Annual Implementation Plan - 2020

Alkira Secondary College (8874)

Submitted for review by John Shaw (School Principal) on 29 January, 2020 at 04:50 PM
Endorsed by Deborah Harry (Senior Education Improvement Leader) on 24 February, 2020 at 08:07 AM
Endorsed by John Sutton (School Council President) on 05 March, 2020 at 09:39 AM

SSP Goals Targets and KIS

Goal 1	To improve outcomes for all students across all curriculum areas with a focus on high growth
Target 1.1	Increased percentage of students showing high growth over 7-9 NAPLAN in Numeracy and Literacy
Target 1.2	Increase the percentage of students achieving a A and B result across all Victorian curriculum areas
Target 1.3	Improve median study score VCE to 30 by 2020
Target 1.4	Improve percentage of students with study score 40+
Target 1.5	Professional Learning Community moves from evolving to embedding on the PLC maturity matrix
Key Improvement Strategy 1.a Building practice excellence	Using collaborative processes, develop and implement an agreed instructional model for the college
Key Improvement Strategy 1.b Building practice excellence	Establish a Professional Learning program through PDP, PLT and PLC closely aligned with the agreed instructional model

Key Improvement Strategy 1.c Building practice excellence	Develop a data literacy and management system and embed use of data to drive individual student improvement and curriculum planning
Goal 2	Ensure all students are supported and engaged through the provision of a stimulated learning environment
Target 2.1	Improvement in **STAFF** survey results for: Professional learning and teaching and learning modules
Target 2.2	Improvement in **PARENT** survey results for: Student engagement: Connectedness, Student motivation
Target 2.3	Improvement in **STUDENT** survey results for: Stimulating learning, teacher effectiveness and teacher empathy
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Within the FISO framework and with a focus on student voice, develop a collective responsibility for the excellence and equality of all students
Key Improvement Strategy 2.b Evaluating impact on learning	Build the capacity of College staff through professional learning to differentiate and personalise student experiences and learning
Goal 3	Ensure a cohesive, consistent and inclusive approach to wellbeing that strengthens student social and emotional health To develop an orderly learning environment To improve the connectedness of students, parents and staff to the College
Target 3.1	Improvement in **STAFF** survey results for: School climate modules

Target 3.2	Improvement in **PARENT** survey results for: School Climate: Reporting, teacher morale
Target 3.3	Improvement in **STUDENT** survey results for: School connectedness, student safety, classroom behaviour
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Establish and embed an agree Behaviour Management Plan ensuring an orderly learning environment relevant to the changing College culture that accounts for increasing diversity of our student
Key Improvement Strategy 3.b Empowering students and building school pride	Using the Schools within Schools model, develop structures and processes to promote relationships and meet the wellbeing needs of the students

Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target

The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| --- | --- | --- | --- |
| To improve outcomes for all students across all curriculum areas with a focus on high growth | Yes | Increased percentage of students showing high growth over 7-9 NAPLAN in Numeracy and Literacy | Increase the percentage of students meeting Above Benchmark Growth from 24% (2019) to 26% for Reading

Increase the percentage of students meeting Above Benchmark Growth from 16% (2019) to 18% for Numeracy |
		Increase the percentage of students achieving a A and B result across all Victorian curriculum areas	Increase the percentage of students achieving an A & B result for Reading & Viewing, Years 7-10 from 24% (2019) to 26% (2020).
		Improve median study score VCE to 30 by 2020	Maintain a study score in English of 30
		Improve percentage of students with study score 40+	Improve our %40 or above (total study score) from 3.4% 2019 - VASS

		Professional Learning Community moves from evolving to embedding on the PLC maturity matrix	Staff assessment of PLC maturity matrix will show us as embedding
Ensure all students are supported and engaged through the provision of a stimulated learning environment	No	Improvement in **STAFF** survey results for: Professional learning and teaching and learning modules	
		Improvement in **PARENT** survey results for: Student engagement: Connectedness, Student motivation	
		Improvement in **STUDENT** survey results for: Stimulating learning, teacher effectiveness and teacher empathy	
Ensure a cohesive, consistent and inclusive approach to wellbeing that strengthens student social and emotional health To develop an orderly learning environment To improve the connectedness of students, parents and staff to the College	Yes	Improvement in **STAFF** survey results for: School climate modules	Increase the positive responses in 0-10 years and plus 20 years' service for School Climate on Staff Opinion survey
		Improvement in **PARENT** survey results for: School Climate: Reporting, teacher morale	General school improvement seen from parent opinion survey from 68% 2019.
		Improvement in **STUDENT** survey results for: School connectedness, student safety, classroom behaviour	Maintain or improve our positive results from student opinion survey and decrease our not positives in: Managing bullying, Sense of connectedness & Effective classroom behaviour across all year level groups

Goal 1	To improve outcomes for all students across all curriculum areas with a focus on high growth
12 Month Target 1.1	Increase the percentage of students meeting Above Benchmark Growth from 24% (2019) to 26% for Reading Increase the percentage of students meeting Above Benchmark Growth from 16% (2019) to 18% for Numeracy
12 Month Target 1.2	Increase the percentage of students achieving an A & B result for Reading & Viewing, Years 7-10 from 24% (2019) to 26% (2020).
12 Month Target 1.3	Maintain a study score in English of 30
12 Month Target 1.4	Improve our %40 or above (total study score) from 3.4% 2019 - VASS
12 Month Target 1.5	Staff assessment of PLC maturity matrix will show us as embedding

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Using collaborative processes, develop and implement an agreed instructional model for the college	Yes
KIS 2 Building practice excellence	Establish a Professional Learning program through PDP, PLT and PLC closely aligned with the agreed instructional model	Yes
KIS 3 Building practice excellence	Develop a data literacy and management system and embed use of data to drive individual student improvement and curriculum planning	Yes

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.	The College identified this KIS to support the goals to improve student outcomes across all curriculum areas with a focus on high growth. We saw the introduction of a model of instruction as the key foundation to achieving improved teacher practice and developing consistency across all key learning areas. The timely introduction of HITS in schools also provide the opportunity for supporting the implementation of our Instructional model in the classroom. The success of the implementation of the Model of Instruction is dependent on a relevant and well timed professional learning program. This is further supported by the introduction of Professional Practice days. The College is also investing in the establishment of PLCs in the school which demands further Professional Learning and PD in this area.	
Goal 2	Ensure a cohesive, consistent and inclusive approach to wellbeing that strengthens student social and emotional health To develop an orderly learning environment To improve the connectedness of students, parents and staff to the College	
12 Month Target 2.1	Increase the positive responses in 0-10 years and plus 20 years' service for School Climate on Staff Opinion survey	
12 Month Target 2.2	General school improvement seen from parent opinion survey from 68% 2019.	
12 Month Target 2.3	Maintain or improve our positive results from student opinion survey and decrease our not positives in: Managing bullying, Sense of connectedness & Effective classroom behaviour across all year level groups	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Establish and embed an agree Behaviour Management Plan ensuring an orderly learning environment relevant to the changing College culture that accounts for increasing diversity of our student	Yes
KIS 2 Empowering students and building school pride	Using the Schools within Schools model, develop structures and processes to promote relationships and meet the wellbeing needs of the students	Yes

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.	The College recently celebrated its ten year anniversary and is now experiencing huge growth. It is an important and opportune time to reflect and review our culture, values and beliefs and accommodate the challenges of high populations, wide diversity and a changing community in our school. We believe strengthening the SWIS model and developing more student aligned and inclusive programs and process will help to achieve our wider goals of creating an orderly learning environment for our students, while recognising the importance of relationships in a community faced with growing economic, social and mental health challenges.

Actions, Outcomes and Activities

Goal 1	To improve outcomes for all students across all curriculum areas with a focus on high growth
12 Month Target 1.1	Increase the percentage of students meeting Above Benchmark Growth from 24% (2019) to 26% for Reading Increase the percentage of students meeting Above Benchmark Growth from 16% (2019) to 18% for Numeracy
12 Month Target 1.2	Increase the percentage of students achieving an A & B result for Reading & Viewing, Years 7-10 from 24% (2019) to 26% (2020).
12 Month Target 1.3	Maintain a study score in English of 30
12 Month Target 1.4	Improve our %40 or above (total study score) from 3.4% 2019 - VASS
12 Month Target 1.5	Staff assessment of PLC maturity matrix will show us as embedding
KIS 1 Building practice excellence	Using collaborative processes, develop and implement an agreed instructional model for the college
Actions	Comprehensive professional learning plan that builds teacher efficacy and in the Instructional Model Identify relevant internal and external presenters for professional learning Build teacher efficacy through instructional coaching
Outcomes	Leaders will support and resource all the professional learning needs Teachers will improve their understanding of the elements of the MOI and embed a targeted strategy in their practice Students will have access to improved instructional practice
Success Indicators	Student and teacher surveys Anecdotal evidence from coaching Pre and post test data from coached staff

Activities and Milestones	Who	Is this a PL Priority	When	Budget

Classroom visits (learning walks, FOD walks)	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
School wide coaching plan	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Planned all professional development days	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Building practice excellence	Establish a Professional Learning program through PDP, PLT and PLC closely aligned with the agreed instructional model
Actions	Establishing the Alkira Learning Community (ALCs) Identify relevant internal and external presenters for professional learning PDP goals will align with the ALC Communities of Practice used for the PDP process
Outcomes	Leaders will be active participant in ALCs and PDPs Teachers will work collaborative on identified inquires Students will have access to a more differentiated program
Success Indicators	Pre and post test data from identified ALC groups Positive change in On Demand Testing Data Student and teacher surveys

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Participate in DET PLC initiative (including visit lead PLC schools and training ALC Leaders)	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Professional learning on collaboration	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 1	$7,000.00 ☐ Equity funding will be used
Agree on common documentation for ALCs including team Norms and Protocols	☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
To time table ALC as part of meeting schedule	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
To engage in mid-year and end of year "check ins" (feedback) with ALC leaders	☑ Leadership Team ☑ PLC Leaders	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
ALC Implementation	☑ Assistant Principal	☑ PLP Priority	from: Term 1	$2,000.00

		☑ PLC Leaders		to: Term 4	☐ Equity funding will be used

KIS 3 Building practice excellence	Develop a data literacy and management system and embed use of data to drive individual student improvement and curriculum planning
Actions	To create and implement a data plan Identify and engage with selected staff on; accessing data, understanding data, using data and using data to inform planning
Outcomes	Leaders will resource, support the data plan and actively engage in data conversations Teachers will begin to use classroom data to inform planning and making informed decisions Students will proactively use their data for their learning
Success Indicators	Documented and published data plan Staff engages in professional learning activities around data Class and student profiles are linked to student data First day conference (data conversations) showed increased attendance

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Completed data plan	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Identified professional learning sessions	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$20,000.00 ☐ Equity funding will be used

First day conferences	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Completed student and class profiles	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	Ensure a cohesive, consistent and inclusive approach to wellbeing that strengthens student social and emotional health To develop an orderly learning environment To improve the connectedness of students, parents and staff to the College
12 Month Target 2.1	Increase the positive responses in 0-10 years and plus 20 years' service for School Climate on Staff Opinion survey
12 Month Target 2.2	General school improvement seen from parent opinion survey from 68% 2019.
12 Month Target 2.3	Maintain or improve our positive results from student opinion survey and decrease our not positives in: Managing bullying, Sense of connectedness & Effective classroom behaviour across all year level groups
KIS 1 Setting expectations and promoting inclusion	Establish and embed an agree Behaviour Management Plan ensuring an orderly learning environment relevant to the changing College culture that accounts for increasing diversity of our student
Actions	Implement a structured and targeted approach to the monitoring and intervention of students in the areas of achievement, engagement and well-being
Outcomes	Leaders will monitor and manage effective intervention processes and programs Teachers will improve understanding Student voice and agency id evident in interventions

Success Indicators	Evidence of professional learning and active at risk process in place and documented Internal staff survey indicates growth in staffs understanding and implementation of interventions in their classroom Reflections on student interventions Student mapping tool has current data				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
At risk process taken place one per term		☑ All Staff ☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Professional learning for staff on behaviour management plans		☑ All Staff ☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Stakeholders are involved in targeted invention for all tier 3 students		☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Identifying students at risk are enrolled in target relevant intervention programs		☑ Assistant Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☐ Equity funding will be used
KIS 2 Empowering students and building school pride	Using the Schools within Schools model, develop structures and processes to promote relationships and meet the wellbeing needs of the students				

Actions	Consolidate structure, processes and events that drive the PCL Improving and consolidated understanding for response to tiered intervention
Outcomes	Leaders will plan, implement and review student processes and programs Teachers will proactively promote positive climate for learning Students will actively participate in college programs and events Leaders will implement plans in targeted areas Teachers will participate in professional learning to improve understanding of tiered intervention Students will have access to greater targeted support
Success Indicators	Improved attendance at PCL events Increase levels of student voice and agency within the PCL Increased number of student with supports

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Action plan for PCL events created	☑ Assistant Principal ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
PCL reflected in curriculum documentation	☑ All Staff ☑ Assistant Principal ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
All Tier 3 students have supports	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Students run all assemblies	☑ Leadership Team ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Provide alternative pathways and programs for students at risk	☑ Assistant Principal ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used