Annual Implementation Plan: for Improving Student Outcomes

School name: Edenhope College

School number: 01-5432

Year: 2017

Based on strategic plan: 2017-2020

Endorsement:

Acting Principal: Mr. Jon Neall [date] _(signature)_ 23/2/17

Senior Education Improvement Leader: Dr. Joanna Day [date]

School council president: Mr. Shane Adams [date] _(signature)_ 23/2/17.

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
• Build active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.
• To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.

Improvement Priorities	Improvement 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	

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.

Annual School Self Evaluation 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. 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.

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)
Building Practice Evidence	• Consolidate and embed the consistent collaborative approach to teaching, assessment and data analysis. • Develop a feedback culture through strengthened Peer Observation and increased student voice.
Curriculum Planning and Assessment	• Using Understanding by Design (UbD) framework to design, implement and assess a curriculum linked to the point of need for each student (Victorian Curriculum).

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 not 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	Build active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students. To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.
IMPROVEMENT INITIATIVE	**Building Practice Evidence**
STRATEGIC PLAN TARGETS	Student growth as measured through:

Student growth as measured through:
- o   NAPLAN relative growth
- o   PAT testing suite
- o   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.

NAPLAN % med or high growth	2016 baseline data		
	Numeracy	Reading	Writing
Year 3-5	44.4	77.8	66.7
Year 5-7	58.8	82.3	81.3
Year 7-9	82.6	69.3	85.8

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

By 2020, all VCE class study scores are at or above GAT predictions.

The percentage of VCE study scores above 40 to be at state average by 2020.

	2014-2016	2016	State
Study scores 40+	2.03	4.6	6.3

School Staff Survey
   By 2020 principal and teacher endorsement to be at or above the state benchmarks.

	2016	**State**
Collective Efficacy	45.8	51.9
Teacher Collaboration	37.0	51.3
Collective focus on Student Learning	51.3	71.2
Guaranteed and Viable Curriculum	36.3	57.2
Shielding/buffering	40.0	44.0
Academic emphasis	28.8	48.0

12 MONTH TARGETS	**2017 target: data to be at or above state benchmarks (75%)**

NAPLAN % med or high growth	2016 baseline data		
	Numeracy	Reading	Writing
Year 3-5	44.4	77.8	66.7
Year 5-7	58.8	82.3	81.3
Year 7-9	82.6	69.3	85.8

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The percentage of VCE study scores above 40 to be at state average by 2020.

2017 target 2.5% or higher

	2014-2016	2016	State
Study scores 40+	2.03	4.6	6.3

School Staff Survey

By 2020 principal and teacher endorsement to be at or above the state benchmarks.

	2016	State	2017 target
Collective Efficacy	45.8	51.9	47
Teacher Collaboration	37.0	51.3	40
Collective focus on Student Learning	51.3	71.2	55
Guaranteed and Viable Curriculum	36.3	57.2	40
Shielding/buffering	40.0	44.0	42
Academic emphasis	28.8	48.0	30

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Consolidate and embed the consistent collaborative approach to teaching, assessment and data analysis.	Implementation of Data tracking software such as *SPA Tracker*. PLC use of student assessment data and other feedback to evaluate student progress and the impact of teacher directed strategies.	JN and all staff	All year	6 months: • SPA Tracker platform purchased • PD for staff completed • SPA data uploaded – student data available to staff 12 months: • SPA data uploaded and used in PLC meetings • Evidence of use of data to inform teaching in staff PDP e.g. differentiation of tasks • Assessment schedule revised to reflect use of SPA.	● ● ●	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		

	Establishing PLCs meeting structure and protocols.
	• Meeting schedules documented
	• Meeting protocols developed
	• PLCs established
			January - February	6 months:
				• PLCs based on year level (for years 7-10) and primary (F-6) are organised and a timetable of meetings throughout the year is created and made available to staff.
				  o Meeting schedule developed and published
				  o Protocols developed and published
				  o PLCs meeting regularly – clear agendas, minutes kept, achievements and evidence of impact presented.
				12 months:
				• Meeting schedule reviewed with staff
				• Meeting protocols reviewed with staff
				• PLC groupings surveyed and recommendations discussed
				• PLCs present summary of work for the year with evidence of impact
				• Staff Survey Results show improvement in *Staff Trust in Colleagues, Teacher Collaboration, Collective Participation* and *Academic Emphasis*.
					● ● ●			

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	A Collaborative approach to creation of IEPs. • IEP samples sourced and reviewed form previous structure • IEP format discussed and agreed with staff • Process for writing IEPs developed, agreed and published. • Students in need of IEP identified collectively by staff. • IEPs developed for identified students.		Throughout year.	6 months: • IEP format and processes agreed. 12 months: • Staff have worked in year level PLCs to develop IEPs for selected students (with input from parents and students). IEPs are collaboratively developed and share a common purpose and goal. • Staff present evidence of implementation and impact in PDP.	🔴🟡🟢		
	Whole school professional learning for data literacy and analysis		Throughout year.	6 months: • PD sourced, identified and delivered as appropriate. • Teachers participate in a minimum of two moderation meetings (1 per term). 12 months: • PD sourced, identified and delivered as appropriate. • Teachers participate in a minimum of four moderation meetings (1 per term).	🔴🟡🟢		
	PLC focus on moderating assessment of student learning to ensure it is based on consistent professional judgements.	JN & LTs Whole staff	Throughout year.	6 months: • PLC meetings include time and agreed structure for moderation 12 months: • PLC review moderation processes and discuss recommendations	🔴🟡🟢		
	PLC focus on redesigning assessment tasks to better track student progression against expected levels in Victorian Curriculum	JN & LTs Whole staff	Throughout year.	6 months: • PLC meetings include time and agreed structure for collaborative redesign of assessment materials. 12 months: • PLC review of processes and discussion of recommendations. • Staff provide evidence of use of redesigned materials • Students tracked	🔴🟡🟢		
	Development of Academic Extension Program (AEP) for high ability students in years 7-9	JN, DT and KN	Throughout year.	6 months: • Development of program • Selection of students (year 8-9) and staff • Meetings with parents re: expectations • Timetabling of class • Selection of Year 7 students for Semester 2 12 months: • Addition of selected Year 7 students • Seek ongoing feedback from parents/students • Address recommendations for 2018.	🔴🟡🟢		
	Online PAT-R and PAT-M testing through ACER.	VT	Throughout year.	6 months: • Beginning of testing processes by end of February 2017 12 months: • Data uploaded to SPA platform and made available to staff PLCs. • Students retested by end October 2017 • Evidence of student progress presented in PDP	🔴🟡🟢		

| Develop a feedback culture through strengthened Peer Observation and increased student voice. | • Reinstitute PLC with observation protocols. – allocate periodic time for staff to meet, arrange and participate in observations and support them to provide feedback based on established protocols.
• Semester based use of *Pivot* data to assess student perceptions of teacher effectiveness. | Principal and LTs

All staff | All year

Term 1 and Term 3-4. | 6 months:
• Observations and walkthroughs are implemented by Leading Teachers,
• Staff triads are re-implemented as a means for individual staff to meet and observe each other's classes.
• PIVOT data has been used by each staff member on at least one occasion for each class.
• Staff PDP Student Outcome Focused Goals reflect learnings from PIVOT data. Evidence of change in practice in response to Pivot data.
12 months:
• PIVOT data shows development in teacher practice – as evident in staff PDP progress.
• Improvements in Student Survey data regarding *Stimulating Learning* and *Teacher Effectiveness*. | ● ● ● | | |

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	[**Drafting Note** these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]						
IMPROVEMENT INITIATIVE	**Curriculum Planning and Assessment**						

STRATEGIC PLAN TARGETS

Average days absent per student does not exceed 16 days by 2020.
Baseline data:
  Three year average:
  - Years 7-12, 2013-2016 = 20.09
  - Years P-6, 2013-2016 = 16.53

Attitude to School Survey variables to be in at least the third quartile of schools, Years 5–12 by 2020.

2016 baseline data	Primary % 2016	Secondary % 2016
Learning Confidence	1.7	29.3
School Connectedness	0.3	14.5
Stimulating Learning	0.9	23.8
Student Motivation	1.2	33.1
Teacher Effectiveness	0.4	14.8
Teacher Empathy	0.6	20.6
Connectedness to peers	3.4	18.0

12 MONTH TARGETS

Average days absent per student does not exceed 16 days by 2020.
Baseline data:
  Three year average:
  - Years 7-12, 2013-2016 = 20.09 **2017 target 19 days or fewer**
  - Years P-6, 2013-2016 = 16.**53   2017 target 16.5 days or fewer**

Attitude to School Survey variables to be in at least the third quartile of schools, Years 5–12 by 2020.

2016 baseline data	Primary % 2016	2017 target	Secondary % 2016	2017 target
Learning Confidence	1.7	15% or greater	29.3	30
School Connectedness	0.3	15% or greater	14.5	20
Stimulating Learning	0.9	15% or greater	23.8	25
Student Motivation	1.2	15% or greater	33.1	35
Teacher Effectiveness	0.4	15% or greater	14.8	20
Teacher Empathy	0.6	15% or greater	20.6	25
Connectedness to peers	3.4	15% or greater	18.0	20

	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Using Understanding by Design (UbD) framework to design, implement and assess a curriculum linked to the point of need for each student.	UbD framework to be incorporated into whole school Curriculum planning, and to be part of Whole School SMART goal. ○ Create exemplars of UbD best practice to use for staff PD. ○ Investigate and provide (within UbD framework) Professional Development for staff on differentiated learning practices. ○ Meetings scheduled (with Curriculum Leader) into whole staff meeting schedule to work on UbD development.	Principal and LTs Staff Principal and Curriculum Leader	Feb-Mar Term 1 By end of year	6 months: • Expectations regarding curriculum documentation made clear to staff e.g. staff to implement UbD framework for all Semester 1 units– made part of staff PDP. • Creation of UbD Learning Coalition – meetings scheduled. • (Principal, Curriculum Leader and other staff). Exemplars of practice created and distributed. 12 months: • Curriculum documented using and UbD for Specific Unit of Work documentation – all Semester 2 subjects. • Differentiation PD delivered to staff.	● ● ●	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Develop shared understanding of the Victorian Curriculum and continue work of curriculum map and scope and sequence documentation.	Principal and Curriculum leader DT	By mid-year	6 months: • Develop meeting schedule for Curriculum mapping and documentation 12 months: • Curriculum mapped and documented using Scope and Sequence (for broad documentation) – led by Curriculum Leader	● ● ●			

| | Create *Special Needs Liaison* role to assist staff with differentiating and planning for Special Needs students | JN | By mid-year | 6 months:
• Develop broad outline of role
• Elicit staff interest
• Select *Special Needs Liaison* person

12 months:
• Seek feedback on role and consider recommendations
• Further clarification and development role as an area of responsibility for 2018.
• Differentiation/Special Needs PD delivered to staff – staff demonstrate differentiated work in PDP. | ●　●　● | | | |

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**	Select	Select status	[**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	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	**Building leadership teams**	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	**Empowering students and building school pride**	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	**Building communities**	Select	Select status .	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	

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]

Next Steps:

Framework for Improving Student Outcomes

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