

Annual Implementation Plan: for Improving Student Outcomes

School name: Carranballac P-9 College

Year: 2017

School number: 5486

Based on strategic plan: 2014-2018

Endorsement:

Principal **Brendan O'Brien** [date]

Senior Education Improvement Leader **Judy Maguire** [date]

School council **Ian Muir** [date]

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
<p>By the end of the strategic plan</p> <ul style="list-style-type: none"> We will have defined consistent and effective college pedagogical practices in order to improve student learning outcomes in English and Mathematics We will have enhanced the social and emotional wellbeing of all student in the college in order to sustain positive learning experiences.

Improvement Priorities	Improvement 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	

Improvement Initiatives rationale:
<p>Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.</p> <p>Excellence in Teaching and Learning: Curriculum Planning and Assessment</p> <p>Analysis of the evidence from the 2016 AIP has informed our decision to embed the line of sight between the school's strategic goal, AIP and PDPs through the use of data to drive effective and efficient teaching practices.</p> <p>Positive climate for learning</p> <ul style="list-style-type: none"> Empowering students and building school pride <p>Aligning our wellbeing goals in the Strategic plan and building on progression gained from the 2016 AIP Wellbeing KIS we have identified SWPB as the next level of work. We will continue to build on the momentum gained through the HERO program developed through Bastow team project from 2016.</p>
Key improvement strategies (KIS)



List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Curriculum planning and assessment	<ul style="list-style-type: none"> • Use the HRS model to support the implementation of a guaranteed and viable curriculum. • Build team leader capacity. • Strengthen PLT effectiveness and efficiency in analysing data to inform teaching and learning
Empowering students and building school pride	<ul style="list-style-type: none"> • Under take SWPB professional learning in a network COP • Continue the HERO program within the framework of SWPB implementation • Continue to monitor student wellbeing needs through the expanded use of Compass.

DRAFT



Framework for Improving Student Outcomes

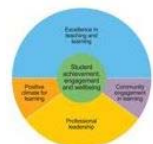
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Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> 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 						
IMPROVEMENT INITIATIVE		Curriculum Planning and Assessment						
STRATEGIC PLAN TARGETS		All students deemed capable will attain in excess of one year of growth for each year they are at the college, <ul style="list-style-type: none"> As measured by EOI and MOI for Years f-2 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 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.						
12 MONTH TARGETS		That all students deemed capable will achieve an average effect size of in excess of 0.4 in English and Mathematics using college based assessments.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
Estimate	YTD							
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
Use the HRS model to support the implementation of a guaranteed and viable curriculum	Leadership: Facilitate Professional Learning and planning time for staff Coaches: Lead Professional Learning and support planning with staff Team Leaders: Drive and monitor curriculum development and implementation of guaranteed and viable curriculum. Documentation complete and on the college share drive	Identified under actions	Ongoing	6 months: By the end of Term 2 we will have finalised the documentation to support a guaranteed and viable curriculum in foundation, year 1 and year 2 in Maths English	● ● ●	Documentation is being placed on the Office 365 site Coaches – 0.4 EFT LT to support planning of Guaranteed (\$40, 000) and Viable Plus 40 CRTs (\$13200) AP Curriculum	\$52,000	\$27,000
	Teachers: Implementation of guaranteed and viable curriculum ES Staff: Support implementation of guaranteed and viable curriculum for students with special needs.		Ongoing	12 months: By the end of Term 4 we will have finalised the documentation to support a guaranteed and viable curriculum in Year 3, year 4, year 5 and year 6 in Maths English	● ● ●	Year 3 and 4 planning has been drafted – overview documents prepared. Syllabus documents developed. Assessment materials and resources being collated. Year 5 and 6 planning has been initiated.	1258	1258
			Sem 1			F&P prompt guides 17 x Guides 1 &2 @	2000	1000
			Ongoing			2.2 LLI teachers 200, 000	00	00



Build team leader capacity.	<p>Leadership: Facilitate Professional Learning for team leaders through external and internal providers for both teaching and support staff (including the employment of 3.0 pedagogy coaches)</p> <p>Provide mentoring and professional growth opportunities for aspiring leaders.</p> <p>Provide opportunities for leadership through extra duties and acting responsibilities.</p> <p>Coaches: Lead Professional Learning in conjunction with College leadership team.</p>	Identified under actions	ongoing	6 months: Team Leaders to be embedded in SWPB and College review vertical teams.	● ● ●	<p>Vertical team has been established, professional development undertaken, school visits made. Action plan developed. Vision and Values review has been undertaken including parents and students. Ready for tabling at school council, staff and student forums.</p> <p>CRT release vertical team implementation 16x days (5280) Consultant \$2000 0.2 Leading teacher Coach</p>	5280	2640
			ongoing	Professional Learning through mentoring and internal professional development program initiated for team leaders.			2000	2000
			Ongoing				20,000	10,000
			Ongoing				0	0
Strengthen PLT effectiveness and efficiency in analysing data to inform teaching and learning	<p>Leadership: Facilitate Professional Learning</p> <p>Engage external provider to facilitate the implementation appropriate structure and conditions for effective and efficient data driven discussions to occur at PLT level.</p> <p>Coaches: Support Team Leaders to implement data driven practices within their teams.</p> <p>Team Leaders: Model and implement data driven practices within their teams</p> <p>Facilitate the sharing and analysis of data at PLTs</p> <p>Teachers: Implementation data driven practices within planning and teaching</p> <p>Commit to the sharing and analysis of data through PLTs</p> <p>ES Staff: Support the implementation of data driven teaching and learning in the classroom for students with special needs.</p>	Identified under actions	Ongoing	6 months: Engagement of consultant to support college wide data analysis to demonstrate the growth of students	● ● ●	<p>Data analysis has been completed. Workshops have been run and feedback gathered. This will feed the review document.</p> <p>Leading teacher allocation (0.1)</p> <p>This is being moved into the team leader model for analysis and embedding practice</p>	10,000	5,000
			Semester 1	Baseline data collected				
			Ongoing	12 months: PLT minutes show evidence of data driven discussions, planning and curriculum delivery.	● ● ●			
			Ongoing	Data shows that students have demonstrated 1 year of growth through use of online assessments and teacher judgement.				
			Ongoing					
			Ongoing					
			6 months:	● ● ●				
			12 months:	● ● ●				



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		We will have enhanced the social and emotional wellbeing of all student in the college in order to sustain positive learning experiences.						
IMPROVEMENT INITIATIVE		Empowering students and building school pride						
STRATEGIC PLAN TARGETS		That the attitudes to school survey data demonstrate an upward trend in school connectedness across all year levels. <ul style="list-style-type: none"> 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 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 						
12 MONTH TARGETS		Collect, collate and compare HRS survey data using HRS Safe and collaborative surveys for parents and students.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
				Estimate			YTD	
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
Undertake SWPB professional learning in a network COP	Leadership: Participate in Hobsons Bay Network Community of Practice professional learning re SWPB Lead staff through the introduction and documentation of SWPB Coaches: Support leadership in the introduction of SWPB Team Leaders: Model and introduce SWPB at a team level Teachers: Implement SWPB in class and college environments ES Staff: Support the implementation of SWPB in class and college environments	Identified under actions	Semester 1	6 months: SWPB vertical team has been developed. Team has undertaken SWPB training. SWPB action plan has been developed.	● ● ●	Team has been developed and is in place. Training has been undertaken. Action plan has been developed		
			Semester 2	Gather baseline data for SWPB related to student safety.		Data is being collated – Compass is being updated to support this		
			Sem 2			AP (0.1)	\$14,000	7,000
			Ongoing			LT ((0.2)	20,000	10,000
			Ongoing	12 months: SWPB implementation strategy is evident across the college.	● ● ●	Action plan has begun implementation <ul style="list-style-type: none"> Professional Learning undertaken by vertical SWPB team Workshop held investigating expected behaviours in various contexts School visits by representatives of SWPB team Review and rewrite of Vision and Mission has been completed. Presentation of introductory Professional Learning Program for staff by SWV region staff Feedback re behaviour expectations sought from students (Buddies) and parents (using digital tools) 		
			Ongoing	To have met all SWPB deadlines as articulated in the action plan				



<p>Continue the HERO program within the framework of SWPB implementation</p>	<p>Leadership: Continue to facilitate the high profile of the HERO program across the college and its community</p> <p>BASTOW Team: Continue to monitor and evaluate the HERO program for long-term effectiveness</p> <p>Team Leaders: Facilitate the tracking of attendance data and its impact on student learning at a PLT level.</p> <p>Teachers: Continue to track attendance and lateness taking action as defined by college and DET requirements</p> <p>ES Staff: Monitor attendance data across the college Evaluate attendance procedures in the context of improving efficiency. Monitor attendance of special needs' students in conjunction with teaching and well-being staff</p>	<p>Identified under actions</p>	Sem 1 then Ongoing	6 months: Review the ongoing effectiveness of the program and evaluate against current data.	● ● ●	Initiated strategies to review the data. Data currently being collated.		
			Monthly	12 months: To have achieved a reduction of an average of 5% across the college. Continue to monitor data and make recommendations for 2018	● ● ●			
<p>Continue to monitor student wellbeing needs through the expanded use of Compass</p>	<p>Leadership: Develop an action plan for implementation of compass across the college and its community.</p> <p>Well-being Team: Continue to update teacher files, using Compass, for students as required</p> <p>Team Leaders: Ensure teams have read files and identified appropriate teaching and learning strategies for their students. Model the use of Compass to record, track and monitor factors impacting on student learning and wellbeing. Model the implementation of college and DET requirements as they apply to student well-being</p> <p>Teachers: Have read files and identified appropriate teaching and learning strategies for their students. Use Compass to record, track and monitor factors impacting on student learning and wellbeing. Implement college and DET requirements as they apply to student well-being</p>	<p>Identified under actions</p>	Term 1	6 months: Parents have access to Reports, ILPs, Attendance and sickbay records. Develop an action plan for the staged introduction of Compass modules	● ● ●	We have undertaken a significant number of planned tasks to progress our implementation of Compass Modules for staff and parents. Reports and ILPs available for collection through the compass portal. Parents may request a hard copy. Parent training available to support their transition to the Compass portal. Took a vertical team including parents to a lead school. Templates have been generated in Chronicle to reflect college needs Work shop with SWPB and Lead users with Compass Attendance and Sickbay records available through the compass portal		
			Ongoing	12 months: To use HRS survey tools to develop baseline data from parents, student and staff on compass effectiveness	● ● ●			
			Ongoing					
			February and ongoing					
			Ongoing					
			Ongoing					
			February					
			Ongoing					
			Ongoing					



				6 months:	● ● ●		
				12 months:	● ● ●		



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]							
OTHER IMPROVEMENT MODEL DIMENSIONS	[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]							
STRATEGIC PLAN TARGETS	[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]							
12 MONTH TARGETS	[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	No	2 - Evolving	Staff have developed a statement defining professional behaviours at Carranballac College. Consultant has been employed to support staff in data analysis Pedagogy Coaches in place Team leader mentoring initiated
	Curriculum planning and assessment	Yes	2 - Evolving	Foundation, year 1 and year2 curriculum close to finished Year 2 working with the pedagogy coaches to develop and finalise documents Plan in place to support development of 3/4 and 5/6
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	Mentoring Vertical team structures
	Strategic resource management	Select	Select status	Work force plan in place Budget protocols in place
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	1 - Emerging	SWPB vertical team has been established Structures in place to support the team to develop an action plan
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	Korea exchange program
	Networks with schools, services and agencies	Select	Select status	Network COP
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				



Next Steps:

