

2018 Annual Implementation Plan

for improving student outcomes

Korumburra Secondary College (7960)



Draft

Submitted for review by John Wilson (School Principal) on 19 November, 2017 at 09:16 PM
Endorsed by Shane Wainwright (Senior Education Improvement Leader) on 15 December, 2017 at 08:59 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Korumburra Secondary College (7960)

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

Enter your reflective comments

Our work around "Excellence in Teaching and Learning" over the past three years has focused on an Instructional Model as well as documenting the curriculum. Staff have develop a solid understanding of three elements of the instructional model to this stage and various learning, feedback and coaching mechanisms have been implemented and this was reflected in our assessments. While this work is connected with the "Building Practice Excellence" continuum the next phase of this work may be align it with "Evidence Based High Impact Strategies" and "Evaluating Impact on Learning". Our curriculum has been documented with a thorough understanding of the Victorian Curriculum.

	<p>We found our work from "Positive Climate for Learning" to be spread across each of the continua which suggested a more "big picture" approach to this area over the past few years as we have developed our understanding of the mentor roles and effective teacher behaviours in the classroom. Our focus in 2018 will be to become more fine-grained in our understanding of the role and actions associated with the mentor role which will see us focusing "Intellectual engagement and self-awareness".</p> <p>While it has not has been high profile work with the whole staff we were able to identify some strong improvements in Professional Leadership. Continuing to develop leaders at all levels will continue to be a focus in 2018.</p> <p>Korumburra Secondary College has a strong history of community partnerships and, even though it hasn't been a strong strategic focus over the past few years, we found that we were still performing very well in this area. We found ourselves to be less strong in other partnerships with should continue to develop through our work on mentors and as we continue to seek opportunities to provide support to our students.</p>
Considerations for 2019	<p>In 2014 Korumburra Secondary College undertook a priority review. This was a very thorough process which took an emotional toll on the staff and from this review our current Strategic Plan was designed. Early in term 4 this year our original reviewer returned to our school for a day to work through an informal mid-cycle review. The reviewer recognised a number of areas in which the school had progressed significantly in the last three years. These included the development of a common approach to teaching and learning through an instructional model, development of our school's GPA reporting and dedication and commitment of our staff.</p> <p>This mid-cycle review also identified areas for ongoing improvement. These included continued work on our instructional model, development of a growth mindset from our students, improved student agency in their learning and a range of differentiated approaches to student learning. These areas of development will be sequenced over the short and long term.</p> <p>During the second half of 2018 Korumburra Secondary College will be due to undertake a review and develop a new strategic plan shortly after. When designing our strategic work for 2018 it will be important that the school considers the cognitive load this will place on us during the second half of 2018.</p> <p>The substantive principal at Korumburra Secondary College moved to a new position towards the end of 2017 and an Acting Principal will be in place for the first half of 2018. The leadership team has otherwise been stable over a period of time and will be well placed to continue the work as a process is completed during semester one of 2018 for a new substantive principal.</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Korumburra Secondary College (7960)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Increase the learning growth of all students by ensuring a consistent, highly effective, student-centred approach to teaching and learning in every classroom.	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 ILP. School Staff Survey: Collective Focus on Student Learning above Secondary School mean	Yes	Year 9 NAPLAN Relative Gain: Above state growth distribution across each performance group. NAPLAN School means equal or exceed State mean in reading and number Vic Curriculum Teacher judgments: Demonstrate at least one year's learning growth in the academic year	Evidence-based high-impact teaching strategies
Increase student engagement in learning through developing student confidence and ability to be self-directed, inquiring learners.	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	Yes	Student Attitudes to School Survey: Advocate at School (49%), Teacher Concern (34%), Self regulation (53%) to have 60% positive response rate	Intellectual engagement and self-awareness

			Maintain mean rate of student absence 7-12 below the State mean	
Increase the social/emotional wellbeing of students and improve student teacher relationships	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	No		
Increase the ability of Korumburra Secondary College to function effectively as a strategic organisation to enable its purpose.	School Staff Survey: : Collective Responsibility & Collective Efficacy above secondary school mean	Yes	School Climate: Collective Efficacy above secondary school mean School Leadership: Instructional Leadership at secondary school state mean	Building leadership teams

Improvement Initiatives Rationale

Following our mid-cycle review the next level of work is to embed the other three elements of the IM into teacher practice and use CAT's and GPA's to provide feedback on effective teacher and learner behaviours.

Goal 1	Increase the learning growth of all students by ensuring a consistent, highly effective, student-centred approach to teaching and learning in every classroom.
12 month target 1.1	Year 9 NAPLAN Relative Gain: Above state growth distribution across each performance group. NAPLAN School means equal or exceed State mean in reading and number Vic Curriculum Teacher judgments: Demonstrate at least one year's learning growth in the academic year
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Develop a common instructional model that promotes quality teaching practice and high expectations for all learners; staff develop a shared understanding of routines for "Present New Information", "Construct" and "Apply".

Goal 2	Increase student engagement in learning through developing student confidence and ability to be self-directed, inquiring learners.
12 month target 2.1	Student Attitudes to School Survey: Advocate at School (49%), Teacher Concern (34%), Self regulation (53%) to have 60% positive response rate Maintain mean rate of student absence 7-12 below the State mean
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategies	
KIS 1	Build mentor and year level team's capacity to inquire into and develop routines that promote greater student engagement and ownership of their learning; staff members understand and embed mentor routines within their practice.

Goal 3	Increase the ability of Korumburra Secondary College to function effectively as a strategic organisation to enable its purpose.
12 month target 3.1	School Climate: Collective Efficacy above secondary school mean School Leadership: Instructional Leadership at secondary school state mean

FISO Initiative	Building leadership teams
Key Improvement Strategies	
KIS 1	Develop the capacity of teacher leaders (Domain and Year Level) to lead and implement high quality PLC practice in both learning and year level teams.

Define Evidence of Impact and Activities and Milestones - 2018

Korumburra Secondary College (7960)

Goal 1	Increase the learning growth of all students by ensuring a consistent, highly effective, student-centred approach to teaching and learning in every classroom.
12 month target 1.1	Year 9 NAPLAN Relative Gain: Above state growth distribution across each performance group. NAPLAN School means equal or exceed State mean in reading and number Vic Curriculum Teacher judgments: Demonstrate at least one year's learning growth in the academic year
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategy 1	Develop a common instructional model that promotes quality teaching practice and high expectations for all learners; staff develop a shared understanding of routines for "Present New Information", "Construct" and "Apply".
Actions	Whole staff explicit learning of the Instructional Model (IM) to be undertaken during staff professional development opportunities. Establish a whole school rubric around the three parts of the IM with levels 'emerging, evolving and embedded'. Development, accountability and quality assurance of the IM in classroom practice through PDP, peer-observations, Learning Specialist support and professional conversations with colleagues in domain teams
Evidence of impact	<ul style="list-style-type: none"> - Students' learning outcomes will improve. Students will be able to articulate which area of the IM they are working on and how their learning experiences are connected to this. - Teachers' practice will include deliberate routines for all areas of IM and will have greater alignment to the Unit plans. - Leaders will develop a shared language to be used throughout the school community. - Rubrics for the IM will show evidence of teacher practice as 'evolving' for all teaching staff.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Explicit learning of each of the three focus areas from the IM during staff meeting and professional development days.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a rubric for the 'present new information, construct and apply' parts of the IM and trial it during leadership walkthroughs.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Implement the use of the rubric with staff to support peer observations.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development on peer observation routines and feedback/reflection conversations with staff to support the learning of the three parts of the IM.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Model and provide guidance and feedback on high quality teaching practice of the Instructional Model.	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	Increase student engagement in learning through developing student confidence and ability to be self-directed, inquiring learners.
12 month target 2.1	Student Attitudes to School Survey: Advocate at School (49%), Teacher Concern (34%), Self regulation (53%) to have 60% positive response rate Maintain mean rate of student absence 7-12 below the State mean
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 1	Build mentor and year level team's capacity to inquire into and develop routines that promote greater student engagement and ownership of their learning; staff members understand and embed mentor routines within their practice.
Actions	Define expectations of routines for mentors including the development of ILPs Development, accountability and quality assurance of mentor routines through PDP, peer-observations and professional conversations with colleagues in Year Level teams Mentors to redevelop ACE curriculum/time to incorporate mentor routines
Evidence of impact	-All students to have created an ILP with their mentor and this is used to reflect on student progress throughout year -Student Attitudes to School Survey measure "Advocate at School" data to increase to 60% positive response -Mentors to identify and implement evidence based interventions to support their students. -Students and parents make connection with mentor and pro-actively use mentor to support student learning and wellbeing

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop list of non-negotiable mentor routines	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Teams to develop mentor meetings routines	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Refine ace program during year level team meeting to focus on mentor relationships	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop routines to create and review ILPs and learning goals	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Year level team leaders provide ongoing support to mentors to implement mentor routines	Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	Increase the ability of Korumburra Secondary College to function effectively as a strategic organisation to enable its purpose.
12 month target 3.1	School Climate: Collective Efficacy above secondary school mean School Leadership: Instructional Leadership at secondary school state mean
FISO Initiative	Building leadership teams
Key Improvement Strategy 1	Develop the capacity of teacher leaders (Domain and Year Level) to lead and implement high quality PLC practice in both learning and year level teams.
Actions	Engage teacher leaders in PLC professional learning Define evidence-based routines to be used in team meetings to promote a PLC culture at our school including qualitative and quantitative data

	Ongoing support for implementation provided through team leader meetings with Leading Teachers			
Evidence of impact	-Domain and year level teams effectively and efficiently able to inquire in to practice -Collaboration between staff leads to sharing of practice -Staff will identify team members with best practice and this become common practice within team leading to improved student outcomes			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Team leaders will engage in formal professional learning relating to Professional Learning Community culture	PLC Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Routines for conducting team meetings consistent with Professional Learning Communities framework developed and implemented by team leaders	PLC Leaders	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Ongoing reflection and support provided to team leaders implementing routines to develop Professional Learning Communities.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Staff involved in teams implementing PLC routines shown increased learning growth in their classes	All Staff	<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

Korumburra Secondary College (7960)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Explicit learning of each of the three focus areas from the IM during staff meeting and professional development days.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Develop a rubric for the 'present new information, construct and apply' parts of the IM and trial it during leadership walkthroughs.	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Implement the use of the rubric with staff to support peer observations.	Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional development on peer observation routines and feedback/reflection conversations with staff to support the learning of the three parts of the IM.	Leading Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Model and provide guidance and feedback on high quality teaching practice of the Instructional Model.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Peer observation including feedback and reflection		<input checked="" type="checkbox"/> Learning Specialist	
Develop list of non-negotiable mentor routines	Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teams to develop mentor meetings routines	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Refine ace program during year level team meeting to focus on mentor relationships	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop routines to create and review ILPs and learning goals	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Year level team leaders provide ongoing support to mentors to implement mentor routines	Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

Dimension 1

[reflective practice - coaching 2017.docx \(0.01 MB\)](#)

[rubric IM 1.docx \(0.01 MB\)](#)

[Term 2 calendar.docx \(0.02 MB\)](#)

Dimension 2

[capabilities draft ksc term4 2016-3.xlsx \(0.01 MB\)](#)

[CAT - narrative + rubric.docx \(0.09 MB\)](#)

[IM diagram 2.docx \(0.37 MB\)](#)

[Survival Unit Plan 2017-2.docx \(0.03 MB\)](#)

[Unit Plan checklist.docx \(0.02 MB\)](#)

Dimension 3

[IM diagram 2.docx \(0.37 MB\)](#)

[reflective practice - coaching 2017.docx \(0.01 MB\)](#)

[rubric IM 1.docx \(0.01 MB\)](#)

Dimension 5

[Creating a Positive Collegiate Environment.docx \(0.05 MB\)](#)

[Professional Learning Inquiry 2017.docx \(0.04 MB\)](#)

Dimension 13

[KSCBurraFoodsPartnership_2017.docx \(0.02 MB\)](#)

[Partnership_MOU_2106.docx \(0.04 MB\)](#)