

# 2016 Annual Implementation Plan: for Improving Student Outcomes

[5486]

[Carranballac College]  
[2016]

Based on Strategic Plan [2015-2018]

## Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

## 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
<b>Excellence in teaching and learning</b>	<p><b>Building practice excellence:</b> Teachers, principals and schools will work together</p> <p><b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs</p>
<b>Professional leadership</b>	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
<b>Positive climate for learning</b>	<p><b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say</p> <p><b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</p>
<b>Community engagement in learning</b>	<b>Building communities:</b> 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	
<b>Excellence in teaching and learning</b>	Building practice excellence	✓
	Curriculum planning and assessment	
<b>Professional leadership</b>	Building leadership teams	
<b>Positive climate for learning</b>	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	
<b>Community engagement in learning</b>	Building communities	

Initiatives Rationale:	
<p>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.</p> <p><b>The 2014 Peer Review recognised that transience was a significant factor impacting upon student achievement in the college and that there is a need to establish an enrolment process which maximises knowledge of student academic and well being needs. Although our NAPLAN data indicates that student who remain in the school have a growth rate which in general is faster than that of the state student achievement levels still fall below state mean. Carranballac recognises the importance of building positive relationships and a culture of high expectation. By focussing on these two areas we believe we are addressing the two key areas for growth identified in the Review.</b></p> <p><b>Consequently the SSP clearly identifies the need to implement consistent and effective pedagogical practices across the college to improve student learning outcomes and to increase the engagement of transitioning students.</b></p>	
Key Improvement Strategies (KIS)	
<p>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.</p>	
Initiative:	KIS
<b>Building Practice Excellence</b>	<ul style="list-style-type: none"> <li>Identify and teach at students point of learning by building teacher confidence in moderating common assessment tasks.</li> <li>Implement Inquiry based learning processes to improve student learning outcomes.</li> <li>Build Teacher capacity to implement a whole school approach to evidence based teaching strategies in English and Mathematics.</li> <li>Implement the High Reliability Schools Model</li> <li>Strategically use pedagogy coaches mentor team leaders and build teacher capacity to engage students and teach to their point of need</li> <li>Create a whole school culture of high expectation</li> </ul>
<b>Empowering Students and Building School Pride</b>	<ul style="list-style-type: none"> <li>Identify and implement strategies to improve student perception of safe school environment</li> <li>Research and implement digital portfolios linked to common assessment tasks – setting of personal goals</li> <li>Develop systems to identify the academic capabilities of transient students on enrolment.</li> <li>Development of strategies to identify transient students well being needs on enrolment.</li> <li>Establish an agreed college wide staged response to all absences and lateness.</li> <li>Revise and strengthen college codes of conduct for all stakeholders</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	By the end of the strategic plan we will have defined consistent and effective College pedagogical practices in order to improve student learning outcomes in English and Mathematics	Targets	<p><b>That all students deemed capable will attain in excess of one year of growth for each year they are at the College.</b></p> <ul style="list-style-type: none"> <li>As measured by EOI and MOI for Years F-2</li> <li>That the growth targets are equal to or in excess of state mean for student achievement in English and Mathematics from years 3-9 as measured by NAPLAN</li> </ul> <p><i>For each year of the Strategic Plan all students deemed capable will achieve an average effect size in excess of 0.4 in English and Mathematics using College-based assessments.</i></p>		
		12 month targets	<p><b>That all students deemed capable will achieve an average effect size in excess of 0.4 in English and Mathematics using College-based assessments.</b></p>		
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
<p><b>Identify and teach at students point of learning by building teacher confidence in moderating common assessment tasks.</b></p>	<ul style="list-style-type: none"> <li>Professional development to support the writing and moderation of Pre and Post tests to ensure that they are authentic and informative</li> <li>Include the use of Pre and Post testing and moderation in PDP process</li> <li>Identify low and high achieving students through consistent college wide testing</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of a tiered whole college approach to professional learning</li> <li>Development of a meeting/ professional learning schedule.</li> <li>Dedicated literacy and numeracy support targeted at low and high achieving students</li> </ul>	<p><b>Leadership</b> – deliver key message and provide time and resources to support Professional learning activities</p> <p><b>Subschool managers</b> facilitate moderation across year levels</p> <p><b>Coaches</b> - drive the development of a college wide assessment schedule</p> <p><b>Team Leaders</b> - use information gained from moderation to drive planning and targeted teaching</p> <p><b>Literacy and numeracy support teachers</b> – implement targeted support programs</p> <p><b>Teachers</b> – Implement pre and post testing regime. Moderate work with other members of their team.</p>	<p>Term 1</p> <p>Term 1 and throughout the year</p> <p>Term 1</p> <p>Term 1</p>	<p>Leadership has provided targeted professional learning to support the development of Pre and post testing</p> <p>Meeting schedule includes planned moderation linked to assessment schedule.</p> <p>Assessment schedule provides for pre and post testing in Mathematics and Common assessment tasks in English.</p> <p>Staff are developing and using appropriate pre and post testing regimes.</p> <p>Staff are developing and using appropriate rubrics.</p> <p>Staff are moderating common assessment tasks across the college.</p> <p>Planning reflects learning gained through moderation</p> <p>Teachers are achieving an average effect size of at least 0.4 based on school based assessments</p> <p>SPA data is being collected and tracked,</p>
<p><b>Implement Inquiry based learning processes to improve student learning outcomes</b></p>	<ul style="list-style-type: none"> <li>Development of an inquiry learning scope and sequence</li> <li>Professional development to support the implementation of Inquiry learning strategies across all levels of the school</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of a tiered whole college approach to professional learning</li> <li>Development of a meeting/ professional learning schedule.</li> </ul>	<p><b>Leadership</b> – deliver key message and provide time and resources to support Professional learning activities</p> <p><b>Subschool managers</b> - Facilitate Professional Learning</p> <p><b>Coaches</b> - drive the development of a scope and sequence</p> <p><b>Team Leaders</b> – drive the implementation of inquiry processes in curriculum delivery</p> <p><b>Teachers</b> – Implement inquiry based learning processes</p>	<p>Term 2</p> <p>Term 2</p> <p>Term 2</p>	<p>Leadership has provided targeted professional learning to support the implementation of consistent inquiry processes from P-9</p> <p>Scope and sequence developed and available on curriculum site</p> <p>Scope and sequence implemented – Minutes of meetings, planning documents</p>
<p><b>Build Teacher capacity to implement a whole school approach to evidence based teaching</b></p>	<ul style="list-style-type: none"> <li>Implementation of culture of expectation, consistency and accountability in every classroom</li> <li>Implementation of an agreed curriculum focussing on essential learning in line with Victorian Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Employment of 3.6 EFT pedagogy coaches</li> <li>Refinement of the PLT meeting structures</li> <li>(Enrolment procedures)</li> <li>(Student files up to date and shared)</li> </ul>	<p><b>Leadership</b> – facilitate instructional walks and learning walks</p> <p>Support the identification of strategic goals within their PRP</p> <p><b>Sub school Leaders</b></p> <p>Agenda teaching and learning as the primary focus in Sub school meetings</p>	<p>End of 2016</p> <p>Term 1</p>	<p>All staff to have participated in at least one college focus Instructional Walk</p> <p>All staff to have participated in at least one individual goal based Learning walk.</p> <p>Minutes of meetings</p>

<b>strategies in English and Mathematics</b>			<p><b>Coaches</b> – Support Instruction and Learning Walks. Support individuals and teams to identify action SMART goals related to teaching and learning</p> <p><b>Team leaders</b> Agenda teaching and learning as the primary focus in PLT meetings</p> <p><b>Teachers</b> Identify and action SMART goals</p> <p><b>Students</b></p>	<p>Semester 1</p> <p>Term 1</p> <p>Semester 1</p>	<p>Observation notes Reflection journals</p> <p>Minutes of meetings</p> <p>Reflection Journals</p> <p>For students deemed capable at least one year of growth in reading and mathematics as measured by EOI, MOI, Adaptive On Demand Testing.</p>
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# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	By the end of the Strategic Plan we will increase the active engagement of students in their learning and transitioning.	Targets	That the current rate of lateness and absence be reduced by 10% over the lifetime of the Strategic Plan. We will require academic data and wellbeing information for all students at enrolment.		
		12 month targets	The rate of lateness and absence will be reduced by 2%. Protocols developed and implemented for the transfer of academic data on student enrolment.		
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
Develop systems to identify the academic capabilities of transient students on enrolment.	<ul style="list-style-type: none"> <li>Trial, review and strengthen the newly established enrolment process including; request previous school reports at enrolment and request school files</li> <li>Develop a suitable assessment protocol as part of an induction process</li> <li>Develop an information file sharing strategy to ensure teachers are familiar with student capabilities</li> </ul>	<ul style="list-style-type: none"> <li>Sub school leaders and registrar to implement and manage and evaluate enrolment processes</li> <li>Use of On demand testing to identify student capability where necessary.</li> <li>Implement Literacy and numeracy support programs when need identified.</li> </ul>	<p><b>Leadership</b> Ensure that processes are in place and being followed</p> <p><b>Registrar</b> Implement 2015 enrolment processes Liaise with previous school</p> <p><b>Sub-school Managers</b> Implement 2015 enrolment processes ensure information is shared with teachers and relevant stake holders</p> <p><b>Coaches</b> Manage assessment protocol as a part of the induction process where necessary</p> <p><b>Team Leaders</b> Agenda time to read and share information from files</p> <p><b>Literacy and Numeracy Support teachers</b> – respond when enrolment data identifies low or high achievement</p> <p><b>Teachers</b> Ensure that all materials are filed and read</p>	<p>Term 4</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Week 3 Term 1</p> <p>Term 1</p>	<ul style="list-style-type: none"> <li>Enrolment process is clearly articulated and implemented</li> <li>Academic information is being collected</li> <li>Teachers are provided with information about student capability</li> <li>Teachers are using student academic data in their planning and teaching</li> </ul>
Development of strategies to identify transient students well being needs on enrolment.	<ul style="list-style-type: none"> <li>Develop connections with outside agencies within the new enrolment system</li> <li>Trial, review and strengthen file sharing processes</li> </ul>	<ul style="list-style-type: none"> <li>Sub school leaders and Well Being Leader to implement and manage and evaluate enrolment processes</li> <li>Sub school leaders and well being leader to monitor file sharing processes and feed back from staff.</li> </ul>	<p><b>Leadership</b></p> <p><b>Sub-school Managers</b> Liaise with outside agencies and schools Ensure information is shared with teachers and relevant stake holders</p> <p><b>Wellbeing Leader</b> Ensure information is shared with teachers and relevant stake holders. Liaise with outside agencies</p> <p><b>Teachers</b> Ensure that all materials are filed and read</p>	<p>Term 2</p> <p>Term 2</p> <p>Term 2</p>	<ul style="list-style-type: none"> <li>Detailed notes kept of relevant conversations with external providers</li> <li>Files are current and accessible</li> <li>Teachers (core and specialist) are aware of individual student needs in a timely manner and are implementing recommendations</li> </ul>

DEC 2015

<p><b>Establish an agreed college wide staged response to all absences and lateness.</b></p>	<ul style="list-style-type: none"> <li>• Implement attendance module in Compass</li> <li>• Identify trends in absence data</li> <li>• Develop staged response for students at risk due to attendance and lateness</li> <li>• Identify external agencies who can support students and families</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development provided to support implementation of new package and to support accurate roll marking</li> <li>• Work with Sue Conquest to interrogate attendance data and identify patterns</li> <li>• Identify trigger points for the implementation of a staged response to attendance.</li> <li>• Investigate the use of an attendance officer</li> </ul>	<p><b>Leadership</b> Work with consultant (Sue Conquest) to analyse attendance data and establish protocols</p> <p><b>Sub-school Managers</b> Implement staged response to lateness and attendance.</p> <p><b>Team Leaders</b> Ensure that all team members are following agreed processes</p> <p><b>Teachers</b> All teachers marking the roll accurately and in a timely manner</p>	<p>Term 2</p> <p>Term 3</p> <p>Term 3</p> <p>Day 1</p>	<ul style="list-style-type: none"> <li>• Accurate attendance data recorded through Compass</li> <li>• Staged response action plan developed and implemented</li> <li>• Improved attendance and lateness data of 2% across the college</li> </ul>
<p><b>Create a whole school culture of high expectation</b></p>	<ul style="list-style-type: none"> <li>• Implement college wide professional learning using the High Reliability Schools Framework</li> <li>• Embed team focussed discussions around teaching and learning</li> <li>• Develop and implement a revised assessment regime based upon the use of pre and post testing.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development supporting implementation of HRS modules focussing on Safe and Collaborative Environment</li> <li>• All meeting agenda begin with a focus on teaching and learning – testing, moderation, planning</li> <li>• Coaches mentor Team Leaders to develop their capacity to drive PLT discussions around teaching and learning</li> <li>• Celebrate student success</li> </ul>	<p><b>Leadership</b> Provide professional development opportunities</p> <p><b>Sub-school Managers</b> Facilitate professional learning.</p> <p><b>Coaches</b> Implement professional learning program</p> <p>Work with team leaders to drive rich professional conversations</p> <p>Work with individual teachers to achieve SMART goals linked the creation of a culture of expectation</p> <p><b>Team Leaders</b> Agenda Teaching and learning as a priority in meetings.</p> <p><b>Teachers</b> Participate in professional conversations and behaviours to support development of culture of expectation.</p>	<p>Term1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 1</p> <p>Term 1</p>	<ul style="list-style-type: none"> <li>• Professional Learning Schedule</li> <li>• Minutes of meetings</li> <li>• Professional learning activities</li> <li>• Coach/ coachee reflections</li> <li>• Meeting minutes</li> <li>• Improved student outcomes of 2%</li> </ul>

2015

# Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	By the end of the Strategic Plan we will have enhanced the social and emotional wellbeing of all students in the College in order to sustain positive learning experiences.	Targets	<p>That the Attitudes to School survey data demonstrate an upward trend in school connectedness across all year levels.</p> <p><i>Achieve a score of 3.5 or above on HRS survey Level 1 Long-form leading indicator for Parents– Safe and Collaborative Environment for each criterion specific to school connectedness 1.1, 1.2, 1.6 and 1.7</i></p> <p><i>Achieve a score of 3.5 or above on HRS survey Level 1 Long-form leading indicator for Students– Safe and Collaborative Environment for each criterion specific to school connectedness 1.2, 1.6 and 1.7</i></p>		
		12 month targets	Develop baseline data using HRS Safe and Collaborative survey for parents and 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
<b>Maintain and share wellbeing files among all stakeholders</b>	<p>Implement and monitor new filing system for the sharing of student information.</p> <p>Transfer paper files to a digital format</p>	<p>Ensure that all files are in the hands of teachers during the first week of the school year</p> <p>New student files are developed and given to classroom teachers</p> <p>Provide PLT time to examine content of files note recommended strategies.</p>	<p><b>Well Being Team</b></p> <p>Distribute files</p> <p><b>Team leaders</b></p> <p>Agenda time to read and discuss student files early in term 1.</p> <p><b>Teachers</b></p> <p>Ensure they have read files before discussing issues with well being team</p>	<p>Week 1 Term 1 New enrolments ongoing</p> <p>Week 3</p> <p>Ongoing</p>	<p>All files are in place and up to date</p> <p>Minutes of PLT meetings reflect file distribution and use</p> <p>Informed conversations between teachers, team leaders and wellbeing team.</p> <p>Recommended strategies have been implemented.</p>
<b>Develop a communication strategy around behavioural norms and expectations for all members of the school community</b>	<p>Develop and publish a rubric that describes the key indicators of what a safe and collaborative school looks like.</p> <p>Develop and implement a staged and consistent response to student well being.</p> <p>Complete a risk assessment of the school to identify threats to student safety.</p> <p>Track student incidents and responses</p> <p>Implement DET/DHS sanctioned programs related to mental health</p> <p>Review student engagement policy and acceptable use agreements.</p> <p>HRS surveys</p>	<p>Implement working parties for parents, student leaders and teachers</p> <p>Well being team and team leaders develop a staged response to behaviour management</p> <p>Survey students at all levels about safety and well being</p> <p>Implement the incident reporting module of Compass.</p> <p>Professional Learning programs for teachers and forum for parents related to Safe Minds, Safe Schools Coalition and eSmart</p> <p>Complete HRS surveys with parents and students.</p>	<p><b>Leadership –</b></p> <p>Facilitate working parties</p> <p><b>Wellbeing team</b></p> <p>review student engagement policy</p> <p><b>Teachers</b></p> <p><b>School Council</b></p> <p>Conduct parent survey using HRS survey tools</p> <p><b>Students</b></p>	<p>Term 2</p> <p>Term 3</p> <p>Early Term 2</p> <p>Term 1</p>	<p>Key indicators of a safe school identified, published and evident. Code of conduct established, visible and actioned.</p> <p>Clear behaviour management guidelines established and in place</p> <p>Risk assessment completed and actions implemented</p> <p>Reduction in the number of incidences</p> <p>Parent forums have been held and support programs are in place.</p>

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# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	<p>By the end of the Strategic Plan</p> <ul style="list-style-type: none"> <li>we will have improved communication between the College and the broader community.</li> <li>We will improve the effective and efficient use of school resources.</li> </ul>	Targets	<p>When compared with Primary/Secondary School Parent Opinion Survey Data we will see an upward trend in parent responses with regard to Reports and Parent Input.</p> <p>All students will receive appropriate allocation of resources as evidenced by School Financial Data Report.</p>		
		12 month targets	<p>Primary/Secondary School Parent Opinion Survey Data will continue to show an upward trend in parent responses with regard to Reports and Parent Input.</p>		
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
<p><b>Research and implement digital portfolios linked to common assessment tasks in response to parent feedback on reporting received in 2015</b></p>	<p>Investigate reporting and portfolio modules within Compass</p> <p>Seek feedback from stakeholders to further strengthen the reporting process</p>	<p>Identify essential learning and common assessment tasks</p> <p>Professional Learning program to support the development of digital portfolios</p> <p>Undertake staff and community consultation on specialist input into reports</p>	<p><b>College Leadership</b> Facilitate professional development related to the implementation of various models in Compass Develop and analyse feedback from Parents and teachers re reporting process <b>Coaches</b> lead the identification of essential learning and common assessment tasks <b>Teachers</b> build digital portfolios</p>	<p>Term 1</p> <p>End Term 2</p> <p>End Term 3</p> <p>Established by Term 2 - ongoing</p>	<p>All teachers are using available modules in Compass to provide feedback to parents through the development of digital portfolios</p> <p>Surveys/ consultation meetings have been undertaken</p> <p>Curriculum has been reviewed in line with Victorian curriculum and essential learning has been identified. Common assessment tasks developed and being implemented</p> <p>Digital portfolios being developed</p>
<p><b>Continue to review financial systems</b></p>	<p>Implement cash and credit profiles</p> <p>Continue to develop work force plan projections</p>	<p>Continue to liaise with central office to rationalise financial systems</p>	<p><b>College Director and Business Manager.</b></p> <p><b>School Council Finance sub committee</b></p>	<p>Term 2</p> <p>Term 3</p>	<p>Finance protocols in place.</p> <p>Four year work force plan developed</p>
<p><b>Continue increased opportunities for parent participation</b></p>	<p>Develop a communication strategy that clearly articulates the school vision and goals to all levels of the community.</p> <p>Develop an action plan that will drive the consultation process with all stakeholders.</p>	<p>Leadership team to provide formal and informal opportunities for staff student and parent interaction</p> <p>Strategically target parent engagement through existing Student Learning Conferences.</p>	<p>Leadership</p> <p>Parents and Friends ICT Vision Team</p>		<p>Multiple communication channels exist</p> <p>Consultation process established.</p>

# 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	

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