

2018 Annual Implementation Plan

for improving student outcomes

Edenhope College (5432)



Submitted for review by Jon Neall (School Principal) on 04 December, 2017 at 03:42 PM

Endorsed by Joanna Day (Senior Education Improvement Leader) on 04 December, 2017 at 04:37 PM

Endorsed by Shane Adams (School Council President) on 14 February, 2018 at 01:23 PM

Self-evaluation Summary - 2018

Edenhope College (5432)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	Evolving
	Networks with schools, services and agencies	Evolving moving towards Embedding
	Parents and carers as partners	Evolving

Enter your reflective comments	<p>Work on Curriculum documentation and in building teacher capacity to provide effective differentiated instruction will still require some work into the remainder of the SSP period. Staff capacity to differentiate is still limited in the secondary and in parts of the primary area. The adoption of UbD has thus far met with limited success. Staff who have utilised the framework throughout the year are beginning to produce effective unit planning documents, whereas other staff have not. As this was a part of teacher PDP planning for the year, there will be some challenges as we near the end-cycle PDP process. Support and PD offered, at required whole staff meetings, PLC meetings and in small team situations has not always been utilised effectively, and despite provision of more and more meeting time to be used for UbD planning (i.e. at the request of the Staff Consultative Committee) a similar growth in the amount of documentation has not been forthcoming. As we move into 2018, it unfortunately appears that tighter accountability measures may be required.</p>
Considerations for 2019	<ul style="list-style-type: none"> Continuation into 2018 of UbD planning and documentation. Utilisation of data displays to further enable and enhance staff use of student data to inform teaching practice. Building of school pride through continued work in developing student voice and in possibly adopting an evidence

	based positive behaviour system. <ul style="list-style-type: none"> Establishment of a renewed and invigorated leadership team.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Edenhope College (5432)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Build active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.	By 2020, consistently equal or exceed state benchmarks through NAPLAN Year 9 (Writing, Reading and Numeracy) and Victorian Curriculum (English and Mathematics) intake adjusted data over the life of the Strategic Plan.	Yes	Attached: Student Data Tracking doc.	Evaluating impact on learning
	By 2020, all VCE class study scores are at or above GAT predictions.	No		
	The percentage of VCE study scores above 40 to be at state average by 2020.	No		

	School Staff Survey - by 2020 principal and teacher endorsement to be at or above the state benchmarks.	No		
	Student growth as measured through: NAPLAN relative growth, PAT testing suite and evidence based Teacher Judgements (Victorian Curriculum) show at least one year's growth for one year's learning over the life of the Strategic Plan.	No		
To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.	Average days absent per student does not exceed 16 days by 2020. Baseline data: Three year averages: Years 7-12, 2013-2016 = 20.09, Years P-6, 2013-2016 = 16.53	No		
	Attitude to School Survey variables to be in at least the third quartile of schools, Years 5–12 by 2020.	Yes	Attitude to School variables in the areas of: Learning Confidence, Stimulating Learning, and Student Motivation, to be in the second quartile.	Empowering students and building school pride

Improvement Initiatives Rationale
School Self Evaluation processes have identified concerns related to student achievement in the Middle and Senior Schools, the lack of an engaging and viable curriculum and concerns related to accurate assessment (i.e. teacher judgement) against AusVELS standards. Further, data results for reading and writing suggest a high need for a consistent whole school approach to literacy, particularly in the area of reading. Peer Review identified that the College was evolving, rather than embedding, processes related to leadership, curriculum development and planning, and classroom management. Further, the supporting of students with individual or special needs was noted as an area for development, as was the need for students to be more involved in their learning.

Goal 1	Build active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.
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12 month target 1.1	Attached: Student Data Tracking doc.
FISO Initiative	Evaluating impact on learning
Key Improvement Strategies	
KIS 1	Consolidate and embed the consistent collaborative approach to teaching, assessment and data analysis.
KIS 2	Use Understanding by Design to design, implement and assess a curriculum linked to the point of need of each student.
KIS 3	Build teacher capacity to effectively teach reading across all areas and levels of the College.

Goal 2	To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.
12 month target 2.1	Attitude to School variables in the areas of: Learning Confidence, Stimulating Learning, and Student Motivation, to be in the second quartile.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Improve the capacity of teachers to contribute to student wellbeing through the implementation of the School Wide Positive Behaviour Support framework.

Define Evidence of Impact and Activities and Milestones - 2018

Edenhope College (5432)

Goal 1	Build active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.
12 month target 1.1	Attached: Student Data Tracking doc.

FISO Initiative	Evaluating impact on learning			
Key Improvement Strategy 1	Consolidate and embed the consistent collaborative approach to teaching, assessment and data analysis.			
Actions	Establish an agreed vision throughout the College that promotes trust and collaboration through distributed leadership, while also establishing a collaborative culture based on the use of data and evaluation of impact on learning. Review current assessment schedule and update with changes.			
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> -Implement assessment schedule and use data gained to inform curriculum planning and decision making. -Incorporate High Impact Teaching Strategies into their lesson and unit planning. -Incorporate specific differentiated learning strategies into their classroom planning based on a deep knowledge of student achievement and progress. -Consistently utilise the UbD unit planning process to drive student focus planning of units and lessons. -Learn collaboratively in the College, and with colleagues in our network, to improve teaching and learning practice. -Observe and reflect on the practice of colleagues through Peer Observation practices. <p>Students will:</p> <ul style="list-style-type: none"> -provide feedback to teachers regarding their learning. -Contribute to shaping unit planning and learning activities. <p>Leaders will:</p> <ul style="list-style-type: none"> -implement a revised assessment schedule. -ensure that team meeting time is made available to enable collaborative improvement. -Facilitate distributive leadership at all levels and lead and support collaboration for continuous improvement of teacher capacity. -Facilitate teachers learning from colleagues through Peer Observation practices. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Establish a PLC meeting structure for teams to collaborate on reading and comprehension strategies. Incorporate meeting protocols that are goal focused.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Enable PLC time to continue support of Literacy: Reading goal. Facilitate collaborative learning and planning in the delivery and implementation of the KIS 3 Reading and Comprehension strategy.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Incorporate shared approach to reading in teacher PDP documentation.				
Facilitate staff learning in use of formative and summative assessment in Reading and Comprehension.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Reintroduce Peer Observation protocols into PLC structures - with a specific focus on Reading and Comprehension strategies.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Build active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.
12 month target 1.1	Attached: Student Data Tracking doc.
FISO Initiative	Evaluating impact on learning
Key Improvement Strategy 2	Use Understanding by Design to design, implement and assess a curriculum linked to the point of need of each student.
Actions	Continue to implement Understanding by Design (UbD) framework into curriculum and lesson planning across the College.
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> -create UbD templates for each unit of work in the teaching area of responsibility. -work collaboratively on templates and share them to gain critical feedback. -save templates to a shared digital file for use by other teachers. -update and refine documentation as necessary. <p>Students will:</p> <ul style="list-style-type: none"> -understand the key purpose of each unit of work and how it provides transfer skills and knowledge for future application. -be able to articulate this purpose and the key understandings derived from a unit of work -be provided with opportunities to contribute to lesson and unit planning within the UbD framework. <p>Leaders will:</p> <ul style="list-style-type: none"> -continue to facilitate PLC meeting time to support UbD development -provide critical feedback on UbD implementation -facilitate continued professional development in the refinement and review of UbD templates and other documentation

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Schedule PLC - UbD meetings into the whole school meeting schedule to enable staff collaboration and professional development in UbD framework.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Monitor staff contribution to shared digital file of UbD templates and ensure that all of the curriculum (as noted on Scope and Sequence documents) is further articulated through UbD templates.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Make UbD documentation and Victorian Curriculum Scope of Sequence documents publically available through the school internet page.	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Enable PLC time to continue support of UbD documentation. Continue to keep focus of Teacher PDP plans on UBD documentation.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Build active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.
12 month target 1.1	Attached: Student Data Tracking doc.
FISO Initiative	Evaluating impact on learning
Key Improvement Strategy 3	Build teacher capacity to effectively teach reading across all areas and levels of the College.
Actions	Develop a shared understanding of the importance of reading and comprehension in all learning areas, and develop a consistent approach to integrating reading and comprehension teaching strategies into all classes.
Evidence of impact	Students will: -understand the importance of academic vocabulary, and how words and phrases are used in different learning areas. -experience more reading success and will be able to articulate why they are successful.

	<p>-learn and explain strategies used to make meaning from texts. Teachers will: -explicitly teach general and domain specific academic language. -develop and utilise consistent approaches to integrating reading and comprehension learning into their lesson planning. Leaders will: -facilitate cooperation and collaboration between staff to improve their capacity to teach reading and comprehension. -Support and facilitate the development of a consistent approach to the teaching of reading with staff. -facilitate professional learning to build teacher capacity to teach reading and comprehension in all learning areas.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Establishing and implementing an agreed upon Edenhope College Reading Lesson Format F-9. This process will include consultation with staff and PD on teaching reading e.g. guided reading, shared reading, whole class activities etc.	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Establishing designated and timetabled Reading, Writing and Speaking and Listening lessons F-9.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establishing and implanting an agreed upon Reading Instructional Model F-9. This process will include consultation with staff and PD on the chosen model.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Maintain use of the annual reading program 'Explorations – Strategies for Comprehension' for Year 2-6.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review, document changes and implement the F-6 English Assessment Schedule and extend to Year 9.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Implement 'Fountas and Pinnell' reading and assessment program (at post PM level 30) and include in the assessment schedule.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Literacy leaders to access DET/Bastow Literacy Professional Development	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.			
12 month target 2.1	Attitude to School variables in the areas of: Learning Confidence, Stimulating Learning, and Student Motivation, to be in the second quartile.			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	Improve the capacity of teachers to contribute to student wellbeing through the implementation of the School Wide Positive Behaviour Support framework.			
Actions	Implement Tier 1 outcomes for School Wide Positive Behaviour Support framework.			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> -feel safer and more connected to their school, their teachers and peers, and their learning. -be able to contribute to PBS planning through defined student voice opportunities. <p>Teachers will:</p> <ul style="list-style-type: none"> -be able to consistently manage classroom behaviour issues in a supportive rather than a punitive manner. -be able to confidently teach behaviour expectations, and will be able to use an evidence based approach when identifying behaviour concerns and remedies. <p>Leaders will:</p> <ul style="list-style-type: none"> -facilitate SWPBS implementation team meetings and will develop basic foundations of the SWPBS process. -facilitate procedures for the development of effective behaviour expectations and the process for teaching behaviour expectations in the classroom. 			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Develop a SWPBS Leadership Team consisting of a team leader (Assistant Principal), teaching staff representative/s, ESS representative/s, parent representative/s and student voice representation.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop, articulate and write a behaviour purpose statement based on leadership, teaching and support staff, parent and student input. Communicate Behaviour Purpose Statement to the College community through newsletter, Xuno LMS, and other communication channels.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and disseminate a set of positive expected behaviours (in the form of a Behaviour Matrix) that is based on various contexts within the College.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop procedures for teaching school-wide and classroom-wide behaviours. Incorporate each point of Behaviour Matrix in to curriculum planning.	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Define problem behaviours - identify most common behaviour concerns in the College depending on context. Establish broad staff consensus on distinction between 'major' and 'minor' behaviour issues.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and disseminate continuum of procedures for encouraging expected behaviours and discouraging rule violations. Develop strategies for encouraging expected behaviours. Create an 'acknowledgement system' as opposed to punitive or negative behaviour reinforcement.	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Edenhope College (5432)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Facilitate staff learning in use of formative and summative assessment in Reading and Comprehension.	Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Implement 'Fountas and Pinnell' reading and assessment program (at post PM level 30) and include in the assessment schedule.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Literacy leaders to access DET/Bastow Literacy Professional Development	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site DET/Bastow provided Professional Development.

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.