

Annual Implementation Plan: for Improving Student Outcomes

School name: John Fawkner College

Year: 2017

School number: 8894

Based on strategic plan: 2014 - 2017

Endorsement:

Principal Paula Condell 30/08/2016

Senior Education Improvement Leader [name] [date]

School council [name] [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	Improvement Priorities	Improvement Initiatives	✓
To improve the capacity and quality of student learning. To consolidate improved teacher practice across the school and ensure consistent and personalized approach by staff with greater engagement and support of parents. To improve student literacy and numeracy knowledge and skills from Years 7 to 10. To develop student interest and motivation in learning supported by parents. To improve student engagement in classroom learning To develop student self-efficacy and confidence in learning. To improve the effectiveness of resources in learning.	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	

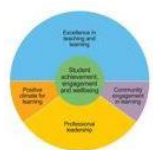
Improvement Initiatives rationale:
Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.
<ul style="list-style-type: none"> Focus on improving overall NAPLAN results: lifting standards in all bands, particularly in the lower bands : literacy Focus on revised Literacy Program: inclusive of increased interaction and student engagement. Creating a culture of High Expectations: raising the standards focusing on building student self- efficacy and engagement including Attendance, Student Productivity and Quality. Connectedness to Broader School Community: open learning spaces and programs to engage parents and broader community, raising student voice. A holistic approach to ICT in the development of a rich and interactive learning culture environment within the school, which is inclusive of community and surrounding corporate institutions

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)
Excellence in Teaching and Learning	<ul style="list-style-type: none"> To improve the capacity and quality of student learning To consolidate improved teacher practice across the school and ensure consistent and personalized approach by staff with greater engagement and support of parents To improve student literacy and numeracy knowledge and skills form Year 7-10 by differentiating learning and developing IEPs Share excellence / strategies in professional practice in the later years teaching

Positive climate for Learning

- To develop student motivation in learning by focusing curriculum on relevant and engaging content
- To improve student engagement in classroom learning and improve overall attendance through collaboration with parents
- To improve student self- efficacy and confidence in learning through increased access to teachers, resources and quality feedback

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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"> To improve the capacity and quality of student learning. To consolidate improved teacher practice across the school and ensure consistent and personalized approach by staff with greater engagement and support of parents. To improve student literacy and numeracy knowledge and skills from Years 7 to 10. To develop student interest and motivation in learning supported by parents. To improve student engagement in classroom learning To develop student self-efficacy and confidence in learning. To improve the effectiveness of resources in learning. 							
IMPROVEMENT INITIATIVE	Excellence in Teaching and Learning							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> In English and Mathematics increase the proportion of students at year 9 in the top two NAP bands and reduce the proportion in the bottom two bands for each year of the strategic plan. The NAPLAN matched cohort growth for students from year 7 to 9 to increase for each year of the strategic plan with the mean being above the state mean. The VCE all study score to increase for each year of the strategic plan. Increase the VET & VCAL completion rates for each year of the strategic plan. Teacher judgements in English and Mathematics to be consistent with NAPLAN and On Demand data and show improvement for each year of the strategic plan. 							
12 MONTH TARGETS	<ul style="list-style-type: none"> In English and Mathematics continue to close the gap at Year 9 between school and national data in NAPLAN and ensure students average growth remain positive. The VCE all study score to remain around current level of 29.5 in 2017. VET & VCAL completion rates be 90% or above in 2017. Teacher judgements on reports in English and Mathematics to be consistent with other data sets and show improvement from 2016. 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To improve the capacity and quality of student learning	Continue targeted in house professional learning with particular focus on the Powerful Learning model via PLT / working parties.	Leadership	TERM 1 / 2	6 months: Staff opinion surveys displaying confidence in use of strategies and resources developed in professional learning sessions.	● ● ●	Improvement in all data sets relating to overall increase in levels of student engagement and achievement status. Theories of Action and Strategies evident in Scope and sequence of Domain curriculum.		
	Investigate programs such as Compass to support the accuracy and use / sharing of high quality data.			12 months: Successful implementation of programs to support the accuracy and use / sharing of high quality data.				
	Develop whole school protocols on the use of data to inform teaching and learning by using professional learning time to develop consistent practices across the staff.							
	Delivery of professional learning session around whole school protocols on the use of data to inform teaching.							



To consolidate improved teacher practice across the school and ensure consistent and personalized approach by staff with greater engagement and support of parents	Continue to review the operation of the Library to maximize its effectiveness in supporting student learning incorporating ICT Development of a structured VCAL course that enables a higher successful completion rate of intermediate and senior certificate.	Leadership		6 months: Coordinated approach to ICT	● ● ●			
				12 months: Reduced exits / suspensions from classrooms in VCAL Increased completion rate Years 10 – 12 VCAL against 2016	● ● ●	Reduced repetition of content – increased collaboration around teaching ideas and concepts		
To improve student literacy and numeracy knowledge and skills form Year 7-10 by differentiating learning and developing IEPs	Improved practices through cross curricular conversations in PLTs. Discussions and alignment of standardised Curriculum documentation / Schemes of Works Establishment of extended home group activity to target literacy and numeracy.	Leadership		6 months: Standardised curriculum documentation and schemes of work available to all staff on shared drives Literacy and Numeracy activities being run in designated time	● ● ●	Targeted NAPLAN revision program		
				12 months: Positive review of the success of the Literacy and Numeracy activities completed	● ● ●	Literacy / Numeracy programs running throughout the College in home group – improved NAPLAN / On demand / data.		
Share excellence / strategies in professional practice in the later years teaching	Later Years team meetings Analysis of attendance and academic data to inform targeted intervention for pupils / groups	Leadership		6 months: Data analysis completed, which shows a clear understanding of how successfully pupils are completing their later years study	● ● ●	Data analysis report		
				12 months: Significant number of pupils successfully completing their later years pathway	● ● ●	Student completion data		



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IMPROVEMENT INITIATIVE	Positive climate for Learning							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Improve the stimulated learning, student motivation, student safety and classroom behaviour variables of the Student Attitudes to School survey to be consistently at or above the state mean. Improve student attendance, particularly at Years 7 to 10 to be consistently below the state mean at each year level with the school mean below 12 days. Student behaviour management data (relocations and suspensions) to improve for each year of the strategic plan. Improve the learning confidence, student morale, student distress and peer connectedness parameters of the Student Attitudes to School survey to be consistently at or above the state mean. Increase real retention especially in the later years to at or above the state mean. 95% of students leaving school to transition into education, training or employment with an increase in the percentage of students transitioning to tertiary education. Increase the number of students successfully completing VCE, VCAL and VET. 							
12 MONTH TARGETS	<ul style="list-style-type: none"> Stimulating learning, student motivation, student safety and classroom behaviour variables of the Student Attitudes to School survey to be consistently at or above the state mean and in at least in the third quartile. Improve student attendance, particularly at Years 7 to 10 to be consistently below the state mean at each year level with the school mean below 12 days. Student behaviour management data (relocations and suspensions) to improve for each year of the strategic plan with an overall improvement of 25% by 2017. 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To develop student interest and motivation in learning supported by parents.	Use of Student Management Handbook and termly professional learning sessions to review and refine student management processes. Development of ICT systems / portal to allow greater access to learning resources for both students and parents	Leadership		6 months: Targeted professional learning and updates to Student Management Handbook Implementation of family and community engagement projects. Fully implemented Merit and Rewards system. Visible student leadership teams around the school	● ● ●	Student / Parent Portal up and running in 2017		
				12 months: Improved student engagement reflected in Student surveys – reduced incident data resulting in days lost to suspension	● ● ●		More visibility of VCAL project groups – including students presenting at Information Evenings	
To improve student engagement in classroom learning	Continue to investigate and develop initiatives to improve student, family and community engagement. Including the introduction of parental involvement in classrooms (reading program)	Leadership		6 months: Increased visibility of parental involvement in extra curricula activities and events. Protocols developed to facilitate engagement for students and teachers. Reduced exits from classroom compared to previous years data	● ● ●			
				12 months: Increased active participation by parent in sub groups established via 'open classroom' initiatives and improvement in overall student engagement data	● ● ●			



To improve student attendance through the development of clear lines of communication with parents	Develop a house system that utilises student capacity to develop visible student leadership opportunities across the school. Linked into the Merit and Rewards procedures and Merit certificate Raise the profile and validity of the VCAL program by introducing more applied project based learning	Leadership		6 months: On track to establishing new forums or improving the existing process and procedures protocols	● ● ●			
				12 months: Improved staff / student attendance and punctuality data, term on term	● ● ●			
To develop student self-efficacy and confidence in learning.	Target student self-efficacy and confidence through staff professional development in line with the Powerful Learning Project.	Leadership		6 months: Increase in student uptake and contributions to existing and new forums to raise student voice. Establish an improved culture of restorative practice across the school at all year levels.	● ● ●			
				12 months: Increase in Active participation in established forums to reflect improved engagement within the classroom and broader school curricula activities: Student management data to show a reduction in overall suspension and demerit point data.	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To improve the capacity and quality of student learning. To consolidate improved teacher practice across the school and ensure consistent and personalized approach by staff with greater engagement and support of parents. To improve student literacy and numeracy knowledge and skills from Years 7 to 10. To develop student interest and motivation in learning supported by parents. To improve student engagement in classroom learning To develop student self-efficacy and confidence in learning. To improve the effectiveness of resources in learning. 						
OTHER IMPROVEMENT MODEL DIMENSIONS		Positive Climate for Learning						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Improve the stimulated learning, student motivation, student safety and classroom behaviour variables of the Student Attitudes to School survey to be consistently at or above the state mean. Improve student attendance, particularly at Years 7 to 10 to be consistently below the state mean at each year level with the school mean below 12 days. Student behaviour management data (relocations and suspensions) to improve for each year of the strategic plan. Improve the learning confidence, student morale, student distress and peer connectedness parameters of the Student Attitudes to School survey to be consistently at or above the state mean. Increase real retention especially in the later years to at or above the state mean. 95% of students leaving school to transition into education, training or employment with an increase in the percentage of students transitioning to tertiary education. Increase the number of students successfully completing VCE, VCAL and VET. 						
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
Improve whole school literacy and numeracy through the introduction of a targeted program in years 7-10.	Targeted home group program with designated time for silent reading and a scaffolded ICT programs for literacy and numeracy (Years 7-10)	Leadership		6 months: Mid-year data to reflect improvement in student engagement (examinations and assessments, student portfolios)	● ● ●	Improved outcomes Year 7 and 9 NAPLAN		
	Exam Technique, Study Skills, Wellbeing / Stress Management (Year 11-12)			12 months: Increased score shown in NAPLAN Data				
Increased accountability, uptake and interactive with ICT programs and resources throughout the school	Team established to oversee the connection of ICT applications within the school to increase student outcomes.	Leadership		6 months: All pupils in the school have a device	● ● ●	Parents survey data and interview feedback shows that they are more connected to pupils learning		
	Implementation and review of programs across the school.			All pupils to have access to online teaching and learning resources				
	Procedures established around the uptake of BYOD and interactive resources within the school			12 months: Greater percentage of students accessing ICT.	● ● ●			
				Data to reflect overall improvement in uptake of BYOD and evident in improvement in student levels of achievement.				
Ensure legal liability and clarity across all staff with regards to Student Wellbeing and Safety	Wellbeing Team to coordinate the identification and delivery of professional learning for staff. This should also address the reporting of events and meeting to the whole staff	Leadership		6 months: Targeted wellbeing programs for students on school calendar	● ● ●	All documentation located in a secure file on school system and able to be accessed by key members of staff on request		
				Database created and updated on a weekly basis				
				Child Safe Policy and Procedures available and shared with				



	<p>Develop a database of Student Wellbeing information – with appropriate confidentiality</p> <p>Wellbeing Team to coordinate targeted wellbeing programs for students</p> <p>Strengthen and consolidate relationships with community agencies</p> <p>Establish and review Child Safe Policy and procedures</p>			<p>all staff</p> <p>12 months: Community agencies working with the college to support students wellbeing and learning</p>	<p>● ● ●</p>	<p>engagement in Pathways and destination data</p> <p>Regular support from outside agencies evident in school</p>		
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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	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	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	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	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	
	Networks with schools, services and agencies	Select	Select status	
	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:				

