

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

South Oakleigh Secondary College (8801)



Submitted for review by Helen Koziaris (School Principal) on 19 December, 2018 at 12:58 PM
Endorsed by Mark Flack (Senior Education Improvement Leader) on 20 December, 2018 at 09:24 AM
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	Achieve excellence in teaching and learning to improve educational outcomes for all students.
12 Month Target 1.1	<p>Increase in Staff survey "Teaching and Learning - Planning". Summary of this area to be at the 60th percentile average or above. 2018: 55th percentile average.</p> <p>Increase in 'Student voice and agency' on the ATSS to achieve at the 70th percentile or above 2018: 67th percentile.</p> <p>Maintain the Mean study score (average across all subjects) to 29. 2018: not yet available.</p>
12 Month Target 1.2	<p>Increase in Staff survey "Teaching and Learning - Evaluation". Summary of this area to be at the 58th percentile or above in all areas. 2018: 53rd percentile average.</p> <p>Increase in 'Differentiated learning challenge' on the ATSS to achieve at the 55th percentile or above. 2018: 48th percentile.</p> <p>Increase in 'Learning confidence' on the ATSS to achieve at the 65th percentile or above. 2018: 59th percentile.</p>
12 Month Target 1.3	<p>Increase in 'Stimulating Learning' on the ATSS to achieve at the 55th percentile or above. 2018: 37th percentile.</p> <p>Increase in 'Learning confidence' on the ATSS to achieve at the 65th percentile or above. 2018: 59th percentile.</p> <p>Individual class growth on PAT tests should match the year level growth for mainstream classes within the respective tests (measured using scale score growth from start of the year to the end of the year).</p> <p>Growth in PIVOT survey results relating to the Instructional Model - to be set when base line data is analysed in term 1 2019</p> <p>Increase in Staff survey "Teaching and Learning - Practice Improvement". Summary of this area to be at the 63rd percentile or above</p>

	<p>in all areas. 2018: 58th percentile average.</p>
12 Month Target 1.4	<p>Increase in students in Top 2 bands (Reading & Writing) - Reading: 19% and Writing: 14% or higher 2018: Reading: 18% and Writing: 11%</p> <p>Decrease in students in Bottom 2 bands (Reading & Writing) - Reading: 12% and Writing: 35% or lower. 2018: Reading: 14% and Writing: 39%</p> <p>Increase in students with high or medium growth (Reading): High 40% Medium: 50% 2018: High 40% Medium: 42%</p> <p>Increase in students with high or medium growth (Writing): High 40% Medium: 40% 2018: High 38% Medium: 41%</p> <p>Increase in students with high or medium growth (Numeracy): High 45% Medium: 40% 2018: High 52% Medium: 30%</p> <p>Maintain participation rate in NAPLAN to above 90% 2018: ?</p>
KIS 1 Building practice excellence	Develop, monitor and evaluate consistent whole school curriculum documentation
Actions	<p>Teachers will:</p> <ul style="list-style-type: none"> • Use data to inform curriculum planning • Year 7,8,10 and 11 curriculum and assessment incorporating digital technologies. • Sequence curriculum units are documented using common template (KLA based) and available on Office365 <p>Leaders will:</p> <ul style="list-style-type: none"> • Develop plan for cross curricular implementation • Develop process for using data (achievement & student input) to modify curriculum plans • Implement whole school assessment plan * Develop plan for incorporating Victorian Curriculum Capabilities into Assessment and Reporting
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • See differentiated learning tasks through the use of technologies

	<ul style="list-style-type: none"> Undertake assessment in a balanced calendar <p>Teachers will:</p> <ul style="list-style-type: none"> Follow common documented curriculum Use data to inform their planning (differentiation) Collect evidence of student performance against Victorian Curriculum Capabilities Report on a continuous basis <p>Leaders will:</p> <ul style="list-style-type: none"> Track student growth, paying attention to low and high end (differentiation) Provide PL for teachers regarding use of data. <p>SEIL will:</p> <ul style="list-style-type: none"> Support principal in implementation 			
Success Indicators	<p>Students will:</p> <ul style="list-style-type: none"> Be able to have more time per assessment task due to balance. Receive regular formative feedback through Office 365 <p>Teachers will:</p> <ul style="list-style-type: none"> See similar growth for students with different initial levels/entry point. Report against Victorian curriculum capabilities 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole staff - Curriculum day focus on Capabilities KLA leaders - Professional Learning - Capabilities	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff will report against capabilities as assessed on new and redeveloped learning tasks	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Building practice excellence	Embed the whole school instructional model.			
Actions	<p>Teachers will:</p> <ul style="list-style-type: none"> • Undertake ongoing professional learning relating to Office 365 • Complete targeted peer observations <p>Leaders will:</p> <ul style="list-style-type: none"> • Evaluate and refine peer observation process • Provide time for continued professional learning relating to Office 365 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • See a consistency of practice in all classrooms * Be able to articulate LEARNER component of the Instructional Model * Increased use of Office 365 for in class activities <p>Teachers will:</p> <ul style="list-style-type: none"> • Be proficient in the use of Office 365 * Undertake observations of peers and Specialist teachers * Use all components of the Instructional Model consistently <p>Leaders will:</p> <ul style="list-style-type: none"> • Evaluate and refine peer observation process <p>SEIL will:</p> <ul style="list-style-type: none"> • Support principal in implementation 			
Success Indicators	<ul style="list-style-type: none"> • Growth in PIVOT survey results relating to IM across all KLAs • School Staff Survey "Use Pedagogical Model increases" • Increase in stimulating learning on ATSS • School Staff Survey Increase Professional learning through peer observation • Staff PDP goals reference development of lesson plans and curriculum documentation aligned to IM 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<ul style="list-style-type: none"> Undertake ongoing professional learning relating to Office 365 	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Staff completing targeted peer observations 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Create a school focus on Literacy in the implementation of the Victorian Curriculum			
Actions	Teachers will: <ul style="list-style-type: none"> Undertake ongoing professional learning relating to Literacy Incorporate Literacy strategies into all lessons Leaders will: <ul style="list-style-type: none"> Evaluate Phase 1 of Literacy strategy and use this to develop Phase 2 Implement Phase 2 of Literacy Strategy 			
Outcomes	Students will: use comprehension strategies across all subjects, build their vocabulary, build confidence in speaking about content, improve writing across genre Teachers will: Build on Speaking to Write with more focus on accountable talk and language acquisition as well genre writing provide a range of supports including: Focus Words (Explicit teaching)			

	<p>Scaffolded conversations strategies (collaboration) Metacognitive tools for reading and writing Build on HITs with a particular focus on Differentiation Record classes and focus on teacher talk</p> <p>Leaders will: support KLA leaders in understanding explicit teaching and to support their staff in genre writing Work with staff on particular problem of practice and develop teaching and learning best practice Measure student outcomes and monitor staff development Implement learning walks Guide KLA team in a PLC research process Guide 2 teams per semester in literacy support Work with literacy coach in implementing intervention with at risk students</p> <p>SEIL will: Support principal in implementation</p>			
Success Indicators	<p>Students will:</p> <ul style="list-style-type: none"> show growth in PAT testing and other measures more students will perform at standard and show positive trend in achievement in Vic Curriculum standards <p>Teachers will:</p> <ul style="list-style-type: none"> use best practice in their classrooms and be able to differentiate content and writing activities to support student outcomes <p>Pivot data will reflect changes in practice Literacy survey will reflect changes in staff practice</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of Phase 2 of Literacy strategy - Literacy Specialist	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Enhance the positive climate for learning to maximise student engagement
12 Month Target 2.1	<p>Increase in 'Student voice and agency' on the ATSS to achieve 70th percentile or above 2018: 67%</p> <p>Increase in 'School Connectedness and Sense of Belonging' ATSS - achieve 55th percentile or above 2018: 50.8%</p>
12 Month Target 2.2	<p>Increase in 'Stimulated Learning' ATSS - achieve 55th percentile or above 2018: 37%</p> <p>Increase in 'Classroom Behaviour' ATSS - achieve 40th percentile or above 2018: 33%</p> <p>Increase in 'School Connectedness and Sense of Belonging' ATSS - achieve 55th percentile or above 2018: 50.8%</p>
12 Month Target 2.3	<p>Increase in 'High Expectations for Success' ATSS - maintain at 30th percentile or above 2018: 22%</p> <p>Increase in 'Teacher Concern for Student Wellbeing' ATSS - achieve 70th percentile or above 2018: 62%</p> <p>Increase student attendance across whole school - average number of days absent to 17 days and reduce the number of extended absences (20+) to less than 25% 2018: ??</p> <p>Increase in 'Resilience' ATSS - achieve 70th percentile or above 2018: 65%</p>
12 Month Target 2.4	<p>Increase in 'Self-regulation and Goal Setting' ATSS - achieve 75th percentile or above 2018: 68%</p> <p>Increase in 'Learning Confidence' ATSS - achieve 65th percentile or above 2018: 59%</p>

	Increase in 'Motivation and Interest' ATSS - achieve 65th percentile or above 2018: 58%
12 Month Target 2.5	Increase in 'School Connectedness and Sense of Belonging' ATSS - achieve 55th percentile or above 2018: 50.8% Increase student attendance across whole school - average number of days absent to 17 days and reduce the number of extended absences (20+) to less than 25% 2018: ??
KIS 1 Setting expectations and promoting inclusion	Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community
Actions	Principal Class / Leadership : <ul style="list-style-type: none"> • Will lead staff in their understanding with PIVOT data. • Will lead students to become proficient in analysing ATTS results Leading Teachers : <ul style="list-style-type: none"> • Will PD staff in review groups to analyse PIVOT data and be able to articulate this in their classroom with individual classes • DoS will coach and support student leaders to understand ATTS survey - working towards students unpacking the results for staff • Coaching and support for teachers- modelling and peer observations Learning Specialist: <ul style="list-style-type: none"> • Develop staff capacity and model teaching and learning best practice through peer observation, reflection, mentoring and feedback Teachers: <ul style="list-style-type: none"> • Improve teacher practice using PIVOT strategies to enhance student outcomes.
Outcomes	STUDENTS WILL; <ol style="list-style-type: none"> 1. Students will be introduced to PIVOT data. 2. Students will be able to identify areas of improvement in that class from the data. 3. Students will become proficient in analysing ATTS survey results TEACHERS WILL; <ol style="list-style-type: none"> 1. Will analyse their areas of improvement.

	<ol style="list-style-type: none"> 2. Share data with peer observation team 3. KLA review areas of strength and areas of growth 4. Teachers frame a smart goal around PIVOT data 5. Teachers implement targeted strategies to address areas of growth in their PDP 6. Teachers share/showcase best practice/improvement strategies in KLA/staff meetings (champions) 7. Teachers will have a greater understanding ATTS survey results from a student lens/ Professional Learning opportunity <p>LEADERS WILL;</p> <ol style="list-style-type: none"> 1. Develop a process which facilitates the capture and use of PIVOT data 2. Support staff to frame a SMART Goal linking PIVOT to improved practice 3. Support KLA's and staff to improve their targeted areas as identified through professional conversations within in specific Learning Areas as well in whole staff meetings 4. Review impact of strategies with Reviewees <p>SEIL will:</p> <ol style="list-style-type: none"> 1.. Work closely with the Principal and School SLT, meeting at least once per term to assist the school in the review Peer Observation Process 2.. Use available data to analyse and interpret school performance indicators in order to assist schools undertake a robust self-evaluation 3 Assist schools to evaluate the impact of their school improvement strategies on student outcomes
<p>Success Indicators</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Show improved engagement on targeted areas of the PIVOT survey 2. Have contributed to the improvement of aspects of the classroom 3. Have greater opportunities to provide targeted feedback to staff <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Link PIVOT to targeted observation and of planning Lessons 2. Share responsibility in KLA to develop strategies and ideas to improve areas identified through KLA level PIVOT data 3. Have consistency of practice in approaches to Teaching and Learning within the KLA - identified through PDP evidence 4. Use part of KLA PPD to have a focus on PIVOT and student feedback 5. Have greater time for sharing, reflection and feedback with peers and KLA

	6. Develop skills in challenging students and staff thinking through deep questioning School leaders will: 1. Observe best practice through school level change evidenced in data/improvement 2. Observe richer conversations in PDP process as evidenced by PDP documentation				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
1. Provide professional learning opportunities for staff/students 2. Provide rationale for focus and link to existing practices 3. Drive priority through PDP process 4. Articulate to staff changes in data/practices to be observed 5. Document instructional process incorporating new element 6. Establish a coaching and mentoring program for student leaders 7. Review peer observation/walkthrough process	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used	
1. Model and drive the implementation of year 2 of improving teaching based on student feedback 2. Lead working group to develop / embed an understanding of analysing PIVOT data for both teachers and students. 3. Build capacity of KLA leaders and staff to analyse data to improve practice.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used	
1. Conduct PIVOT surveys 2. Reflect on data and document professional practice goal in PDP 3. Engage with KLA team/s to review and develop practice improvement strategies 4. Develop and implement targeted improvement strategies to improve classroom environment	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used	
KIS 2	Embed whole school house system to enhance student engagement				

Empowering students and building school pride	
Actions	<p>Principal Class / Leadership :</p> <p>Will make regular reminders to students and parents in relation to the importance of attendance at school in addition to absence protocols.</p> <p>Will consistently meet with HoH to reflect on agreed practices and their imp[act on student engagement.</p> <p>Will meet weekly with HoH to discuss progress of Action Plan</p> <p>Leading Teachers:</p> <p>Will meet with AP and Head of Student services regularly to discuss HoH issues</p> <p>Will provide attendance reports fortnightly to Assistant Principal HoH to meet with Mentor teachers regularly</p> <p>Support the professional development of Mentor teachers</p> <p>Ensure all Mentor teachers understand and implement the key aspects of school policies and procedures and discuss any changes</p> <p>Monitor and evaluate the AIP targets</p> <p>Provide Action Plan for HoH portfolio to AP</p> <p>Look for opportunities to lift the profile of the House System</p> <p>Teachers :</p> <p>Teachers/mentors will make regular phone calls home or email and arrange meetings with parents</p> <p>Mentors and all teachers to support HoH to monitor attendance, lateness, uniform and a sense of belonging</p> <p>opportunities for teachers to review and provide feedback to leadership</p>
Outcomes	<p>STUDENTS WILL;</p> <ol style="list-style-type: none"> 1. Students will be able to articulate 4 R's of classroom management 2. Students will be able to articulate school values 3. Students will be involved in and support all house activities 4. Students will be given an opportunities to lead House assemblies and other events <p>TEACHERS WILL;</p>

	<ol style="list-style-type: none"> 1. Will continue have open lines of communication with parents. 2. Look at Analytics in relation to members of their own team 3. Teachers implement targeted strategies from HoH Action Plan 4. Teachers share/showcase best practice in building school pride within their mentor group 5. Teachers will have a greater understanding ATTS survey results from a student lens/ Professional Learning opportunity 6. Have an understanding of the role of the Mentor teacher and its impact on student engagement <p>LEADERS WILL;</p> <ol style="list-style-type: none"> 1. Provide staff with an understanding of ATTS 2. Support HoH and staff under their supervision through an engaging mentor program 3. Review impact of strategies within their team and report back to AP 4. Make proposals to be considered by Leadership after regular reviews of all areas of operation 5. Provide a library of resources to support the work of Mentor teachers <p>SEIL will:</p> <ol style="list-style-type: none"> 1.. Work closely with the Principal and School SLT, meeting at least once per term to discuss and review implementation initiatives
<p>Success Indicators</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Show improved attendance and reduced lateness 2. Show greater participation in whole school/house activities 3. Complete learning tasks and meet deadlines <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Have a consistent approach to student management 2. Have a consistent approach to monitoring learning tasks and their submission 3. Monitor student progress through analytics on compass and review student outcomes <p>School Leaders will:</p>

	<ol style="list-style-type: none"> 1. Observe the take up of the mentor program and its effectiveness through student engagement and participation 2. Be in constant discussion with HoH to review mentor program 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Will make regular reminders to students and parents in relation to the importance of attendance at school in addition to absence protocols.</p> <p>Will consistently meet with HoH to reflect on agreed practices and their impact on student engagement.</p> <p>Will meet weekly with HoH to discuss progress of Action Plan</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Leading Teachers:</p> <p>Will meet with AP and Head of Student services regularly to discuss HoH issues</p> <p>Will provide attendance reports fortnightly to Assistant Principal</p> <p>HoH to meet with Mentor teachers regularly</p> <p>Support the professional development of Mentor teachers</p> <p>Ensure all Mentor teachers understand and implement the key aspects of school policies and procedures and discuss any changes</p> <p>Monitor and evaluate the AIP targets</p> <p>Provide Action Plan for HoH portfolio to AP</p> <p>Look for opportunities to lift the profile of the House System</p>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Teachers/mentors will make regular phone calls home or email and arrange meetings with parents</p> <p>Mentors and all teachers to support HoH to monitor attendance, lateness, uniform and a sense of belonging</p> <p>opportunities for teachers to review and provide feedback to leadership</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>KIS 3 Health and wellbeing</p>	<p>Strengthen the partnership between staff, students and parents for student wellbeing (inclusion and engagement of international students)</p>			

Actions	<ol style="list-style-type: none"> 1. Provide opportunities for International Students and new students to connect with the college community 2. Provide key information to staff about students they are working with and specific needs for each 3. Conduct regular meetings with parents including input into ILP's; SSG's. 4. Increase opportunities for parent involvement across the school 5. Further develop the House System and promote pride/reinforce values within their house and whole school community/BSEM model 6. Ensure that student wellbeing and safety is a priority 7. Promote and celebrate diversity 8. Ensure that our students attend on a regular basis and there is follow up
Outcomes	<p>STUDENTS WILL:</p> <ol style="list-style-type: none"> 1. Form closer relationships and support one another more often 2. Form greater connections and engage more with International Students and new students to the school 3. Form a greater connection with their House and activities across the school 4. Feel confident that they have been given the right tools to support one another e.g. Year 10 Mental Health Program and Peer Support 5. Feel safe and cared for <p>TEACHERS WILL:</p> <ol style="list-style-type: none"> 1. Share information and have a clear understanding of students in their care and strategies to work with them (Director of Students; Head of student Services; Director of School Improvement and Transition Coordinator 2. Inform and communicate with parents as required 3. Use a common approach/language incorporating the BSEM Model 4. Have a holistic understanding of students in their classes or mentor groups <p>LEADERS WILL:</p> <ol style="list-style-type: none"> 1. Heads of House to create a plan and establish goals for Mentor groups for 2019 2. Heads of House to oversee and work closely with mentor teachers to respond to attendance issues; behaviours and learning outcomes 3. Link an International student with a local student in mentor. 4. Equal spread of International students across all mentor groups 5. Look for opportunities to include parents in school events 6. Review the on line booking system so students can self refer (Wellbeing team) 7. Build the capacity of the 'Respectful Relationships' Team and review existing programs

Success Indicators	1. International students are immersed in school culture and activities 2. All students feeling safe; attending more regularly; engaging positively in all aspects of school 3. Teachers, carers and parents work together to support their child's progress 4. Parent/carers have a visible presence within the school 5.1 Improve participation by students in House/ whole school activities 5.2 Through the House System student behaviour and attendance is monitored/school values are upheld 5.3 Further consistent use of the BSEM model in all classes. 6. Diversity is celebrated through school events e.g.Wellfest week			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1. Share information and have a clear understanding of students in their care and strategies to work with them (Director of Students; Head of student Services; Director of School Improvement and Transition Coordinator 2. Inform and communicate with parents as required 3.Use a common approach/language incorporating the BSEM Model 4. Have a holistic understanding of students in their classes or mentor groups	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
1. Heads of House to create a plan and establish goals for Mentor groups for 2019 2. Heads of House to oversee and work closely with mentor teachers to respond to attendance issues; behaviours and learning outcomes 3. Link an International student with a local student in mentor. 4. Equal spread of International students across all mentor groups 5. Look for opportunities to include parents in school events 6. Review the on line booking system so students can self refer (Wellbeing team) 7. Build the capacity of the 'Respectful Relationships' Team and review existing programs	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

