2016 Annual Implementation Plan: for Improving Student Outcomes

St Arnaud Secondary College

2016

Based on Strategic Plan 2015-2018

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the Framework for Improving Student Outcomes: Guidelines for schools):

<table>
<thead>
<tr>
<th>Priority</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and</td>
<td>Building practice excellence: Teachers, principals and schools will work together</td>
</tr>
<tr>
<td>learning</td>
<td>Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs</td>
</tr>
<tr>
<td>Professional leadership</td>
<td>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</td>
</tr>
<tr>
<td>Positive climate for learning</td>
<td>Empowering students and building school pride: Schools will develop approaches that give students a greater say</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</td>
</tr>
<tr>
<td></td>
<td>Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering</td>
</tr>
</tbody>
</table>

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The Guidelines provide further context and detailed information to support this work.

Endorsements

Signed................................................
Name................................................
Date................................................

Endorsement by School Principal

Signed................................................
Name................................................
Date................................................

Endorsement by School Council

Signed................................................
Name................................................
Date................................................

Endorsement by Senior Advisor

Signed................................................
Name................................................
Date................................................
Summary page: the school’s priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence</td>
</tr>
<tr>
<td></td>
<td>Curriculum planning and assessment</td>
</tr>
<tr>
<td>Professional leadership</td>
<td>Building leadership teams</td>
</tr>
<tr>
<td>Positive climate for learning</td>
<td>Empowering students and building school pride</td>
</tr>
<tr>
<td></td>
<td>Setting expectations and promoting inclusion</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Building communities</td>
</tr>
</tbody>
</table>

Initiatives Rationale:
Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.

- Building practice excellence. We are progressing towards the reorganisation of classrooms and teaching styles to align with Visible Learning to encourage greater cohesiveness and connectedness, and create a sense of common goals. Staff climate survey data has improved and professional learning has been embraced by staff.

- Building communities. The College is trying to improve community perception and engagement, so that the community understands the value of the school and gets involved. Links have been formed with businesses and community members for expertise and mentoring. A major focus will be the strengthening of the Learning Alliance between the St Arnaud Schools and the St Arnaud Strengthening families response. The agreed areas of common action will be a focus on attendance and nutrition.

  The Strengthening Families Partners have now been working together for 2 years and developed a sense of joint stewardship and commitment to the wellbeing and safety of the children and community of St Arnaud. The relationship has moved from transactional to transformational where different partner organisations, including the community members through the YCAN, have stepped up to both initiate and champion various activities and projects within the community. With minimal resourcing these arrangements are now sustainable.

  The 2015 parent and staff opinion surveys indicate that there has been a dramatic improvement in connectedness with the community.

Key Improvement Strategies (KIS)
List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>KIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building practice excellence</td>
<td>• Introduction of new Victorian Curriculum</td>
</tr>
<tr>
<td></td>
<td>• Introduction of Compass</td>
</tr>
<tr>
<td></td>
<td>• Review of Assessment Schedule</td>
</tr>
</tbody>
</table>
| Building communities | The Learning Alliance across the 3 schools is developing a memorandum of understanding. They meet annually as joint school councils to progress ideas for future action. An area of common focus that has been suggested is student attendance and nutrition. The schools will engage in an action research program to ascertain the underlying factors affecting attendance. Nutrition was seen as an issue in the community and schools ideally placed to put forward an agenda and lead discussion and practice.

- Mates Mentoring is up and going with 16 students paired up, with mentors who are actively engaged with them.
- The “Hour of Power” after school home work program has been established with up to 30 students attending regularly supported by 15 community volunteers and teachers. This involves both secondary and primary schools.
- The Broader Horizons program is being undertaken for the second year giving students experience over a number of local enterprises including the council, health services and agricultural enterprises. This was a huge success last year and we have built on that strong beginning.
- A Hands on Learning program has commenced this year. Students have been working with an arts/ceramics teacher, chaplain and school nurse. |

- Building staff capacity with a focus on curriculum documentation
- Class room observations
- Use of data to inform teaching
- Increase teacher capacity to use ZPD to enable teachers to teach to the point of need
### ACHIEVEMENT Goals

All students demonstrate improved learning growth and learning outcomes across all domains.

#### Targets

**By 2017**

- Teacher assessment against AusVELS will indicate 75% of students growing at or better than the expected rate of growth according to the required standards and measures used in assessment.
- An additional 5% of students will be at the Australian curriculum standards A & B in all measured areas.

Units of work complete with lessons plans will be produced for all subjects for each year level. These will be consistent with the expectations of AusVELS.

#### 12 month targets

- Leadership team review of roles to include use of data, ICT and visible learning
- Further development of the School Improvement Teams (SIT) to support the future directions of the school
- Introduction of the Student Management Tool Compass to allow assessment and reporting to improve
- Review of curriculum to accommodate new Victorian F-10 framework
- Every teacher demonstrating on their Performance and Development Plan how they have modified and extended a specific task
- Every teacher to be informed of students in need
- Professional development relating to the needs of students
- Negotiate and develop a range of assessment types

### KIS

<table>
<thead>
<tr>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an agreed and documented St Arnaud Secondary College Instructional model which is implemented consistently across the college.</td>
<td>Refinement of the College curriculum structure</td>
<td>Curriculum and whole staff meetings</td>
<td>All staff</td>
<td>To be completed by the end of term 2.</td>
</tr>
<tr>
<td>Key Learning areas to review existing curriculum and incorporate new F-10 Victorian curriculum recommendations</td>
<td>KLAs</td>
<td>All Staff</td>
<td>By the end of term 4</td>
<td>A consistent and documented college curriculum</td>
</tr>
<tr>
<td>Review Assessment Schedule in light of new curriculum</td>
<td>KLAs</td>
<td>All staff</td>
<td>By the end of term 4</td>
<td>A documented assessment schedule</td>
</tr>
<tr>
<td>Classroom observations to take place in staff focussed domain groups</td>
<td>Establishment of staff focussed domain groups</td>
<td>All Staff to observe and be observed at least once per term</td>
<td>All year</td>
<td>Shared discussion and notes arising from observations</td>
</tr>
<tr>
<td>Increase teacher capacity to use ZPD to enable teachers to teach to the point of need</td>
<td>Whole of staff and professional development within domain groups</td>
<td>All staff</td>
<td>All year</td>
<td>Use of data to inform teaching</td>
</tr>
</tbody>
</table>
## Annual Implementation Plan: for Improving Student Outcomes

### ENGAGEMENT

#### Goals

All students are motivated in their learning and have a strong sense of belonging and connectedness to the school and their peers.

#### Targets

By 2017

- Increase the student attitude to school survey overall mean score as follows:
  - Stimulating learning from 3.6 to 3.7
  - Student motivation from 4.2 to 4.5
  - School connectedness from 3.6 to 4.2
- Increase the parent opinion survey overall mean score as follows:
  - Parent input to 5.0
  - Approachability to 5.5
- Continue to improve the implementation of the visible learning program.

#### 12 month targets

- KLA teams to focus developing engaging units of work
- Extra-curricular programs (e.g. Hands on Learning, Power Hour, Broader Horizons) resourced and developed
- Implement Study Groups 3 nights per week
- Undertake a review of the College Curriculum which will encompass subject balance, length of periods
- Increase exposure and participation in professional development by designing a smorgasbord of offerings which reflect the educational priorities of the College.

### KIS

<table>
<thead>
<tr>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review student engagement Policy</td>
<td>Year level coordinators</td>
<td>Leading Teacher Well being</td>
<td>By the end of term 4</td>
<td>A documented and revised engagement policy</td>
</tr>
<tr>
<td>Expand the Mates Mentoring program</td>
<td>Employ a YCAN Coordinator</td>
<td>YCAN coordinator and leadership team</td>
<td>All year</td>
<td>Expansion of current 16 students who are mentored</td>
</tr>
<tr>
<td>Consolidate the “Hour of Power” after school home work program. This has been established with up to 30 students attending regularly supported by 15 community volunteers and teachers. This involves both secondary and primary schools.</td>
<td>Appoint a Power Hour Coordinator</td>
<td>Coordinator in conjunction with leadership team</td>
<td>All year</td>
<td>Documentation of number of students who attend and their frequency</td>
</tr>
<tr>
<td>The Broader Horizons program is being undertaken for the third year giving students experience over a number of local enterprises including the council, health services and agricultural enterprises. This was a huge success last year and we have built on that strong beginning.</td>
<td>Liaison with LLEN</td>
<td>Coordinator in conjunction with leadership team</td>
<td>All year</td>
<td>Improved community relations and expanded career pathways for students</td>
</tr>
<tr>
<td>A Hands on Learning program has been established. students have been working with an arts/ceramics teacher, chaplain and school nurse.</td>
<td>Appoint a Hands on Learning Coordinator</td>
<td>HOL coordinator</td>
<td>All year</td>
<td>Increase in attendance rates for students ‘at risk’</td>
</tr>
</tbody>
</table>
## WELLBEING

### Goals

To maintain a safe and respectful environment for the whole college community.

### Targets

By 2017

- Increase the student attitude to school survey mean score as follows:
  - Classroom behaviour from 2.99 to 3.05
  - Student Safety from 4.12 to 4.33
  - Student motivation from 4.2 to 4.26
- Increase the parent opinion survey overall mean score as follows:
  - School improvement from 4.6 to 5.5
  - General satisfaction from 4.55 to 5.5

### 12 month targets

<table>
<thead>
<tr>
<th>KIS</th>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduce Compass a student management system</td>
<td>Staged introduction of modules beginning with attendance and incident reporting</td>
<td>AP IT coordinator</td>
<td>By the end of term 4</td>
<td>Functional roll marking and student management system</td>
</tr>
<tr>
<td></td>
<td>Introduce a Pastoral Care Program and closely monitor its implement</td>
<td>Restructure of college timetable to facilitate daily pastoral care and weekly opportunities to implement initiatives such as respectful relationships</td>
<td>LT well being</td>
<td>By the end of term 4</td>
<td>An operational Pastoral Care program with a documented curriculum</td>
</tr>
<tr>
<td></td>
<td>Review of student management processes</td>
<td>Staff and leadership meetings</td>
<td>LT well being</td>
<td>By the end of term 4</td>
<td>A refined student management process</td>
</tr>
<tr>
<td></td>
<td>Promotion of student voice</td>
<td>Student representation on school council and local community bodies</td>
<td>SRC coordinator</td>
<td>All year</td>
<td>Increased student participation on school decision making bodies such as school council</td>
</tr>
<tr>
<td></td>
<td>A coordinated approach with external support agencies</td>
<td>Use of the Continuum of need student mapping tool</td>
<td>SWC</td>
<td>All year</td>
<td>Every yr 6 student and every child identified as requiring support mapped using the continuum of need</td>
</tr>
<tr>
<td></td>
<td>Refine the use of the Continuum of Need tool</td>
<td>Year level coordinators, SWC and East Wimmera Health</td>
<td>SWC</td>
<td>All year</td>
<td>Improved support mechanisms for students and families</td>
</tr>
</tbody>
</table>
# Annual Implementation Plan: for Improving Student Outcomes

## PRODUCTIVITY

### Goals

To effectively allocate and use resources (human, physical and financial) to achieve the goals in Achievement, Engagement and Wellbeing and Sustainability.

### Targets

By 2017

- Improve student learning outcomes as per the achievement targets that are reflected by staff investment in additional support programs including leadership.
- Maintain professional development (PD) budget to support high quality instructional practice.
- Continue to develop the ICT within the college. Sophisticated hardware and software along improved infrastructure is required to support high quality instructional practice and improved student engagement and wellbeing.
- Budget allocation provided to support leadership development for staff.

### 12 month targets

- Financial investment in staffing for teaching and learning, as well as support and alternative programs
- Facilities sub-committee of school council review and develop the college facilities
- A subcommittee developed to promote and market the college
- Budget resource for Professional learning process further developed to assist the staff in improving teaching and learning including leadership development
- Timeline and scheduling for end of year processes
- PD for Budget Program Manager
- Budget manager to provide annual report on efficient use of funds
- New and existing programs to be evaluated

Careful monitoring and evaluation of existing resources

<table>
<thead>
<tr>
<th>KIS</th>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading teacher well being</td>
<td>Internal acting leading teacher to implement Pastoral Care Program and to address issues identified in Student Survey</td>
<td>LT Well being</td>
<td>All Year</td>
<td>Improved Relationships and Connectedness measures</td>
<td></td>
</tr>
<tr>
<td>Additional ESS for students in need</td>
<td>40k</td>
<td>Principal</td>
<td>By term 1</td>
<td>Improved support for students with learning difficulties</td>
<td></td>
</tr>
<tr>
<td>Literacy 23 periods</td>
<td>100k</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional SWC time</td>
<td>25k</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quicksmart 15 periods</td>
<td>20k</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hands on Learning</td>
<td>40k</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YCAN Mates mentoring</td>
<td>20k</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power Hour</td>
<td>10k</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broader Horizons</td>
<td>10k</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compass administration and implementation, PAT testing, SPA</td>
<td>20K</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct a curriculum review that will consequently inform the staffing needs of the college</td>
<td>Curriculum committee and leadership team</td>
<td>All staff</td>
<td>By the end of term 4</td>
<td>SRP focus on staffing the college needs</td>
<td></td>
</tr>
</tbody>
</table>
## Monitoring of Annual Implementation Plan: for Improving Student Outcomes

### ACHIEVEMENT

<table>
<thead>
<tr>
<th>Actions:</th>
<th>6 month progress against success criteria and /or targets</th>
<th>12 month progress against success criteria and /or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Status</td>
<td>Status</td>
<td>Evidence</td>
</tr>
<tr>
<td></td>
<td>Evidence</td>
<td>Evidence</td>
<td></td>
</tr>
</tbody>
</table>

### ENGAGEMENT

<table>
<thead>
<tr>
<th>Actions:</th>
<th>6 month progress against success criteria and /or targets</th>
<th>12 month progress against success criteria and /or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Status</td>
<td>Status</td>
<td>Evidence</td>
</tr>
<tr>
<td></td>
<td>Evidence</td>
<td>Evidence</td>
<td></td>
</tr>
</tbody>
</table>

### WELLBEING

<table>
<thead>
<tr>
<th>Actions:</th>
<th>6 month progress against success criteria and /or targets</th>
<th>12 month progress against success criteria and /or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Status</td>
<td>Status</td>
<td>Evidence</td>
</tr>
<tr>
<td></td>
<td>Evidence</td>
<td>Evidence</td>
<td></td>
</tr>
</tbody>
</table>

### PRODUCTIVITY

<table>
<thead>
<tr>
<th>Actions:</th>
<th>6 month progress against success criteria and /or targets</th>
<th>12 month progress against success criteria and /or targets</th>
<th>Budget Spending to date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Status</td>
<td>Status</td>
<td>Evidence</td>
</tr>
<tr>
<td></td>
<td>Evidence</td>
<td>Evidence</td>
<td></td>
</tr>
</tbody>
</table>