted score NAPLAN literacy and numeracy growth data will show no more than 15% of students with low growth, and no less than 30% with high growth Increased number of students at or above the predicted AusVELS/Victoria Curriculum level based on teacher judgement						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Continue to build understanding and consistent use of the MESCS lead pedagogical approach to learning and teaching [Instructional Model]	<ul style="list-style-type: none"> Provide continued professional learning opportunities for teachers in the use of the Instructional Model (IM) Build expectations for documentation of the model on Compass into the PDP Evaluate and clarify the relationship between the IM and Middle Years pedagogy 	All members of the School Improvement Team	Ongoing	6 months <ul style="list-style-type: none"> Whole staff professional learning delivered Professional Learning Teams established and working on identified areas of need All teachers using the Instructional Model to document lesson plans prior to the lesson 	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
		Principal team	Term two Staff PL day	12 months: <ul style="list-style-type: none"> Further professional learning delivered to whole staff PLTs completed and learning shared with whole staff Quality of lesson plans reflecting the learning and development 	● ● ●			
Continue the work of Professional Practice Leaders Literacy and Numeracy to target and support improved teacher practice	<ul style="list-style-type: none"> Develop a schedule of classroom visits to support a coaching approach to improved pedagogy Use achievement growth data for cohorts to inform unit planning processes 	PPLs Literacy and Numeracy	Twice per term	6 months: <ul style="list-style-type: none"> Established, agreed approaches to the teaching of writing Regular use of data by Global Literacies teams to inform planning 10% more students working above the standard in Maths and Writing [compared to end 2016 data and as measured by NAPLAN data] 	● ● ●			



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				12 months: <ul style="list-style-type: none"> Consistently high expectations evident amongst teachers in terms of the quality of student work submitted 75% of Maths teachers using the Instructional Model effectively to plan Maths lesson 	● ● ●			
Continue to develop the quality and consistency of curriculum provision in terms of content and pedagogy through the college wide use of the Curriculum Planning Tool	<ul style="list-style-type: none"> Evaluate and clarify the relationship between the CPT and Middle Years planner Provide continued professional learning opportunities for teachers in the use of the Curriculum Planning Tool/MYP planning tool Audit documented units of work against the Victorian Curriculum and the MYP 	All members of the school Improvement Team	Term one staff PL and then ongoing	6 months: <ul style="list-style-type: none"> International Baccalaureate staff training days completed Global Literacies units of work planned using the IB planner format Whole staff professional learning around making valid Victorian Curriculum assessments completed 	● ● ●			
		Principal and 7-10 Assistant Principal	Ongoing	12 months: 75% of planning documents using the Victorian Curriculum and the IB framework across Domains	● ● ●			
Strengthen collaboratively our culture of high expectations, ambition and achievement by embracing challenge and inspiring global citizenship through the gradual implementation of the IB Middle Years approach 7-10	<ul style="list-style-type: none"> Develop a timeline for gradual implementation of the IB approach from years 7-10 Introduce all staff to the Middle Years framework of the International Baccalaureate approach Provide targeted whole staff professional learning around the MYP Implement the MYP framework into curriculum unit planning and documentation in Global Literacies and Science at years 7 and 8 	Principal Team	End of February	6 months: <ul style="list-style-type: none"> Implementation timeline developed Key staff trained individually using IB online PD 	● ● ●			
		Principal Team	Term one	12 months: Use of IB planner consistently in use from years 7-8 for Global Literacies and Science	● ● ●			
		IB staff	May 25 and 26					
		Sub-school leaders and relevant Assistant Principal	Term one					



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		By the end of the Strategic Plan cycle we will have developed students who are curious, creative and actively engaged in challenging learning						
IMPROVEMENT INITIATIVE		Curriculum planning and assessment						
STRATEGIC PLAN TARGETS		Stimulating learning from 2.99 to 3.40 Student morale from 4.47 to 5.15 Student Distress from 4.95 to 5.45 Teacher Effectiveness from 3.47 to 3.87 Student absence rates will decrease in Years 7 to 12 from 20.47 days to 13.0 days' average per EFT students.						
12 MONTH TARGETS		Stimulating learning from 2.99 to 3.30 Student morale from 4.47 to 4.90 Student Distress from 4.95 to 5.35 Teacher Effectiveness from 3.47 to 3.80 Student absence rates will decrease in Years 7 to 12 from 20.47 days to 16.0 days' average per EFT students.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Implement and develop a personalised learning approach across all programs.	<ul style="list-style-type: none"> Provide comprehensive Literacy and Numeracy data sets [achievement and learning growth] for every student 7-10 	Data management PoR	February 2017	6 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	<ul style="list-style-type: none"> Develop Literacy and Numeracy growth continuum charts for inclusion in all classrooms 7-10 	School Improvement Team members	End February 2017	<ul style="list-style-type: none"> Data sets developed and readily available All teachers using data sets prior to unit planning Key MYP leaders trained Staff professional learning on the use of continuums completed 				
	<ul style="list-style-type: none"> Train key leaders in the MYP approach 	IB expert and Junior and Middle LTs	End term one 2017	12 months:	● ● ●			
	<ul style="list-style-type: none"> Provide staff professional learning in the use of continuums to support personalised approaches to learning 	SIT	Throughout term one in Tuesday SPL sessions	<ul style="list-style-type: none"> Literacy and Numeracy continuums in use by teachers and students Evidence of greater alignment between external and teacher assessments Increased percentage of students performing above the standard 				
<ul style="list-style-type: none"> Teach students about the use of continuums to monitor and direct their own learning 	All sub schools Junior and Middle school classroom teachers	Commencing term two						
Further develop the use of personalised assessment practices, as well as CATs to improve the accuracy of assessment, and the capacity of teachers and	In addition to the actions above: <ul style="list-style-type: none"> Develop and document a schedule of assessment for CATs across all studies Use moderation in teams to improve consistent assessment and reporting Develop common understanding of assessment frameworks (VCE/VCAL/MYP/VC/PLreports) 	School Improvement Team members SIT members	At the beginning of each term Ongoing via	6 months: <ul style="list-style-type: none"> Staff professional learning on expectations for CATs [assessment and feedback] completed CAT schedule published for all Domains 7-10 Victorian Curriculum Capabilities professional 	● ● ●			



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students to use assessments to drive future learning	<ul style="list-style-type: none"> Develop common understanding of teaching and assessing Capabilities Investigate the use of data to inform awards (academic and personal learning) Develop and document a range of informal options for teachers to use on an ongoing basis to inform the assessment and feedback cycle 	Develop explicit guidelines for assessment and reporting. Have this available online (One Note)	Tuesday SPL sessions	learning completed			
			Term 1 KHR	12 months: <ul style="list-style-type: none"> Greater consistency between external and teacher derived assessments 100% of Awards reflecting student performance Professional learning regarding informal assessment completed with all staff 	● ● ●		
Build the skills of staff in the use of Compass to communicate curriculum content and pedagogy, assessment and feedback and expectations for learners	<ul style="list-style-type: none"> Survey parents and students regarding the use of Compass and the consistency of data available to them Provide feedback to teachers individually regarding areas for improvement in terms of their communication with parents via Compass 	SIT members and KHR Principal Team	End term one	6 months: <ul style="list-style-type: none"> Whole staff professional learning completed regarding the use of COMPASS for lesson planning, communication with parents, and the provision of assessment details Parent and student survey completed Meetings with individual teachers completed and improvement goals regarding COMPASS communication included in their PDPs 	● ● ●		
			Beginning term two	12 months: <ul style="list-style-type: none"> Actions from survey feedback discussed and implemented as appropriate Less than 10% of teachers requiring assistance/monitoring regarding COMPASS use 	● ● ●		





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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	Yes	3 - Embedding	[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	Yes	3 - Embedding	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	Building leadership teams	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	Empowering students and building school pride	No	Select status	
	Setting expectations and promoting inclusion	No	Select status	
	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	Building communities	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	Select status	



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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]

Considerations for 2018:



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