

## Annual Implementation Plan - 2020

### Select Annual Goals and KIS

John Fawkner Secondary College (8894)



Submitted for review by Mark Natoli (School Principal) on 16 December, 2019 at 02:30 PM  
Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 16 December, 2019 at 03:42 PM  
Endorsed by Natalie Abboud (School Council President) on 17 December, 2019 at 09:02 AM

## Select Annual Goals and KIS

| Four Year Strategic Goals   | Is this selected for focus this year? | Four Year Strategic Targets   | 12 month target  |      |      |      |                                  |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
|---|---------------------------------------|---|--|------|------|------|----------------------------------|------|--------------------------|-------|-----|-----|---|-------|-------------------|-------|-----|-----|-------------------------------------|-------|---|-------|-----|-----|-----|-----|---|
|   |                                       |   | The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.       |      |      |      |                                  |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
| Establish a high performing learning culture across the school<br>FISO priority: Professional Leadership<br>FISO dimension: Instructional and shared leadership   | Yes                                   | Staff Opinion Survey (SO Survey) - Professional Learning module opinion of Active Participation and Feedback show continuous improvement each year, using 2017 as a baseline for data, and have 65% positive endorsement or better by 2021  | SO Survey (Professional Learning) [Positive Endorsement]<br>- Active Participation - 65%<br>- Feedback - 75% |      |      |      |                                  |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
|   |                                       | <table><tr><td>SO Module</td><td>2017</td><td>2018</td><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>Active Participation</td><td>43.7%</td><td>45%</td><td>55%</td><td>65%</td><td>70%</td></tr><tr><td>Feedback</td><td>34.6%</td><td>35%</td><td>45%</td><td>75%</td><td>65%</td></tr></table>   | SO Module  | 2017 | 2018 | 2019 | 2020                             | 2021 | Active Participation     | 43.7% | 45% | 55% | 65%                                     | 70%   | Feedback          | 34.6% | 35% | 45% | 75%                                 | 65%   | SO Survey (School Climate) [Positive Endorsement]<br>- Collective efficacy - 45%<br>- Academic Emphasis - 30%<br>- Collective focus on student learning - 70% |       |     |     |     |     |   |
|   |                                       | SO Module   | 2017   | 2018 | 2019 | 2020 | 2021                             |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
|   |                                       | Active Participation  | 43.7%  | 45%  | 55%  | 65%  | 70%                              |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
|   |                                       | Feedback  | 34.6%  | 35%  | 45%  | 75%  | 65%                              |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
|   |                                       | SO Survey—School Climate module opinion of Collective Efficacy, Academic Emphasis and Collective Focus on Student Learning to show continuous improvement each year, using 2017 as a baseline for data, and have 70% positive endorsement or better by 2021.  | SO Survey (Leadership) [Positive Endorsement]<br>- Instructional Leadership - 65%                            |      |      |      |                                  |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
|   |                                       | <table><tr><td>SO Module</td><td>2017</td><td>2018</td><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>Collective Efficacy</td><td>38.6%</td><td>40%</td><td>45%</td><td>45%</td><td>70%</td></tr><tr><td>Academic Emphasis</td><td>26.5%</td><td>30%</td><td>45%</td><td>30%</td><td>70%</td></tr><tr><td>Collective Focus on Student Learning</td><td>58.5%</td><td>60%</td><td>65%</td><td>70%</td><td>75%</td></tr></table> | SO Module  | 2017 | 2018 | 2019 | 2020                             | 2021 | Collective Efficacy      | 38.6% | 40% | 45% | 45%                                     | 70%   | Academic Emphasis | 26.5% | 30% | 45% | 30%                                 | 70%   | Collective Focus on Student Learning  | 58.5% | 60% | 65% | 70% | 75% | SO Survey (Teaching and Learning) [Positive Endorsement]<br>- Use data for curriculum planning - 60%<br>- Plan differentiated learning activities- 55%<br>- Use high impact teaching strategies - 50%<br>- Moderate assessment tasks together - 45%<br>- Use student feedback to improve practice - 70%<br>- Understand how to analyse data - 50% |
|   |                                       | SO Module   | 2017   | 2018 | 2019 | 2020 | 2021                             |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
|   |                                       | Collective Efficacy   | 38.6%  | 40%  | 45%  | 45%  | 70%                              |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
|   |                                       | Academic Emphasis   | 26.5%  | 30%  | 45%  | 30%  | 70%                              |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
|   |                                       | Collective Focus on Student Learning  | 58.5%  | 60%  | 65%  | 70%  | 75%                              |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
|   |                                       | SO Survey—Leadership module opinion of Instructional Leadership show continuous improvement each year, using 2017 as a baseline for data, to have 70% positive endorsement or better by 2021.   |  |      |      |      |                                  |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
|   |                                       | <table><tr><td>SO Module</td><td>2017</td><td>2018</td><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>Instructional Leadership</td><td>40.2%</td><td>48%</td><td>55%</td><td>65%</td><td>70%</td></tr></table>   | SO Module  | 2017 | 2018 | 2019 | 2020                             | 2021 | Instructional Leadership | 40.2% | 48% | 55% | 65%                                     | 70%   |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
| SO Module   | 2017                                  | 2018  | 2019   | 2020 | 2021 |      |                                  |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
| Instructional Leadership  | 40.2%                                 | 48%   | 55%  | 65%  | 70%  |      |                                  |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
| SO Survey—Teaching and Learning modules as selected to show continuous improvement each year, using 2017 as a baseline for data, to have 60% positive endorsement or better by 2021.  |                                       |   |  |      |      |      |                                  |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
| <table><tr><td>SO Module</td><td>2017</td><td>2018</td><td>2019</td><td>2020</td><td>2021</td></tr><tr><td>Use data for curriculum planning</td><td>40%</td><td>42%</td><td>50%</td><td>60%</td><td>70%</td></tr><tr><td>Plan differentiated learning activities</td><td>45.7%</td><td>48%</td><td>55%</td><td>55%</td><td>65%</td></tr><tr><td>Use high impact teaching strategies</td><td>34.3%</td><td>35%</td><td>40%</td><td>50%</td><td>60%</td></tr></table> | SO Module                             | 2017  | 2018   | 2019 | 2020 | 2021 | Use data for curriculum planning | 40%  | 42%                      | 50%   | 60% | 70% | Plan differentiated learning activities | 45.7% | 48%               | 55%   | 55% | 65% | Use high impact teaching strategies | 34.3% | 35%   | 40%   | 50% | 60% |     |     |   |
| SO Module   | 2017                                  | 2018  | 2019   | 2020 | 2021 |      |                                  |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
| Use data for curriculum planning  | 40%                                   | 42%   | 50%  | 60%  | 70%  |      |                                  |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
| Plan differentiated learning activities   | 45.7%                                 | 48%   | 55%  | 55%  | 65%  |      |                                  |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |
| Use high impact teaching strategies   | 34.3%                                 | 35%   | 40%  | 50%  | 60%  |      |                                  |      |                          |       |     |     |   |       |                   |       |     |     |                                     |       |   |       |     |     |     |     |   |

|  |   |  |  |
|--|---|--|--|
|  |   | <div>Moderate assessment tasks together22.9%25%35%45%60%</div> <div>Use student feedback to improve practise45.7%47%50%70%70%</div> <div>Understand how to analyse data34.3%35%40%50%60%</div>   |  |
|  |   | <div>Parent Opinion Survey (PO Survey) of General Satisfaction and School Improvement show continuous improvement each year, using 2017 as a baseline for data, show 75 per cent or more rate their opinion of these variables as positive.</div> <div><div><div>PO Survey</div><div>General Satisfaction</div><div>School Improvement</div></div><div><div>2017</div><div>62%</div><div>58%</div></div><div><div>2018</div><div>62%</div><div>60%</div></div><div><div>2019</div><div>65%</div><div>65%</div></div><div><div>2020</div><div>60%</div><div>70%</div></div><div><div>2021</div><div>75%</div><div>75%</div></div></div> <div>Have an improved return rate for PO Survey to be at 50% or higher by 2021</div> <div><div><div>PO Survey</div><div>Return Rate</div></div><div><div>2017</div><div>22.8%</div></div><div><div>2018</div><div>30%</div></div><div><div>2019</div><div>35%</div></div><div><div>2020</div><div>35%</div></div><div><div>2021</div><div>50%</div></div></div>   | <div>PO Survey (Parent Opinion Survey)<br/>[Positive Endorsement]<br/>- General satisfaction - 60%<br/>- School improvement - 70%</div> <div>PO Survey Return Rate - 35%</div>   |
|  |   | <div>ATOSS measures of Effective Teaching Time, Motivation and Interest, Differentiated Learning, High Expectations for Success, Stimulated Learning and Managing Bullying to be at or above the 70% positive endorsement by 2021.</div> <div><div><div>ATOSS Measures</div><div>Effective Teaching Time</div><div>Motivation and Interest</div><div>Differentiated Learning</div><div>High Expectations for Success</div><div>Stimulated Learning</div><div>Managing Bullying</div></div><div><div>2017</div><div>55%</div><div>59%</div><div>55%</div><div>63%</div><div>45%</div><div>47%</div></div><div><div>2018</div><div>57%</div><div>60%</div><div>57%</div><div>65%</div><div>47%</div><div>50%</div></div><div><div>2019</div><div>60%</div><div>64%</div><div>60%</div><div>68%</div><div>55%</div><div>57%</div></div><div><div>2020</div><div>60%</div><div>60%</div><div>60%</div><div>68%</div><div>55%</div><div>57%</div></div><div><div>2021</div><div>70%</div><div>70%</div><div>70%</div><div>70%</div><div>70%</div><div>70%</div></div></div> | <div>ATOSS (Student Opinion Survey)<br/>[Positive Endorsement]<br/>- Effective Teaching Time - 60%<br/>- Motivation and Interest - 60%<br/>- Differentiated Learning - 60%<br/>- High Expectations for Success - 68%<br/>- Stimulated Learning - 55%<br/>- Managing Bullying - 57%</div> |
|  |   | <div>Goal: To improve student achievement and the learning growth of every student across all curriculum areas, but particularly in Literacy and Numeracy. FISO priority: Excellence in teaching and learning. FISO dimensions: Building Practice Excellence. Curriculum</div>   | <div>Yes</div>   |
|  | <div>Using 2017 data as a baseline, improve NAPLAN Relative Growth so that the percentages of students in the medium to high growth bands across all domains increases each year so that 80 per cent or better of students are achieving in the medium and high growth bands by 2021.</div> <div><div><div>NAPLAN Measure</div><div>Reading - Gain (7-9) - Percentage of Students demonstrating Medium and High Growth</div><div>Writing - Gain (7-9) - Percentage of Students demonstrating Medium and High Growth</div><div>Spelling - Gain (7-9) - Percentage of Students demonstrating Medium and High Growth</div></div><div><div>2017</div><div>58.3</div><div>72.3</div><div>72.9</div></div><div><div>2018</div><div>60</div><div>75</div><div>75</div></div><div><div>2019</div><div>65</div><div>80</div><div>80</div></div><div><div>2020</div><div>70</div><div>70</div><div>80</div></div><div><div>2021</div><div>80 per cent or better</div><div>80 per cent or better</div><div>80 per cent or better</div></div></div> | <div>NAPLAN (% of students in 7-9 with medium and high growth)<br/>Reading - 70%<br/>Writing - 70%<br/>Spelling - 80%<br/>G&amp;P - 80%<br/>Numeracy - 70%</div> <div>NAPLAN (% of yr9 students in top bands)<br/>Reading - 5%<br/>Writing - 5%<br/>Numeracy 10%</div>   |  |

|                         |  |  |             |             |             |             |   |
|-------------------------|--|--|-------------|-------------|-------------|-------------|---|
| Planning and Assessment |  | <b>G &amp; P - Gain (7-9)</b> - Percentage of Students demonstrating Medium and High Growth 72.9 75 80 80 80 per cent or better  |             |             |             |             |   |
|                         |  | <b>Numeracy - Gain (7-9)</b> - Percentage of Students demonstrating Medium and High Growth 76.1 78 80 70 80 per cent or better   |             |             |             |             |   |
|                         |  | Using 2017 data as a baseline, NAPLAN data at Year 9 shows an increase in the percentages of students achieving in the top two bands for Reading, Writing and Numeracy so that 10 to 15 per cent or better are achieving in the top two bands by 2021. |             |             |             |             |   |
|                         |  | <b>NAPLAN Measure</b>  | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b>   |
|                         |  | <b>Reading - Yr 9</b> Students Achieving in top two bands  | 1.8%        | 2%          | 5%          | 5%          | 10% or better   |
|                         |  | <b>Writing- Yr 9</b> Students Achieving in top two bands   | 0%          | 1%          | 5%          | 5%          | 10% or better   |
|                         |  | <b>Numeracy- Yr 9</b> Students Achieving in top two bands  | 7.3%        | 10%         | 12%         | 10%         | 15% or better   |
|                         |  | Using 2018 OnDemand Data as a baseline, to reduce variation in teacher judgement data Years 7-10; showing that each student is achieving 1 years growth for 1 years learning   |             |             |             |             | OnDemand Average Scores<br>Yr 7 Numeracy - 5.0<br>Yr 7 English - 5.0<br>Yr 8 Numeracy - 6.0<br>Yr 8 English - 6.0<br>Yr 9 Numeracy - 7.0<br>Yr 9 English - 7.0<br>Yr 10 Numeracy - 7.5<br>Yr 10 English - 7.5 |
|                         |  | <b>OnDemand Data (average)</b>   | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> |   |
|                         |  | Yr 7 - Numeracy  | 4.1         | 4.8         | 5.0         | 6.5         |   |
|                         | Y 7 - English  | 5.6  | 6.0         | 5.0         | 7.0         |             |   |
|                         | Yr 8 - Numeracy  | 3.7  | 4.2         | 6.0         | 7.0         |             |   |
|                         | Yr 8 - English   | 5.7  | 6.2         | 6.0         | 8.0         |             |   |
|                         | Yr 9 - Numeracy  | 5.4  | 6.2         | 7.0         | 8.5         |             |   |
|                         | Yr 9 - English   | 5.6  | 6.2         | 7.0         | 8.7         |             |   |
|                         | Yr 10 - Numeracy   | 5.7  | 6.5         | 7.5         | 9.5         |             |   |
|                         | Yr 10 - English  | 6.7  | 7.5         | 7.5         | 10.0        |             |   |
|                         | Using 2017 NAPLAN data as a baseline, have a decrease in the number of students in the bottom 2 bands of NAPLAN at Year 9 by 2021. |  |             |             |             |             | NAPLAN (% of students in bottom 2 bands)<br>Reading - 35%<br>Writing - 40%<br>Spelling - 25%<br>G&P - 30%<br>Numeracy - 30%   |
|                         | <b>NAPLAN Measure</b>  | <b>2017</b>  | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> |   |
|                         | <b>Reading</b> - Students achieving in the bottom two bands  | 47.2%  | 45%         | 40%         | 35%         | 25%         |   |
|                         | <b>Writing</b> - Students achieving in the bottom two bands  | 53.7%  | 50%         | 45%         | 40%         | 25%         |   |
|                         | <b>Spelling</b> - Students achieving in the bottom two bands   | 36.4%  | 32%         | 30%         | 25%         | 20%         |   |
|                         | <b>G &amp; P</b> - Students achieving in the bottom two bands  | 43.7%  | 40%         | 35%         | 30%         | 25%         |   |
|                         | <b>Numeracy</b> - Students achieving in the bottom two bands   | 40.0%  | 38%         | 35%         | 30%         | 25%         |   |

|   |      |  |       |      |               |      |  |  |
|---|------|--|-------|------|---------------|------|--|--|
|   |      | SO Survey—School Climate module opinion of Collective Efficacy, Academic Emphasis and Guaranteed and Viable Curriculum show continuous improvement each year, using 2017 as a baseline for data, to have 70% positive endorsement or better by 2021. |       |      |               |      | SO Survey (School Climate)<br>[Positive Endorsement]<br>- Collective efficacy - 45%<br>- Academic Emphasis - 30%<br>- Guaranteed and viable curriculum - 60% |  |
|   |      | SO Module  | 2017  | 2018 | 2019          | 2020 |  | 2021   |
|   |      | Collective Efficacy  | 38.6% | 48%  | 55%           | 45%  |  | 70%  |
|   |      | Academic Emphasis  | 26.5% | 30%  | 45%           | 30%  |  | 70%  |
|   |      | Guaranteed and Viable Curriculum   | 42.7% | 50%  | 60%           | 60%  | 70%  | SO Survey (Teaching and Learning)<br>[Positive Endorsement]<br>- Use data for curriculum planning - 60%<br>- Plan differentiated learning activities- 55%<br>- Use high impact teaching strategies - 50%<br>- Moderate assessment tasks together - 45%<br>- Use student feedback to improve practice - 70%<br>- Understand how to analyse data - 50% |
|   |      | SO Survey—Teaching and Learning modules as selected to show continuous improvement each year, using 2017 as a baseline for data, to have 60% positive endorsement or better by 2021.   |       |      |               |      |  |  |
|   |      | SO Module  | 2017  | 2018 | 2019          | 2020 | 2021   |  |
|   |      | Use data for curriculum planning   | 40%   | 42%  | 50%           | 60%  | 70%  |  |
|   |      | Plan differentiated learning activities  | 45.7% | 48%  | 55%           | 55%  | 65%  |  |
|   |      | Use high impact teaching strategies  | 34.3% | 35%  | 40%           | 50%  | 60%  |  |
|   |      | Moderate assessment tasks together   | 22.9% | 25%  | 35%           | 45%  | 60%  |  |
|   |      | Use student feedback to improve practise   | 45.7% | 47%  | 50%           | 70%  | 70%  |  |
|   |      | Understand how to analyse data   | 34.3% | 35%  | 40%           | 50%  | 60%  |  |
|   |      | Using 2017 data as baseline, VCE Median Study Scores and VCE English Study Score to improve each year of the plan.   |       |      |               |      |  |  |
|   |      | VCE Data   | 2017  | 2018 | 2019          | 2020 | 2021   |  |
|   |      | VCE English Study Score Mean   | 25.39 | 26   | 27            | 28   | 29   |  |
|   |      | VCE Study score at or above GAT prediction   | 24.50 | 25   | 26            | 27   | 29   | VCE English Mean Study Score - TBC<br>VCE GAT - TBC<br>VCE Median All Study Score – TBC<br><br>VCAL Completion Rates<br>Intermediate - 60%<br>Senior - 92%<br>Foundation R&W - 57%<br>Intermediate R&W - 75%<br>Senior R&W - 70%   |
|   |      | VCE Median All Study Score   | 25.49 | 26   | 26.5          | 27   | 28   |  |
| Using 2017 data as baseline, VCAL Certificate Completion Rates to be at 95% or higher by 2021, with VCAL Literacy completion rates to be at 80% or higher |      |  |       |      |               |      |  |  |
| VCAL Level  | 2017 | 2018   | 2019  | 2020 | 2021          |      |  |  |
| Intermediate VCAL   | 51%  | 55%  | 60%   | 80%  | 95% or higher |      |  |  |
| Senior VCAL   | 90%  | 90%  | 92%   | 95%  | 95% or higher |      |  |  |
|   |      |  |       |      |               |      |  |  |
| VCAL Strand   | 2017 | 2018   | 2019  | 2020 | 2021          |      |  |  |
| Foundation Literacy R&W   | 50%  | 52%  | 57%   | 65%  | 80% or higher |      |  |  |



|  |     |   |       |       |      |       |               |   |  |
|--|-----|---|-------|-------|------|-------|---------------|---|--|
|  |     | Intermediate Literacy R&W   | 70%   | 72%   | 75%  | 80%   | 80% or higher |   |  |
|  |     | Senior Literacy R&W   | 65.2% | 67%   | 70%  | 75%   | 80% or higher |   |  |
| Goal: To create a stimulating and safe learning environment where there are increased opportunities to empower students and maximise their social, emotional and cognitive engagement. FISO priority: Positive climate for learning. FISO dimensions: Empowering students and building school pride; Intellectual engagement and self-awareness. | Yes | Using 2017 data to benchmark improvement, improve student ATOSS opinions so that positive ratings in attitudes to attendance, student voice, stimulated learning, resilience and self-regulation show continuous improvement over the SSP period and reach an 80 per cent positive endorsement or better by 2021. |       |       |      |       |               | ATOSS (Student Opinion Survey) [Positive Endorsement]<br>- Attitudes to Attendance - 75%<br>- Student Voice and Agency - 60%<br>- Stimulated Learning - 55%<br>- Resilience - 70%<br>- Self Regulation and Goal Setting - 65%<br><br>Student Absence Rates (FTE/year)<br>Yr 7 - 23<br>Yr 8 - 21<br>Yr 9 - 23<br>Yr 10 - 27<br>Yr 11 - 20<br>Yr 12 - 22<br>Yr 7-12 - 22.66 |  |
|  |     | ATOSS Measure   | 2017  | 2018  | 2019 | 2020  | 2021          |   |  |
|  |     | Attitudes to Attendance   | 72%   | 75%   | 80%  | 75%   | 80% or better |   |  |
|  |     | Student Voice and Agency  | 50%   | 60%   | 70%  | 60%   | 80% or better |   |  |
|  |     | Stimulated Learning   | 45%   | 55%   | 65%  | 55%   | 80% or better |   |  |
|  |     | Resilience  | 61%   | 65%   | 75%  | 70%   | 80% or better |   |  |
|  |     | Self Regulation and Goal Setting  | 62%   | 65%   | 75%  | 65%   | 80% or better |   |  |
|  |     | Improve student attendance so that days absent is equal to or better than the State mean by 2021.   |       |       |      |       |               |   |  |
|  |     | Student Absence Rates (days per full time equivalent by Year)   |       |       |      |       |               |   |  |
|  |     | Year Level  | 2017  | 2018  | 2019 | 2020  | 2021          |   |  |
|  |     | Year 7  | 30.15 | 28    | 25   | 23    | 19            |   |  |
|  |     | Year 8  | 28.61 | 26    | 23   | 21    | 19            |   |  |
|  |     | Year 9  | 30.12 | 28    | 25   | 23    | 20            |   |  |
|  |     | Year 10   | 39.37 | 35    | 31   | 27    | 24            |   |  |
|  |     | Year 11   | 27.11 | 25    | 22   | 20    | 19            |   |  |
|  |     | Year 12   | 29.34 | 27    | 24   | 22    | 19            |   |  |
|  |     | Year 7-12   | 31.49 | 28.16 | 25   | 22.66 | 20            |   |  |
|  |     | PO Survey factors in high expectations for success, stimulated learning environment, effective teaching, promoting positive behaviour and managing bullying to show continuous improvement using 2017 positive endorsement data as a benchmark.   |       |       |      |       |               |   | PO Survey (Parent Opinion Survey) [Positive Endorsement]<br>- High expectations for success - 80%<br>- Stimulated learning environment - 70%<br>- Effective teaching - 65%<br>- Promoting positive behavior - 70%<br>- Managing bullying - 70% |
|  |     | PO Survey Factor  | 2017  | 2018  | 2019 | 2020  | 2021          |   |  |
|  |     | High Expectations for Success   | 69%   | 70%   | 75%  | 80%   | 85%           |   |  |
| Stimulated Learning Environment  | 64% | 70%   | 75%   | 70%   | 85%  |       |               |   |  |
| Effective Teaching   | 62% | 65%   | 70%   | 65%   | 80%  |       |               |   |  |
| Promoting Positive Behaviour   | 62% | 65%   | 70%   | 70%   | 80%  |       |               |   |  |
| Managing Bullying  | 62% | 65%   | 70%   | 70%   | 80%  |       |               |   |  |

|                            |   |
|----------------------------|---|
| <b>Goal 1</b>              | Establish a high performing learning culture across the school<br>FISO priority: Professional Leadership<br>FISO dimension: Instructional and shared leadership |
| <b>12 Month Target 1.1</b> | SO Survey (Professional Learning)<br>[Positive Endorsement]<br>- Active Participation - 65%   |

|   |   |   |
|---|---|---|
|   | <ul style="list-style-type: none"> <li>- Feedback - 75%</li> </ul> <p>SO Survey (School Climate)<br/>[Positive Endorsement]</p> <ul style="list-style-type: none"> <li>- Collective efficacy - 45%</li> <li>- Academic Emphasis - 30%</li> <li>- Collective focus on student learning - 70%</li> </ul> <p>SO Survey (Leadership)<br/>[Positive Endorsement]</p> <ul style="list-style-type: none"> <li>- Instructional Leadership - 65%</li> </ul> <p>SO Survey (Teaching and Learning)<br/>[Positive Endorsement]</p> <ul style="list-style-type: none"> <li>- Use data for curriculum planning - 60%</li> <li>- Plan differentiated learning activities- 55%</li> <li>- Use high impact teaching strategies - 50%</li> <li>- Moderate assessment tasks together - 45%</li> <li>- Use student feedback to improve practice - 70%</li> <li>- Understand how to analyse data - 50%</li> </ul>  |   |
| <b>12 Month Target 1.2</b>  | <p>PO Survey (Parent Opinion Survey)<br/>[Positive Endorsement]</p> <ul style="list-style-type: none"> <li>- General satisfaction - 60%</li> <li>- School improvement - 70%</li> </ul> <p>PO Survey Return Rate - 35%</p>   |   |
| <b>12 Month Target 1.3</b>  | <p>ATOSS (Student Opinion Survey)<br/>[Positive Endorsement]</p> <ul style="list-style-type: none"> <li>- Effective Teaching Time - 60%</li> <li>- Motivation and Interest - 60%</li> <li>- Differentiated Learning - 60%</li> <li>- High Expectations for Success - 68%</li> <li>- Stimulated Learning - 55%</li> <li>- Managing Bullying - 57%</li> </ul>   |   |
| <b>Key Improvement Strategies</b>   |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Building practice excellence  | Establish PLC culture with a focus on quality feedback  | Yes                                       |
| <b>KIS 2</b><br>Building practice excellence  | Build teacher capacity to effectively teach to an agreed instructional model  | Yes                                       |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | <p>After the school review process and previous AIP development, the College recognizes that in order to improve student outcomes and promote a culture of high expectations we need to get several key areas of the college operating effectively. Many of these will be the focus for 2020 including:</p> <ul style="list-style-type: none"> <li>- Implementation of an agreed instructional model - after spending much of 2019 completing teacher professional learning, we are now in a position to embed this work</li> <li>- Embedding of Literacy for Learning - embedding the work completed in 2018/19 to lift the expectations in classrooms of teacher and students as teachers or learners of literacy</li> <li>- Implementation of a PLC culture - the work on data literacy and whole school improvement in 2019 has now set up teachers well to improve in their collective efficacy and responsibility</li> <li>- Implementation of Positive Learning Framework - ATOSS measures along with previous years data around exits from class, suspensions, classroom productivity and attendance have resulted in the need to adopt a whole school approach to learning.</li> </ul> |   |
| <b>Goal 2</b>   | <p>Goal: To improve student achievement and the learning growth of every student across all curriculum areas, but particularly in Literacy and Numeracy.</p> <p>FISO priority: Excellence in teaching and learning.</p> <p>FISO dimensions: Building Practice Excellence. Curriculum Planning and Assessment</p>  |   |

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|---|--|
| 12 Month Target 2.1                       | <p>NAPLAN (% of students in 7-9 with medium and high growth)</p> <p>Reading - 70%</p> <p>Writing - 70%</p> <p>Spelling - 80%</p> <p>G&amp;P - 80%</p> <p>Numeracy - 70%</p><br><p>NAPLAN (% of yr9 students in top bands)</p> <p>Reading - 5%</p> <p>Writing - 5%</p> <p>Numeracy 10%</p>  |
| 12 Month Target 2.2                       | <p>OnDemand Average Scores</p> <p>Yr 7 Numeracy - 5.0</p> <p>Yr 7 English - 5.0</p> <p>Yr 8 Numeracy - 6.0</p> <p>Yr 8 English - 6.0</p> <p>Yr 9 Numeracy - 7.0</p> <p>Yr 9 English - 7.0</p> <p>Yr 10 Numeracy - 7.5</p> <p>Yr 10 English - 7.5</p><br><p>NAPLAN (% of students in bottom 2 bands)</p> <p>Reading - 35%</p> <p>Writing - 40%</p> <p>Spelling - 25%</p> <p>G&amp;P - 30%</p> <p>Numeracy - 30%</p>   |
| 12 Month Target 2.3                       | <p>SO Survey (School Climate)</p> <p>[Positive Endorsement]</p> <ul style="list-style-type: none"> <li>- Collective efficacy - 45%</li> <li>- Academic Emphasis - 30%</li> <li>- Guaranteed and viable curriculum - 60%</li> </ul><br><p>SO Survey (Teaching and Learning)</p> <p>[Positive Endorsement]</p> <ul style="list-style-type: none"> <li>- Use data for curriculum planning - 60%</li> <li>- Plan differentiated learning activities- 55%</li> <li>- Use high impact teaching strategies - 50%</li> <li>- Moderate assessment tasks together - 45%</li> <li>- Use student feedback to improve practice - 70%</li> <li>- Understand how to analyse data - 50%</li> </ul> |
| 12 Month Target 2.4                       | <p>VCE English Mean Study Score - TBC</p> <p>VCE GAT - TBC</p> <p>VCE Median All Study Score – TBC</p><br><p>VCAL Completion Rates</p> <p>Intermediate - 60%</p> <p>Senior - 92%</p> <p>Foundation R&amp;W - 57%</p> <p>Intermediate R&amp;W - 75%</p> <p>Senior R&amp;W - 70%</p>   |
| Key Improvement Strategies                |  |
| Is this KIS selected for focus this year? |  |



|   |   |   |
|---|---|---|
| <b>KIS 1</b><br>Building practice excellence  | Build teacher capacity to effectively differentiate teaching for all students   | No  |
| <b>KIS 2</b><br>Building practice excellence  | Build teacher capacity to effectively teach literacy within all learning areas and studies  | Yes                                       |
| <b>KIS 3</b><br>Curriculum planning and assessment  | Document and agreed and viable curriculum using the UBD framework   | Yes                                       |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | <p>After the school review process and previous AIP development, the College recognizes that in order to improve student outcomes and promote a culture of high expectations we need to get several key areas of the college operating effectively. Many of these will be the focus for 2020 including:</p> <ul style="list-style-type: none"> <li>- Implementation of an agreed instructional model - after spending much of 2019 completing teacher professional learning, we are now in a position to embed this work</li> <li>- Embedding of Literacy for Learning - embedding the work completed in 2018/19 to lift the expectations in classrooms of teacher and students as teachers or learners of literacy</li> <li>- Implementation of a PLC culture - the work on data literacy and whole school improvement in 2019 has now set up teachers well to improve in their collective efficacy and responsibility</li> <li>- Implementation of Positive Learning Framework - ATOSS measures along with previous years data around exits from class, suspensions, classroom productivity and attendance have resulted in the need to adopt a whole school approach to learning.</li> </ul> |   |
| <b>Goal 3</b>   | <p>Goal: To create a stimulating and safe learning environment where there are increased opportunities to empower students and maximise their social, emotional and cognitive engagement.</p> <p>FISO priority: Positive climate for learning.</p> <p>FISO dimensions: Empowering students and building school pride; Intellectual engagement and self-awareness.</p>   |   |
| <b>12 Month Target 3.1</b>  | <p>ATOSS (Student Opinion Survey)<br/>[Positive Endorsement]</p> <ul style="list-style-type: none"> <li>- Attitudes to Attendance - 75%</li> <li>- Student Voice and Agency - 60%</li> <li>- Stimulated Learning - 55%</li> <li>- Resilience - 70%</li> <li>- Self Regulation and Goal Setting - 65%</li> </ul> <p>Student Absence Rates (FTE/year)</p> <p>Yr 7 - 23<br/>Yr 8 - 21<br/>Yr 9 - 23<br/>Yr 10 - 27<br/>Yr 11 - 20<br/>Yr 12 - 22<br/>Yr 7-12 - 22.66</p>   |   |
| <b>12 Month Target 3.2</b>  | <p>PO Survey (Parent Opinion Survey)<br/>[Positive Endorsement]</p> <ul style="list-style-type: none"> <li>- High expectations for success - 80%</li> <li>- Stimulated learning environment - 70%</li> <li>- Effective teaching - 65%</li> <li>- Promoting positive behavior - 70%</li> <li>- Managing bullying - 70%</li> </ul>  |   |
| <b>Key Improvement Strategies</b>   |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Empowering students and building school pride   | Design and implement whole school positive learning framework   | No  |
| <b>KIS 2</b>  | Establish and implement attendance, well-being and engagement strategies  | Yes                                       |

|   |   |     |
|---|---|-----|
| Empowering students and building school pride   |   |     |
| <b>KIS 3</b><br>Empowering students and building school pride   | Establish a whole school orderly environment that promotes a positive climate for learning  | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | <p>After the school review process and previous AIP development, the College recognizes that in order to improve student outcomes and promote a culture of high expectations we need to get several key areas of the college operating effectively. Many of these will be the focus for 2020 including:</p> <ul style="list-style-type: none"> <li>- Implementation of an agreed instructional model - after spending much of 2019 completing teacher professional learning, we are now in a position to embed this work</li> <li>- Embedding of Literacy for Learning - embedding the work completed in 2018/19 to lift the expectations in classrooms of teacher and students as teachers or learners of literacy</li> <li>- Implementation of a PLC culture - the work on data literacy and whole school improvement in 2019 has now set up teachers well to improve in their collective efficacy and responsibility</li> <li>- Implementation of Positive Learning Framework - ATOSS measures along with previous years data around exits from class, suspensions, classroom productivity and attendance have resulted in the need to adopt a whole school approach to learning.</li> </ul> |     |