

2016 Annual Implementation Plan: for Improving Student Outcomes

8290

Rosebud Secondary College

2016

Based on Strategic Plan 2013-2016

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed... <i>Andrew Nicholls</i> Name...Andrew Nicholls..... Date...21/3/16.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... <i>Bill Faulkner</i> Name...Bill Faulkner..... Date...21/3/16.....</p>
<p>Endorsement by Senior Advisor</p>	<p>Signed <i>Cheryl & Charles</i> Name: Cheryl Chapple Date:- 24^t/03/2016</p>

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

Priority	Initiatives
	to suit individual student needs
Professional leadership	Building leadership teams: Schools will strengthen their s develop the capabilities of their leadership teams in using evi
Positive climate for learning	Empowering students and building school pride: S approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools v communities to implement support to health, wellbe engagement of all students
Community engagement in learning	Building communities: Schools will strengthen their 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:	
<p>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.</p>	
<p>A significant focus in the school during 2016 will be the development of teaching teams that collaborate to develop a learning program that matches the point of need of individual and student cohorts. In 2016 the school will allocate a third teacher to work with two class groups which will be blocked together for English and Maths on the time table. The focus of their work will be innovating, mapping/tracking student learning gain, using fluid groupings and integration of ICT.</p>	
Key Improvement Strategies (KIS)	
<p>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.</p>	
Initiative:	KIS
<p>Teaching teams:</p> <ul style="list-style-type: none"> • Building practice excellence • Curriculum planning and assessment 	<ul style="list-style-type: none"> • Data use to better meet point of need • Data use to make learning more explicit for the student • Integration of ICT at a level that makes the learning new. • Team teaching to share practice, coach and mentor.
	<ul style="list-style-type: none"> • • •

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	Improve the students' learning growth from Years 7 to 12.	Targets	NAPLAN A sustained increase in students at Year 9 achieving in bands 9 and 10 The Matched cohort mean for students at Year 9 to equal or better the State mean. An increase in the proportion of students who match or exceed the level of achievement predicted by the Yr 10 AGAT against exam scores. VCE A sustained increase in the All Studies mean.		
		12 month targets	Improve student learning confidence, particularly in senior years. Maintain All Study score mean of 29+ Increase % of students achieving above predicted exam score NAPLAN Yr 9 Decrease % of students achieving Band 5 & 6 in Writing to <40% Decrease % of students achieving Band 5 & 6 in Numeracy to <20% Increase % of student achieving Band 9 & 10 in Writing to >15% Increase % of student achieving Band 9 & 10 in Numeracy to >25%		
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 instructional model	Examine existing instructional and present various options to adopt/adapt in a RSC Instructional Model.	<ul style="list-style-type: none"> Examination of school models Audit of current practice Develop and publish RSC model 	PCO- Curriculum LT: L&T	Dec 2016	Published model
Literacy / Numeracy program	Develop teaching teams of three teaching staff with two groups at Year 7 in English and Maths	<ul style="list-style-type: none"> Align timetable to support model Allocate resourcing to enable teams to work and plan together Prioritise PD spending to examine best practice and implement this within the school. 	PCO- Curriculum LT: L&T Literacy/Numeracy Leaders KLA leaders	Start of 2016 ongoing	AusVELS, ODT, other internal testing and NAPLAN data sets Staff surveying
Monitor and map student learning gain based on 'best effort'	Utilise new reporting format as a basis of embedding progress rather than achievement as paramount.	<ul style="list-style-type: none"> Development of strategies for individual teachers to use to identify where students are at and where they need to go next. Development of strategies for students to communicate their learning to themselves, their peers, their teacher and parents 	PCO- Curriculum LT: L&T Data Team	Start of 2016 ongoing	Completion rates Student learning data- AusVELS, VCE, VCAL Use of Learning task on Compass

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	Progress students through schooling to attain the expected levels of learning or better. Develop our students as confident, aspiring, curious learners.	Targets	Increase in the proportion of students exiting to further education and training at the end of Year 12. Increase in <i>Real Retention</i> percentages for students transitioning between programs.		
		12 month targets	Increase % student retention from Yr 11 to 12 to >80% Increase % student retention from Yr 7 to 12 to >55% Increase the On Track % of student transitioning to further education and training. Increase the On Track % of student transitioning to university Increase ATTS data for 'Stimulating Learning' across all year levels		
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
Utilise ICT to improve engagement in learning	Implement 1:1 Computer program Upskill staff in the use of ICT based on the SAMR model	<ul style="list-style-type: none"> • Roll out of 1:1 computer across all year level • Sustained PD program to be offered to all staff including feeder primary school staff. • Develop a plan for the management of 1:1 devices and the phasing out of desktop labs. 	LT: ICT PCO: ICT Curriculum team	Ongoing	Full roll out Dec 2016 PD offered 3 times per term to all staff
Develop connection to school and school pride	Develop more flexible pathways for students from Year 7-12 Increase student voice Maintain and look for opportunities for students to participate in extra-curricular activities	<ul style="list-style-type: none"> • Examine alternate school based programs for students at risk • Utilise ATL reporting to highlight skill areas for students to work on and develop • Develop real voice for students through SRC and other leadership pathway opportunities such as Duke of Ed. • Examine ATTS data and develop an action plan to address concerns • Develop programs that give students the opportunity to utilise the TTC 	PCO team YLC LT: Pathways	Ongoing	Retention data ATTS data measures Program development with TTC- particularly at Yr 8-9

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals					
Promote student Health and Wellbeing.		Targets	Improve student engagement with a three year downward trend in absence, truancy and suspension rates.		
		12 month targets	Improve student connectedness and wellbeing indicators through evaluation and response to relevant evidence. Decrease absence rate to <18 days. Decrease unexplained absences % across all year levels Increase in measure in ATTS for Student Relationships and Wellbeing, particularly in senior levels		
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
Extend and embed mindfulness curriculum	Further embed the use of Smiling Minds into the mainstream curriculum program Train additional staff Continue to work towards the building of the Wellness Pavilion	<ul style="list-style-type: none"> Introduce mindfulness curriculum to all students. All students to participate in mindfulness sessions each week. Train willing staff in mindfulness curriculum Continue to promote Wellness Pavilion project to realise this vision 	ES- Wellbeing PCO- Wellbeing Wellbeing team	Ongoing- full implementation Dec 2016	More trained in using Mindfulness curriculum
Identify and implement wellbeing support programs	Implement Mind-matters framework	<ul style="list-style-type: none"> Audit current practice across the school Introduce programs that support priority areas of mental health Introduce peer support program Review role of home group teacher and PD program Increase opportunities for student leadership 	ES- Wellbeing PCO- Wellbeing Wellbeing team YLC	Audit completed end of term 1 Implementation Plan developed by mid-year	3 yr implementation plan completed Priorities identified and responsibilities for team

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PRODUCTIVITY						
Goals		Align SRP resources to priority areas	Targets	Align professional development to better link with priority areas- in particular Yr 7 team teaching program Implement team teaching program at Yr 7 and plan for implementation into Yr for 2017 Better SRP to align with wellbeing priorities		
			12 month targets	Allocate resources to implement priorities. Publish PD plan end of term 1 Implement literacy/numeracy program at Year 7		
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 a whole school PD plan aligned to priority areas	<ul style="list-style-type: none"> Develop and publish a PD plan to better align to priority areas Focus on time release for staff to visit other schools Professional development focus for leadership group to build capacity 	Collate data for previous year for baseline and review PD policy Prioritise PD types and how much resourcing to be allocated	PCO team Curriculum Team	By mid-year	Staff survey data Plan published	
Implement Team teaching program at Yr 7	<ul style="list-style-type: none"> Implement team teaching program in English and Maths at Yr 7 in 2016 Support PD needs of this group to implement program 	Time table groupings as required Appoint coordinator for each program Allocate resources for each team to implement program including school visits	Curriculum Team Lit/Num coords	Ongoing	Staff survey data Parent survey data	