2016 Annual Implementation Plan: for Improving Student Outcomes

8853

Mount Ridley P-12 College
2016

Based on Strategic Plan 2016-2018

Endorsements

Endorsement by School Principal	Signed [signature] Name Lino Pagano Date 15/3/2016
Endorsement by School Council	Signed [signature] Name Traci Coe Date 15/3/2016
Endorsement by Senior Advisor	Name Vivienne Tellefson Date 31/3/2016

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	**Building practice excellence:** Teachers, principals and schools will work together
	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
Professional leadership	**Building leadership teams:** Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	**Empowering students and building school pride:** Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	**Building communities:** Schools will strengthen their capacity to build relationships with the broader community by partnering

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	✓
	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	

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.
Mount Ridley P-12 College was the subject of a Priority Review mid-2015. Analysis demonstrated that in the area of student achievement, our goals set in our 2013-2016 School Strategic Plan (SSP), were only partly achieved. While most students achieved at or above expected standards in English and Maths, this was not consistent across the Year Levels and dropped to as little as 50% in some areas. Whilst a positive trend in NAPLAN matched data demonstrated growth across the College, the rate of this growth will not allow some students to meet expected levels.
The review findings confirm the College's intent to prioritise excellence in teaching and learning with a focus on building practice excellence through a collaborative approach to improving pedagogy. This is enhanced by the fostering of a positive environment for learning which will have a significant impact upon the achievement levels of students over the period of the next strategic plan. This will allow us to meet our targets of promoting consistent growth in students' academic performance and supporting their engagement, connectedness and wellbeing from F-12.
Through prioritising excellence in teaching and learning the College aims to build the consistency and quality of teaching practice across the College and lower instances of variation in student performance. This focus is supported by research that demonstrates building teacher capacity and skills will have significant effects upon improving student achievement. As a very large school, with a significantly inexperienced staffing profile, it is essential that the school leadership team relentlessly nurtures staff development in this area to build teacher capacity and a strong leadership culture.
Our second area of focus is a strong precondition for the first. In order for improvements in pedagogy to have the maximum beneficial impact upon student achievement, it is necessary to develop a strong positive climate for learning. Recognising that the learning process is a partnership and that students feel valued and empowered, will build their capacity in becoming independent learners. Recognition of diversity in student needs ensures the target of inclusion so that it is possible for all students to have the opportunity to achieve their potential.
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	• Build consistent and quality teaching practice across the school to lower the instances of in-school variation in student performance. • Organise opportunities and provide resources for staff to collaborate with and receive feedback from others in order to progress their practice.
Positive Climate for learning	• Empowering students and building school pride. • Setting expectations and promoting inclusion.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT			
Goals	To broaden and deepen teachers' pedagogical repertoires to improve student learning in all domains.	**Targets**	• **80% of students will demonstrate one years' growth for one years' instruction across all learning domains based upon classroom assessment** • **80% of students in years 5, 7 & 9 will demonstrate medium or high growth in NAPLAN testing** • **The average student VCE study score will be at or above 26** • **VCE Studies to have an Adjusted score where the Confidence Interval crosses above the 0 (zero) line for over 50% of students, i.e. added value**
		12 month targets	• **65% of students will demonstrate one year's growth for one year's instruction across all learning domains based upon classroom assessment** • **60% of students in years 5, 7 & 9 will demonstrate medium or high growth in NAPLAN testing** • **Average student VCE study scores will be at or above 25** • **VCE Studies to have an Adjusted score where the Confidence Interval crosses above the 0 (zero) line for over 25% of students, i.e. added value**

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
To establish professional learning teams (TaLT) to encourage staff to work collaboratively towards improved practice. TaLT to be used to drive the MRC classroom instructional framework	• Effective data collection, analysis and use to inform teaching practice • The creation of differentiated learning logs to effectively meet the needs of all students • Participation in instructional rounds in order to establish best practice	• Establishment of TaLT teams focused upon improvement in classroom practice • Roll out abridged version of TaLT for Senior School with a view to full implementation in 2017 • Support effective data collection, analysis and use to inform teaching practice. • Create differentiated learning logs to effectively meet the needs of all students • Roll out the MRC lesson instructional model. • Train staff to participate in Instructional Rounds • Plan and undertake whole-school professional learning to address identified areas for strengthening data literacy, while building the capacity of individual teachers requiring additional support • PDP will be linked to the TaLT journal to ensure regular review of goals and a more authentic process • Professional Development schedule will reflect the focus of improvement in professional practice through supporting the TaLT process, time release, training and access to consultants. The Professional Development budget will be significantly increased in order to reflect this need • Area Team meetings to be prioritised as space where TaLT practices can be implemented and curriculum priorities can be built in • Training of Middle Managers in targeted strategies to ensure effective leadership of teams	FV,HC, BE, TA, BT CS, HC HC, BE, TA, BT LB, HC, BE, TA, BT LB Mini School DoSLTP & Area Team Leaders Leading Teachers (TaLT Leaders)	Term 1 Term 4 Term 4 Each TaLT cycle (3) Complete Term 3 Term 2 Term 2 / 3 Ongoing End PDP cycle Ongoing Ongoing Ongoing	• TaLT teams meeting weekly and documenting progress in teaching practice • Senior teachers setting TaLT related goals in VCE context • Growth in VCE study scores as per target • A stronger focus upon data in Curriculum planning (Differentiation) evidenced through planning documents and growth across the cohort. • Completion of learning logs which reflect data analysis • Lesson planning and delivery reflects the MRC lesson Instructional Framework - IR observations • Staff debriefs on IR's demonstrate focus upon consistent and excellent practice • Demonstrated improvement in data literacy as progressively observed across the TaLT cycles • Documented PD and additional support undertaken as part of this focus • Tracked, authentic student growth through SPA • Teacher judgements will demonstrate growth across student cohorts. • Improvement in NAPLAN growth data as per target • Weekly discussion of goals and progress towards meeting them through active participation in the TaLT cycles • Documented improvement in set goals • Documented reflections of whole school professional learning and its impact upon pedagogical practice • Completed 2016 TaLT journal, which demonstrates a strong focus upon reflective practice, data and differentiation • Meeting minutes reflect the inclusion/discussion of practices delivered in TaLT • Adjustment to coursework and delivery of lessons based upon the data discussions • TaLT leaders modelling the TaLT process and training the 2IC

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT

Goals	To establish structures that will empower students to take greater responsibility for their own learning and be part of a positive school culture.	Targets	• Student connectedness measure on the Attitudes to School Survey will improve by moving from the first to the third quartile • Teacher/Student Attitude to School Survey and Teacher Opinion Survey scores to move into the third quartile in the following areas: Student Motivation, Learning Confidence, Classroom behaviour • Average student days absent data will not exceed 15 days • Increase the percentage endorsement for overall satisfaction in the MRC Parent Opinion Survey from 57.15 % to 70% • Improved participation in WeShare and increase the endorsement percentage in good communication between staff and parents from 49.08 to 70% in the MRC Parent Opinion Survey • Improve parent satisfaction with current assessment and reporting from 54.19% to 70% in the MRC Parent Opinion Survey • All students exiting the College in the post compulsory years will transition to tertiary education or further training and employment opportunities
		12 month targets	• Student connectedness to school to move into the second quartile in the Attitudes to School Survey • Teacher effectiveness, empathy and energy and stimulating learning to all be above 8 in the Attitudes to School Survey • Teacher / Student Attitude to School Surveys and Teacher Opinion Survey scores move into the second quartile in the following areas: Student motivation, Learning confidence, Classroom behaviour • Average student days absent data will not exceed 20 days • The MRC Parent Opinion Survey will see an increase in the percentage for overall satisfaction from 57.15% to 60% • Participation in WeShare improved from baseline data collected in 2015 by 10% • The Parent Endorsement in Good Communication increase from 49.08% to 55% in the MRC Parent Opinion Survey • Parent Satisfaction with Assessment and Reporting to increase from 54.19% to 60% in the MRC Parent Opinion Survey • All students exiting the College in the post compulsory years will transition to tertiary education or further training and employment opportunities • Continue to facilitate positive transitions at all entry points and ensure that we achieve higher than state mean in the area of supportive transitions

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
To establish a structured mentor program in Years 5-12 in order to allow students to: • Build authentic relationships • Feel and demonstrate a greater connectedness to school • Enhance their engagement with school • Be active participants in their learning and future pathways.	• Consolidating practices in Positive School Wide Behaviours (PBR) and Restorative Justice (RJ). • Establishing mentor program across Years 5-12 • Continue training staff in Berry Street trauma informed model • Ensuring reporting is more rigorous, timely and informative	• Animating Principle to be incorporated into classroom discussion and displays. • PD schedule to provide for further staff training in PBR & RJ • DoSEW, Student Managers and Team Leaders to receive intensive PBR and RJ training as leaders in this area • School day schedule adjusted to include a 9 minute Mentor session each morning across Years 5-12 and a one hour mentor session each week across years 7-9 • Collection of local survey data to review the effectiveness of the mentor program • Berry St engaged to support development of consistent Mentor program targeting common specific issues & target skills within cohorts • Year's 5-12 Student progress reports to be linked to GPA score, including year 10 Achievement pilot, and reflected in final summative reports. Completed through purchase of Compass module and staff training	CS, LN, LE, KB, DG CS, MCo, LN,LE,KB,DG,MC LB, MCo & focus groups LB, PL, BT,TA,BE, HC,CS	Ongoing over the year Ongoing Working party Feb-April Semester 2 implementation Ongoing	• Reference to College values and Animating Principle common place in classrooms and documentation. • Students connectedness to school data target achieved • Improved student growth across scope of classroom abilities as per targets • Improved survey results for student connectedness to school and student safety as per target • Local survey data for mentor program indicates effectiveness • Improved student attendance as per target • Improved parent survey results as per target • Improved student opinion survey results: Student Motivation as per target • Improved student outcomes & participation as per target • Improved student connectedness to school as per target • GPA on Compass and regularly accessed

	• Strengthen the student voice program	• Provide the necessary resources to ensure the growth of the student voice program to promote strong student leadership and connectedness	SHo, JSc, AN, GS		

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING				
Goals	To develop and maintain a caring and cooperative school environment where students celebrate learning, feel safe and secure, are valued and are able to achieve individual success.	**Targets**	• To achieve improved results in the following categories: Student safety, Connectedness to peers, Student morale – move from the first to the third quartile • Student safety and distress measure on the Attitudes to School survey will move from the first quartile to the third	
		12 month targets	• To successfully establish 4 new mini schools to target student safety and wellbeing which will be measured by a movement to the second quartile in each area in the Attitudes to School Survey • To establish an agreed, consistent program for IEP support across the College which will result in one year's growth in literacy and numeracy for each student undertaking an IEP	

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
To continue to develop common practices across the College that support students wellbeing	• Implement the Positive Behaviours and Relationships (PBR) and Restorative Justice (RJ) models • Targeted and tailored programs that promote inclusive practices that meet the needs of our diverse student body	• In 2016, the College will move from 3 Sub-Schools to 4 Mini Schools; Early Years (P-4), Junior Years (5-7), Middle Years (8-9), Senior Years (10-12). Each Mini School will have a designated yard space as well as common communal areas • KESO & Cultural liaison officers to develop programs for ATSI, PI and Indian community • Conduct a community survey to measure the engagement of the ATSI, PI and Indian Community • The PSD co ordinator will work with staff to develop stronger protocols for the completion of IEP's • Relevant training will be provided to staff to ensure a meaningful, growth focused process • PSD coordinator to maintain a data base with relevant classroom information for teachers of PSD students • The KERVE program will move to a new location in order to best support the program and its partnerships. The Curriculum will be fully documented and a review of its success will be conducted. Berry Street will continue to support the program • External support program to grow to 4 regular agencies	Principal Class LPa, SH, KESO MT, KH VDa, KERVE staff TM, KH	2016 Ongoing Ongoing	• Improved student survey results in the areas of student safety as per target • Improved retention rates as per target • Improved engagement from ATSI, PI and our Indian community as measured in community surveys • Improved Student and Staff survey results as per target • IEP's demonstrating growth in targeted areas (Literacy/Numeracy) • Improved attendance for these students • IEP for each student targeting specific needs • Regular integration of KERVE students back into mainstream classes

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY				
Goals	Ensure that identified program needs are met through the most efficient and responsible management of College resources	**Targets**	• Review budgets and adjust according to student enrolment figures, College priorities and DET funding levels to ensure program delivery remains within budgetary guidelines • Ensure greater role clarity to provide for stronger distributed leadership model as measured by Teachers Attitudes to School Survey- Collective responsibility to move from 44.53% to 60%, Trust in Colleagues to move from 49.32% to 60%, Teacher Collaboration to move from 30.0% to 50.0% • Continue to focus upon the implementation of staff wellbeing practices to increase endorsement for staff physical safety and emotional wellbeing based upon data collected during 2016	
		12 month targets	• Reallocate budget focus to ensure the successful development of new mini-schools and Professional Learning. • Role reviews of key POR areas to ensure greater involvement and leadership of key areas • School Survey improvements – Collective responsibility from 44.5% to 50%, Trust in Colleagues from 49.32% to 55% and Teacher Collaboration from 30.0% to 40.0%	

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
Review organisational structures and roles to optimise resources for effective team leadership Develop distributed leadership capacity across the College Strengthen succession planning	• Reorganisation of leadership structure to reflect new mini-school structure • Re-allocation of College facilities to reflect the new mini-school structure • Staff health and wellbeing will be a focus throughout the year to ensure staff are operating at their capacity and have the opportunity to extend that capacity • Enhance the capacity of the Leading Teachers and Middle Managers to identify goals and actions that will address the needs of the College • Improve opportunities for leadership training • Establishment of network approach to accessing Professional Learning • Expanding opportunities for MRC staff to participate in Professional Learning activities	• The use of a consultative process to gather feedback on the effectiveness of the College leadership structure • Ensuring that each mini-school is equipped with the required teaching and learning tools • The Assistant Principal charged with the responsibility for Professional Development will ensure that programs are accessible to target the health and wellbeing of staff including; readings, expert presentations on stress and anxiety issues. Staff targeted to lead whole staff health and exercise initiatives • Utilising the meeting structure to explicitly teach leadership skills • BLiS, Leaders in the Making, Bastow • Using the new PD centre, MRC will pursue opportunities to provide access to Professional Learning on topics of common interest and emerging needs across neighbouring schools. • Professional Learning to be a priority of the meeting schedule	Principal Team LP LB Principal Team Principal Team LB & PD Admin, Principal Team Principal Team, LT's & Middle Managers	Ongoing Ongoing Ongoing	• Revised leadership structure with clear role descriptions • Teaching and Learning spaces equipped with a variety of teaching and learning tools • Improved Staff Opinion Survey data as per target • Decrease in staff absence days • Health and Wellbeing assistance readily available to staff • Staff endorsements for the physical and emotional wellbeing for staff in the School Survey to be above 50% in 2016 • Improvements in School Survey data as per targets • Increase in staff training in leadership • Increase in staff applying for and being successful in leadership positions • More external PD opportunities for staff across network • Improvement in staff opinion survey (staff efficacy) • Reduced administration in meetings

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	