

2016 Annual Implementation Plan: for Improving Student Outcomes

[8801]

[South Oakleigh College]

[2016]

Based on Strategic Plan [2014-2017]

Endorsements

Endorsement by School Principal	Signed Helen Koziaris Name Helen Koziaris Date 31 st March 2016
Endorsement by School Council	Signed Steven Demosthenous Name Steven Demosthenous Date 31 st March 2016
Endorsement by Senior Advisor	Signed mark Flack Name Mark Flack Date...31 st March 2016

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*):

Priority	Initiatives
Excellence in teaching and learning	Building practice excellence: Teachers, principals and schools will work together
	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
Professional leadership	Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	Empowering students and building school pride: Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering

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.

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.

Priorities	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	

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.

In 2015, the College undertook a Curriculum Audit and developed a Whole School Curriculum Plan. In 2016 the aim is to embed a whole school curriculum practice to reduce classroom variability and work towards consistent assessment practices across all curriculum areas, using a consistent Instructional Model across all Learning Areas.

In response to the 2015 ATTS we need to develop student connectedness to school and peers. A Positive Education Model would promote school inclusiveness, develop resilience and improve relationships across and within the school to help address these concerns outlined by 2015 data.

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.

Initiative:	KIS
Building practice excellence	To consolidate and embed student data collection and analysis in teacher PDP (consistent with DET guidelines) to improve Literacy & Numeracy To promote high expectations for all students
Setting expectations and promoting inclusion	To adopt a whole-school approach to engagement involving parents, students and staff

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve student outcomes	Targets	<ul style="list-style-type: none"> To exceed Year 9 NAPLAN mean state growth by 15% in each year in each assessment area NAPLAN Matched cohort data to reflect an effect size growth of at least 0.8 from Y7 to Y9 for each assessment area. Mean all-study score to match the state mean by end 2017 A reduction in the variation in individual subject study score means to less than 2.0 below the school all -study mean 		
		12 month targets	<ul style="list-style-type: none"> All teachers in all subjects providing feedback on all Common Assessment Tasks Have a VCE Median Study Score of 30 by end of 2016 (28.3 – 2015) 5% of VCE Study Scores above 40 by end 2016 (2%– 2015) An improvement of more than 1.0 in AusVELS levels evident from On Demand Benchmark and Post-tests (Year 7-10 Literacy and Numeracy) in more than 90% of students. 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
To consolidate and embed a incorporate student data collection and analysis in teacher PDP (consistent with DET guidelines) to improve Literacy & Numeracy	<p>To build the South Oakleigh College Instructional model to enhance teacher excellence and consistent learning experience for all students</p> <p>Develop an action plan based on a recommended instructional model.</p>	<p>Teams to visit and collaborate with other schools to further expose teachers to innovation, research and best practise</p> <p>Time will be allocated in Learning Area meeting schedule two hour blocks - to plan lesson sequences</p>	<p>Principal Team, Curriculum Coordinator, Learning Area Teams</p> <p>Learning Area teams/Curriculum- Pedagogy Leader</p>	<p>Dec 2016</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Whole school Instructional model agreed, documented, trialled and published</p> <p>Select teachers to trial – overseen by Curriculum Co-ordinator</p> <p>Whole staff aware of and starting to utilise an instructional model by the end of 2016 ready for full implementation in 2017</p>

		<p>Participate in professional Learning and engage with colleagues to improve practice.</p> <p>Principal and SILT to document and articulate to the whole community a 'South Oakleigh SC Approach to Learning and Teaching'</p>	<p>Curriculum Coordinator/ Principal/SILT</p>	<p>Ongoing Ongoing</p>	<p>Moderation/Cross Marking in all CORE Subjects during Learning Area time as evidenced in Minutes and documented on Compass</p> <p>'LEARNER' teachers , students and parents are able to express the school's approach to learning and teaching and it is reflected in classroom practice</p>
	To consolidate the Review PDP process (specifically the consistency of data and goals) and Classroom Observations/Sharing	AP's and LT's (Reviewers) complete classroom sharing observations as part of PDP review process of staff and address specific foci – model provides opportunity for collection of data, collegial discussion and ability to provide constructive feedback to improve professional practice.	Principal team /SILT/Reviewers/ Reviewees	Mar 2016	Classroom sharing reflection, Pivot survey's used to demonstrate areas of improvement in classroom and student engagement AITSL standard 6 and 7 - reflect collegial observations
	To continue with the development of a college wide common curriculum planning tool.	Through the provision of professional learning and support for staff at early finish days allocated for planning sessions	Principal Team, Curriculum Leader Senior School Leader/Staff	Ongoing	Documented curriculum using the agreed tool available on the college Compass portal
	<p>To embed the practice and incorporate data analysis using feedback from Pivot survey and Compass Analytics and NAPLAN data to target areas of concern and report on improved student outcomes.</p> <p>Formally incorporate student data collection and analysis in teacher PDP (consistent with DET guidelines) to improve Literacy & Numeracy</p>	<p>As per Data Plan, On Demand testing will occur for all Year 7-10 students four times per year in Maths and English classes.</p> <p>Use of Pivot survey (data analysis by all staff of individual classes) - (Semester Units conducted at beginning and end of semester)</p> <p>Diagnostic use of NAPLAN data in English and Maths Learning Areas to target weaknesses in Learning Area meetings</p>	<p>Principal Team Data Leader and Team and all staff</p> <p>All staff</p> <p>Data Leader/ English and Maths Learning Area</p>	<p>On Demand four times throughout the year.</p> <p>Beginning of Term 2 and at the end of the year for core subjects. Semester subject beginning and end of Semester,</p> <p>Ongoing</p>	<p>Progress will be evident between the Terms 1 and 4 test periods. (More than 1.0 AusVELS level)</p> <p>Evidence based on feedback to reviewer from Pivot survey analysis and reflection</p> <p>An improvement of more than 1.0 in AusVELS levels evident from On Demand Benchmark and</p>

		Increased use of Compass Analytics to identify student needs	heads and staff /Maths/Literacy Support Teacher All staff	Ongoing	Post-tests (Year 7-10 Literacy and Numeracy) in more than 90% of students. Reflect on use of data in PDP
Improve VCE results	To embed a culture of coaching and feedback promoting and developing staff awareness & use of additional levels of VCAA data to inform goals and initiatives	Annual subject result review with Principal (Accessing Examiners' Reports and subject specific result analysis) Continue support for staff to implement Edrolo	Principal, VCE teachers/Senior School Leader	By End of Term 1	Principal will have met with all VCE teachers and discussed results and develop individual goals improvement can be made – including use of Edrolo to support student understanding – working towards the state mean in all subjects
	To develop accuracy of VCE school assessment/ feedback/ reporting	Through Moderation with external peers/Review of VCE Assessment Task Marking Procedure / Grade Allocation Exam Feedback provided to Students punctually Increasing moderation of CAT's and SAC's within Learning Areas – through Professional Learning and collaborative meetings	Senior school leader/VCE staff/Senior School AP Learning Area Heads, Curriculum Coordinator, individual staff and Senior School Leader	Ongoing	By the end of 2016 VCE results will have improved by the following strategies: <ul style="list-style-type: none"> • Consistent Letter Grades across all VCE subjects based on standardization procedures • Correlation of Indicative score/Study Score • Excel spread sheet for standardization produced and staff in-serviced on use • EDROLO data shows usage increase by staff and students Increase of 10% from 2015 data (2015 – 29492 views/quizzes) • Collated list of External colleagues by Senior school Leader

<p>To promote high expectations for all students</p>	<p>To continue to maximise the use of data to inform teachers and support teachers with appropriate training in analysis and interpretation of data.</p> <p>To engage students on the highest quality learning activities focusing on outcomes and success for all within a culture of ambition and achievement</p> <p>Build upon key assessment tasks which reflect differentiated teaching practice and document electronically Individualised Learning Plans</p> <ul style="list-style-type: none"> ● PSD ● Non-Funded Special Needs ● High Achieving Students <p>All Learning Areas using agreed and common key assessment tasks that</p>	<p>Data team provide access to relevant data for staff to use diagnostically.</p> <p>Embed staff use of data through analysis and reporting</p> <p>PD provided to staff reinforcing the use of Compass Analytics, Pivot and other forms of data to develop ILPs to meet student needs</p> <p>Identifying students in Sub schools who require ILP's from within the school and ILP's to be written in consultation with classroom teachers and then uploaded to Compass by SWC/Sub school Leader.</p> <p>PD staff on Individualised Learning for students with specialised needs (e.g. Dyslexia; Audio-Processing Difficulties)</p> <p>- Jo Prestia to PD staff</p> <p>Provision of professional learning time</p> <p>Increased use of learning tasks by all Learning Areas - Modelled learning tasks on Compass</p>	<p>Principal Team/SILT/Data Leader/Data Team/ all staff</p> <p>Sub school Leader/ SWC/ All staff</p> <p>All teaching staff, integration staff and other</p> <p>Curriculum Leader/ Heads of learning/ All staff</p>	<p>Ongoing</p> <p>December 2015 – Mar 2016</p> <p>Ongoing review</p> <p>Term 1</p> <p>Ongoing</p>	<p>Teachers reviewing ILPs on Compass and routinely access and use data to target areas for improvement for all students – as evidenced in their PDP's .</p> <p>Use of data built into PDPs</p> <p>Teachers reporting more realistic and accurate AusVELS levels – shown through Analytics.</p> <p>1% improvement in scaled median across all NAPLAN Dimensions and improved VCE all study Score from 28.3 2015 to 30 in 2016</p> <p>All SSG minutes are uploaded onto Compass</p> <p>Student information on School resources</p> <p>ILP's on Compass</p> <p>Learning Areas clearly differentiating teaching and learning strategies for students and assessed accordingly reflected on reports</p> <p>Feedback provided by staff about understanding of Individualised Learning and is evidenced in their PDP as a SMART goal</p> <p>Reporting against ILP's on semester reports</p>

	<p>are reported on and feedback is explicitly provided to both student</p> <p>Adopt consistent approach to facilitating meaningful feedback and development of Common Assessment Rubrics within Learning Areas</p>	<p>Use of Ladder of Feedback with students</p> <p>Learning Area leaders provided with professional development on uploading learning tasks</p> <p>Professional Development to staff</p> <p>Time allocated to development of rubrics</p>	<p>Curriculum Leader/ Heads of learning/ All staff</p>	<p>End of Term 2</p>	<p>Compass learning tasks uploaded by all Learning Areas Feedback provided through Learning tasks and rubrics Through the ladder of feedback students can demonstrate a higher order thinking in their assessment tasks</p> <p>Common Rubrics's available on School Resources</p>
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Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To improve student engagement and connectedness	Targets	<ul style="list-style-type: none"> Improved Attitudes to school data: Teacher empathy: Y7-12 results exceed the 75th percentile (2015 – 68th percentile) Classroom behaviour Y7-12 results reach the 50th percentile (2015 – 77th percentile) Student Motivation: Y7-12 results exceed the 75th percentile (2015 – 83rd percentile) School-based online survey shows overall growth of 10% in measures of wellbeing and student – teacher relationships (No 2015 data – based on Pivot Benchmark in the control test from term 2) 		
		12 month targets	<ul style="list-style-type: none"> Implementation of Positive Education Model commencing beginning of 2017 School-based online survey shows overall growth of 10% in measures of wellbeing and student – teacher relationships and student connectedness (2015 - 65th percentile) and engagement (>70 percentile in school connectedness (2015 - 65th percentile), >80 percentile in student morale (2015 – 73rd percentile)) 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
To adopt a whole-school approach to engagement involving parents, students and staff	Explore and implement approaches that address the power and importance of using the language of encouragement and thoughtful use of the language of discipline/correction.	Introduce a Positive Education Framework through Curriculum Days and Professional Learning Time – Use the Berry Street Positive Education Framework Berry Street personnel to PD staff (Teaching, Admin and ES) Liaise with Oakleigh PS during implementation phase	Principal Curriculum Leader SILT Principal/SILT	Term 2, Term 3, Term 4 2016 and Term 1 2017	Improvement in ATSS, specifically relating to student connectedness and engagement (>70 percentile in school connectedness (2015 - 65 th percentile), >80 percentile in student morale (2015 – 73 rd percentile)) Teachers implementing the Positive Education Model

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To continue to build a safe and supportive environment and culture.	Targets	<ul style="list-style-type: none"> By 2017, student opinion surveys will show an improvement in the mean scores for student responses to wellbeing, teaching & learning and student relationships. Improved Student Attitudes to School Survey to exceed 80th percentile in student morale (2015 - 73rd percentile) and 70th percentile in student safety (2015 – 66th percentile) 		
		12 month targets	<ul style="list-style-type: none"> Positive Education Model prepared for implementation in 2017 Improvement in Student Attendance Data with a reduction to <20 days per FTE in 2016 Improved Student Attitudes to School Survey to exceed 80th percentile in student morale (2015 - 73rd percentile) and 70th percentile in student safety (2015 – 66th percentile) 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
To adopt a whole-school approach to well-being involving parents, students and staff	Embed S.O.C. (Student Opinion Committee – Principal’s Advisory Group) to improve relationships with Principal class and staff through feedback to improve learning environment. Student from all levels and also part of SRC	S.O.C students actively participating in decision making relating to student activities and improving the College learning environment– student voice Regular meeting time posted on Compass	Principals & Student Leaders (Years 7 – 12)	Ongoing	Respected student leaders visibly promoting College values Newsletter articles written by the student body, student led activities documented/agendas and minutes taken and uploaded to Compass Improved ATTS in teacher empathy, Classroom behaviour and student motivation
	Implement programs to improve Connectedness	(Yr12 Retreat, Camps at Year 7,8 and 9, Cambodia and Wellbeing student activities throughout the Year) Morning assemblies are held weekly for year 7 students and fortnightly for other levels – student led assemblies Sub-school Assemblies held twice per term and led by student leaders	Senior and Middle School Team, YLC, SWC YLC/Sub School Leaders	Ongoing throughout the year	Student Feedback for all camps Screencast of activities Agenda from Assemblies/Photos/ Article in Newsletter Student led assemblies/ number of students achieving recognition and awards documented and also reported in Newsletter

	<p>House System is embedded into the student Leadership Program – developing student Leaders who have a holistic focus and succession plan for future Leaders</p> <p>Safe Schools Coalition – audit conducted and completed - Staff PD on becoming a Safe School</p> <p>Sexual and Gender Diversity Group for students</p>	<p>Staff House leaders</p> <p>Wellbeing Team & Other interested parties CLO, DYS, PIC, students</p>	<p>Ongoing</p> <p>End of Term 1/Start Term 2</p> <p>Mid Term 2</p>	<p>Reports in Newsletters from House Leaders, House leaders boards demonstrating not just sport results but all activates students involved in Eg: debating, Production, Broadcasting</p> <p>Safe schools audit complete and group established and Safe schools & Minus 18 resources visible in the school.</p> <p>Safe School’s Staff PD Completed and aspects implemented. Students also surveyed</p>
<p>Improve student attendance through the use of COMPASS to both record data and inform parents of absences</p>	<p>Sub school leaders/YLC’s to maintain a rigorous follow up process through Compass on students who are absent without a recorded reason for their absence.</p> <p>The COMPASS management system is used across all year levels and by all teachers to monitor and report on student wellbeing, discipline and wellbeing.</p>	<p>AP’s / Sub School Leaders, YLC and all staff</p> <p>Prin Team/ Sub school leaders/ coordinators/ Wellbeing Team/ all staff</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Attendance data available through Compass and time at school has increased</p> <p>Student absences to remain below those of matched schools with similar SFOE index</p>

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To ensure the efficient allocation of all resources to optimise performance.	Targets	<ul style="list-style-type: none"> Implement Victorian Curriculum based on advice of team and consultation. Master Plan Phases completed on schedule 		
		12 month targets	<ul style="list-style-type: none"> Building works: Completion of Fitness Centre, Masterplan for Science completed and executed Instructional model developed ICT innovation plan developed 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Refine curriculum documents in line with Victorian Curriculum	Learning Areas provided with time through 2 hour meeting times to reflect on and refine documents	Meeting time scheduled on Compass calendar	Assistant principal	End 2015 , beginning of 2016	All meetings and minutes uploaded to Compass at the beginning of the year
	Presentation to Curriculum Committee about changes to Learning Areas in relation to Victorian Curriculum	Learning Area leaders to attend PD as necessary Providing resources for staff to attend PD	Curriculum Leader / Learning Area leaders All staff Curriculum leader	Term 2	All documentation aligned and updated and available on Compass
Continue to raise the profile of the school and improve its perception in the community	To Raise the profile of the College in local community and beyond	Consolidate the Accelerated program with start date 2017. Stage 1 Engage SOC students in mentoring mentoring/reading and enrichment programs to local feeder schools - Reading Recovery with Clayton North Primary School as part of Project program	Accelerated Team Learning Area leaders ICT Team Middle School Leader/ Project teachers	End 2016 Ongoing	Implementation of Accelerated program in 2017 to include Science – minutes uploaded to Compass to show development and planning Completion of ADVANCE program – focusing on community involvement

		Continue a Science Enrichment program offered to feeder primary schools	Middle Year leader / Science Transition Staff Member	Grade 6 – Semester 1 Grade 5 – Semester 2	Increased enrolments/Waiting list in Science Program Feedback from parents and students participating on program at the conclusion of each semester
merge	Implement a master for development of open learning spaces in Science Wing.	Discussions with Network schools to develop plan Staff Consultation Resource - Building Fund, SRP	Principal, Assistant Principal - Building and Grounds, Finance Committee	End 2016	Completion of project by 2016
	Completion of stage 2 Health and Fitness Centre in the previously known Automotive Centre.	Resource - Sale of Auto equipment	Assistant Principal - Building and Grounds, Finance Committee	End Term 2, 2016	Completion of stage 2 of Health and Fitness Centre
	Apply for grant funding and include discussion with NEVR to assist in development of Masterplan and associated works Moving towards the Implementation of the Masterplan for outdoors teaching space	School working bees, overseen by Glenn Waters (Arborist), work with Michelle Phillips (Environmentalist) Maintenance Team/ Corrections Team Develop Partnership with community members to use capital Equipment to clear land - eg Metropolitan Golf Club	Assistant Principal - Building and Grounds Maintenance Team Committee- Buildings and Grounds	End 2016	Land is cleared Phase 1 of Outdoor teaching space complete

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	

WELLBEING

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	

PRODUCTIVITY

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	