

Annual Implementation Plan: for Improving Student Outcomes

School name: Korumburra Secondary College

Year: 2017

School number: 7960

Based on strategic plan: 2014-2018

Endorsement:

Principal Abigail Graham [date]

Senior Education Improvement Leader [name]

[date]

School council [name] [date]

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	Improvement Priorities	Improvement Initiatives
1. Increase the learning growth of all students by ensuring a consistent, highly effective, student-centred approach to teaching and learning in every classroom.	Excellence in teaching and learning	Building practice excellence
2. Increase student engagement in learning through developing student confidence and ability to be self-directed, inquiring learners.		Curriculum planning and assessment
3. Increase the social/emotional wellbeing of students and improve student teacher relationships.	Professional leadership	Building leadership teams
4. Increase the ability of Korumburra Secondary College to function effectively as a strategic organisation to enable its purpose.	Positive climate for learning	Empowering students and building school pride
	Community engagement in learning	Setting expectations and promoting inclusion
		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.

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)

- 1.1 Develop a common instructional model that promotes quality teaching practice and high expectations for all learners.
 1.2 Build the capacity of all staff to use data and evidence to inquire into practice, learn together and implement high quality, engaging instructional practice that ensures challenge and progress for every student.
 2.1 Build staff capacity to inquire into and apply pedagogical approaches that promote greater student engagement and ownership of their learning.
 2.2 Increase student ownership of their role as productive members of the Korumburra and wider community
 3.1 Build staff capacity to inquire into and apply pedagogical and curricular approaches that promote greater student wellbeing.
 3.2 Strengthen the provision of support and intervention for students with additional academic or social/emotional needs

This is embedded in 1.2 and 4.3

Curriculum planning & assessment

- 4.1 Establish a high performance culture characterised by effective teamwork, strong internal accountability and commitment to school purpose, vision and values.

- 4.2 Build the capacity of the leadership team to inquire into practice, learn together and lead the implementation of high quality, engaging instructional practice across the school.

- 4.3 Develop the capacity of teacher leaders (Domain and Year Level) to lead and implement high quality practice in both learning and wellbeing domains.

Building leadership teams



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 note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule, ● on schedule and/or completed.

STRATEGIC PLAN GOALS		Increase the learning growth of all students by ensuring a consistent, highly effective, student-centred approach to teaching and learning in every classroom. Increase student engagement in learning through developing student confidence and ability to be self-directed, inquiring learners. Increase the social/emotional wellbeing of students and improve student teacher relationships.					
IMPROVEMENT INITIATIVE		Building practice excellence					
STRATEGIC PLAN TARGETS		School Staff Survey: <i>Collective Focus on Student Learning above Secondary School mean</i> NAPLAN Relative Gain: At state growth distribution across each performance group & NAPLAN School means equal or exceed State mean in reading and number VCE Study Score mean exceeds State mean AUSVELS Teacher judgments: Demonstrate at least one year's learning growth in the academic year for capable students and appropriate growth as defined for students with an LLP. Student Attitudes to School Survey: Increase mean of all Teaching and Learning variables to above State mean. Attendance can also indicate engagement – Maintain mean rate of student absence 7-12 below the State mean Student Attitudes to School Survey: Student Morale, Student Distress and Teacher Empathy superior to State mean Increase the student rated benchmark for classroom relationships each year of the strategic plan					
12 MONTH TARGETS							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	MONITORING	
						Evidence of impact	Budget Estimate YTD
1.1 Develop a common instructional model that promotes quality teaching practice and high expectations for all learners.	All teaching staff continue to develop, refine and review practice in relation to the whole school instructional model Leadership team to conduct coaching observations of all teaching staff to support professional growth Review and refine the learning sequence documentation and continue to align this with the instructional model Further develop the college observational rounds as part of our Quality Assurance to our Teaching and Learning	SLT LT	Over all terms Every term	6 months: Quality assurance of practice in terms of L/SC, Review & Prepare for Learning against rubric. All staff who have had coaching support can demonstrate practice at a minimum of "Evolving". 12 months: Quality assurance of practice in terms of L/SC, Review & Prepare for Learning against rubric. All teaching staff can demonstrate practice at a minimum of "Evolving". Leadership team has used the PL inquiry cycle to assess teacher practice through observation and develop strategies to support the growth of practice against the model. Guaranteed and viable curriculum overviews and cohort plans documented Curriculum review for viability and changes documented	● ● ●	Classroom observation logs Teacher reflections of coaching	110,000 0
					● ● ●	Classroom observations log Teacher reflections of coaching Leadership team reflection on coaching practice and classroom observations. Staff survey – collective focus on student learning improvement from 2016 Student Attitudes to School Survey - improvement in T&L variables from 2016 data NAPLAN relative gain improvements	



<p>1.2 Build the capacity of all staff to use data and evidence to inquire into practice, learn together and implement high quality, engaging instructional practice that ensures challenge and progress for every student.</p> <p>AND</p> <p>2.1 Build staff capacity to inquire into and apply pedagogical approaches that promote greater student engagement and ownership of their learning.</p> <p>AND</p> <p>3.1 Build staff capacity to inquire into and apply pedagogical and curricular approaches that promote greater student wellbeing.</p>	<p>Develop student learning profile and develop a learning plan (using Neplan, ONDemand, GPA and other data)</p> <p>Develop teacher routines and processes to connect learner profiles and learning plans to instruction through IJ/SC</p> <p>Enable teacher directed inquiry related to the SSP strategies</p> <ul style="list-style-type: none"> Assessment Positive learning environment <p>Develop consistent routine of evidence based practice through creation of CATs/rubrics aligned to the Vic Curriculum/ELB and moderation of student performance against these.</p> <p>Implement Stars & Cars Reading program and ACER testing to Year 7 students</p> <p>Monitor weekly plan for sequence of learning for ACE</p> <p>Mentors use profiles to monitor student well being</p> <p>Teachers develop strategies in P&D plan to improve classroom relationships</p> <p>SWPBS Agreed behaviours matrix to be updated in classrooms to include CORE ELB</p>	<p>JW, CC, JP, Mentors</p> <p>All teaching staff</p> <p>MA/RA SH/MO</p> <p>VB/SL & Domain leaders, all teachers</p> <p>JH/SH +Year 7 English teachers</p> <p>YL, CC, JP and JW</p> <p>YL, CC, JP and JW + student leaders</p> <p>AG</p> <p>JW/CC/JP</p> <p>JW/MS/SL Year 8 team LR</p>	<p>All year</p> <p>Term 4</p>	<p>6 months: Every student has a learning profile and learning plan (Tier 1, 2 & 3)</p> <p>Teacher directed inquiries planned using evidence based inquiry cycle.</p> <p>Teacher P&D Plans contain strategies for utilising learner profiles</p> <p>Unit plans and weekly plans completed for semester 1, minutes of PLT indicate robust conversation about ACE curriculum</p> <p>All students have regularly updated profiles</p> <p>Minutes of YL team reflect mentor conversations</p> <p>Increase of mentor reporting wellbeing observations</p> <p>P&D plans have goals associated with improved relationship and evidence includes observations</p> <p>12 months: Every student has reviewed their learning goals and set the next level of learning goal.</p> <p>Teacher reflection on focus class demonstrates use of learner profiles & learning plans</p> <p>Teacher directed inquiries findings and impact on practice influence staff practice. LT can incorporate into next AIP.</p> <p>Every curriculum unit has a CAT and rubric using agreed elements.</p> <p>Domain meeting logs demonstrate moderation of student task responses.</p> <p>YL Team meeting logs provide evidence of monitoring of ACE program.</p> <p>Unit plans and weekly plans completed for the entire year, minutes of PLT indicate robust conversation about ACE curriculum</p> <p>All students have regularly updated profiles ready for headstart</p> <p>Minutes of YL team reflect mentor conversations</p> <p>Increase of mentor reporting wellbeing observations</p> <p>P&D evidence shows improved relationship and evidence includes peer observations</p>	<p>● ● ●</p> <p>● ● ●</p> <p>● ● ●</p>	<p>PIVOT surveys</p> <p>Online reporting of learning tasks and CATs meet agreed expectations.</p>	<p>20,000</p> <p>Differentiation of learning program based on learners needs</p> <p>PIVOT surveys shows improvements across focus areas.</p> <p>Student Attitudes to School Survey - improvement in Student Morale, Student Distress and Teacher Empathy from 2016 data</p> <p>ACER Testing comparison with Term 1 assessment indicates at least 1 years growth for every student.</p> <p>Students can identify core ELB anchor charts in classrooms</p>	<p>Update unit plans & weekly plans on curriculum drive</p> <p>Compass has updated profile on all students</p> <p>YL minutes reflect conversation</p> <p>Compass has an increase of wellbeing observations</p> <p>Peer feedback from teachers indicate effectiveness of coaching</p> <p>Classroom observation sheets indicate improvement in effective teacher behaviour</p>
<p>2.2 Increase student ownership of their role as productive members of the Korumburra and wider community</p>	<p>Further develop student leadership roles and governance of the school.</p> <ul style="list-style-type: none"> Create a student leadership handbook with students. Facilitate leadership training of student leaders (GRIP/Local leaders) and support of legacy project <p>Further develop and embed feedback routines for cohort and year level leaders and mentors and class.</p> <p>Develop sequence of opportunities for students to engage with community for their learning including whole year level activities and specific elective opportunities using the Design Thinking Process.</p>	<p>AG</p> <p>JW/CC/JP</p> <p>JW/MS/SL Year 8 team LR</p>	<p>6 months: Student leadership handbook Action Plan for legacy project</p> <p>12 months: Student leaders review roles against intended practice with positive alignment. Legacy project implemented.</p> <p>Broadening Horizon projects presented to partners ACE+ & ACE+ independent projects implemented.</p> <p>LT have worked with three staff member and improved teacher practise.</p>	<p>● ● ●</p> <p>● ● ●</p>	<p>PIVOT surveys</p>	<p>20,000</p>	<p>Update unit plans & weekly plans on curriculum drive</p> <p>Compass has updated profile on all students</p> <p>YL minutes reflect conversation</p> <p>Compass has an increase of wellbeing observations</p> <p>Peer feedback from teachers indicate effectiveness of coaching</p> <p>Classroom observation sheets indicate improvement in effective teacher behaviour</p>	





<p>3.2 Strengthen the provision of support and intervention for students with additional academic or social/emotional needs</p>	<p>Develop teacher capacity to recognise student academic & wellbeing needs and have identified strategies for action. Further development of Tier 3 Learning Plans and development of ACE+ and LINK programs Develop connections with other learning organisation to provide greater range of pathway options</p>	<p>JW, CC, JP JW/JH/LR</p>	<p>All year</p>	<p>6 months: Students will have developed a plan to implement a self-directed project and would have achieved a number of outcomes. IIP are updated and teacher have used these as a basis of assessment and reporting. Year 8 & 9 students enrolled in ACE+ and link and have achieved some learning outcomes Teachers are using CATs and are reporting on them with a rubric, the CATs indicated multiple levels of learning (real time reporting) 12 months: Students will have implemented a self-directed project and would have achieved positive outcomes. IIP are updated and teacher have used these as a basis of assessment and reporting Year 8 & 9 students enrolled in ACE+ and link and have achieved learning outcomes in line with their learning goals Teachers are using CAT and are reporting on them with a rubric, the CATs indicated multiple levels of learning (real time reporting)</p>	<p>● ● ●</p>	<p>Student plan and minutes from tutorial IIPs and reports Reports, insights and student learning goals CATs and rubrics Project achieved IIPs and reports Reports, insights and student learning goals CATs and rubrics</p>		
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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		4. Increase the ability of Korumburra Secondary College to function effectively as a strategic organisation to enable its purpose.					
IMPROVEMENT INITIATIVE		Professional Leadership					
STRATEGIC PLAN TARGETS		School Staff Survey: : <i>Collective Responsibility</i> & <i>Collective Efficacy</i> above secondary school mean					
12 MONTH TARGETS		School Staff Survey: <i>Collective Responsibility</i> above secondary school mean & <i>Collective Efficacy</i> at secondary school mean					
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	MONITORING	
						Evidence of impact	Budget Estimate YTD
4.1 Establish a high performance culture characterised by effective teamwork, strong internal accountability and commitment to school purpose, vision and values.	<p>LT develop with staff a P&D template with goals for all teaching staff that align to IM development, Assessment Design & observations of practice with minimum expectations for all teaching staff.</p> <p>Leadership team to design system and processes for coaching teaching staff on Instructional Model. This includes further development of rubric aligned with IM practice</p> <p>Develop with staff a shared understanding of emotional intelligence and how this impacts on individual and organisational performance.</p> <p>Review and refine organisational processes and information flow, including briefings together with scope and sequencing of staff and teacher meetings</p>	SLT & LT		<p>Rubric developed for 3 elements of IM and used in work with teachers</p> <p>LT have developed their capacity to coach teachers to improve practise</p> <p>LT have worked with one staff member and improved teacher practise.</p> <p>12 months: Leadership team to work 1:1 each term with a member(s) of the teaching staff per term in the classroom</p> <p>Rubric developed for 6 elements of IM</p> <p>Refine team charters</p> <p>Teams reflect and refine systems and processes for strong internal accountability, feedback and support eg team charters, agenda/minutes, meeting protocols</p>	● ● ●	LT self reflection on rubric shows proficiency wrt IM elements.	
4.2 Build the capacity of the leadership team to inquire into practice, learn together and lead the implementation of high quality, engaging instructional practice across the school	<p>Leadership team continue to refine a deep understanding of identified practice in order to effectively lead the staff. Focus for 2017 is consolidate understanding of assessment, further development on instructional model with a focus on Effective Learner/Teacher Behaviours and Emotional Intelligence</p> <p>The Leadership team will further develop Professional Learning of teachers through documenting a sequential Professional Learning Plan to enable evidence based practice in teaching staff. This will be designed using the Instructional Model and UbD format.</p> <p>LT at to continue to lead teaching staff in using the inquiry cycle to further inquire, implement and reflect on whole school instructional model and the extent to which the practice enables the school purpose..</p>	SLT		<p>6 months: Leadership team to work 1:1 each term with a member(s) of the teaching staff per term in the classroom</p> <p>12 months: Develop PL plan for LT, teacher leaders and staff</p> <p>Provide Professional Learning Time for LT – 1 period a week</p> <p>Utilise the PIVOT teacher survey to provide feedback on teaching practice.</p>	● ● ●	Teacher self-reflection on rubric shows growth in proficiency wrt IM	
4.3 Develop the capacity of teacher leaders (Domain and Year Level) to lead and implement high quality practice in both learning and wellbeing domains.	<p>Inquiry into What collaborative teaching practices might support differentiation in the classroom through Year 8/9 English and Maths</p> <p>Leadership team to develop professional learning program with teacher leaders, and develop feedback processes relating</p>	VB/SL		<p>6 months: reflection/data collected on English and Maths inquiry</p> <p>12 months: Implementation of trial/support for 2018 academic year Professional Learning focus at Domain Leader and Year Level leader meetings</p> <p>Block-scheduling of professional learning for teacher leaders</p>	● ● ●		



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:				

