

2016 Annual Implementation Plan: for Improving Student Outcomes

8227

Pascoe Vale Girls College 2016

Based on Strategic Plan 2016 - 2019

Endorsements

Endorsement by School Principal	Signed..... Name: Kay Peddle Date: 14.3.16
Endorsement by School Council	Signed..... Name: Phillip Perroni Date: 14.3.16
Endorsement by Senior Advisor	Signed..... Name..... Date.....

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

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>The Strategic Plan for 2016 – 2019 will be developed in Term 1, 2016.</p> <p>The school currently has four leading teachers whose positions are role based and limited to a coordinator of teaching and learning and three Heads of Sub school.</p> <p>The development of a new distributed leadership model will develop leadership capacity of staff, build a culture of improvement and enable the college to work towards achieving the goals of the next strategic plan. This will create a collective responsibility for developing a clear understanding of the school's vision, values and priorities for school improvement. The leadership model will match school priorities and enable the school to focus on future leaders.</p> <p>An evaluation of school data and practice indicates a need to focus on developing a differentiated curriculum that is documented within a scope and sequence to enable students to demonstrate learning growth. Particular attention will be given to Maths, Science and Reading. The NAPLAN school mean for Year 7 and Year 9 Numeracy has been below state mean for 5 years. Resources will be allocated to support a numeracy program. School data shows the school is below State threshold in Science. NAPLAN reading data shows the school is below state mean at Year 7 for 3 years and at Year 9 for 2 years.</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
Curriculum planning and assessment	<ul style="list-style-type: none"> • Develop and embed a shared 21st century school vision for girls' education that underpins school improvement. • Provide intervention strategies to support learning growth • Promote greater opportunities for students to give and receive feedback, to set individual goals, to reflect, to evaluate and take ownership of their learning • Refine and implement transition and pathway programs • Develop strategies to enhance STEM (science, technology, engineering and mathematics) • Further develop and embed school programs to enhance student wellbeing
Building leadership teams	<ul style="list-style-type: none"> • Develop and embed school values that reflect community expectations and provide a framework for relationships and actions within the school community • Grow instructional leadership and teacher capacity within a professional learning community • Implement improved communication processes and build partnerships with parents and the wider community • Develop a leadership model that creates a strong, distributed leadership team and builds leadership capacity • Build a professional learning culture within the school

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ACHIEVEMENT					
Goals	To develop aspiring learners who achieve at or above predicted levels of growth. To have more students excelling in the VCE. To promote VCAL as a viable pathway for senior students. To have more students achieve satisfactory completion of VCAL	Targets	<ul style="list-style-type: none"> Increase the percentage of students achieving above the expected level in assessments by 5% (teacher judgements against Victorian Curriculum, year 9 NAPLAN). Increase the percentage achieving high growth and decrease the percentage achieving low growth by 5% on NAPLAN relative growth assessments year 7 to 9. Improve VCE scores (e.g. All Study, Maths Methods, Physics, Chemistry) 		
		12 month targets	<ul style="list-style-type: none"> Increase the percentage achieving high growth and decrease the percentage achieving low growth by 2% on NAPLAN relative growth assessments year 7 to 9. Improve VCE study scores in Mathematical Methods (2015 Mean study score 26.89), Further Mathematics (2015 Mean study score 24.96) and Chemistry (2015 Mean study score 24.89) Extend VCAL program provision to Intermediate level in 2017 		
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 and embed a shared 21 st century school vision for girls' education that underpins school improvement	<ul style="list-style-type: none"> Develop a 21st century vision for the new strategic plan 	Leadership Team meetings Staff Meetings Learning Area meetings College Council meetings	Principal Team Leadership Team Learning area Leaders All staff College Council	By end of Term 2, 2016	Vision is developed, understood and shared by all members of the college community Vision informs development of new strategic plan.
	<ul style="list-style-type: none"> Investigate research based instructional models and develop school agreed instructional set of protocols 	Principal team meetings Regional and DET PD Leadership team meetings Learning Area meetings PLT meetings	Principal Team Leadership team Teaching and Learning Leader Learning area Leaders All staff	By end of Term 2, 2016	Instructional model developed for implementation in 2017
	<ul style="list-style-type: none"> Document sequential curriculum assessment and moderation practices in alignment with the Victorian Curriculum 	Learning Area meetings Curriculum days	Teaching and Learning Leader Learning area leaders All teaching staff	By end of 2016	Curriculum documented in scope and sequence. Consistency of assessments in line with Victorian curriculum.
	<ul style="list-style-type: none"> Review timetable and course provision to investigate options for acceleration of Year 10 students into VCE 	Education Committee meetings Learning Area meetings	Education Committee	By end of Term 2, 2016	Options presented for acceleration of Year 10 to VCE for 2017
	<ul style="list-style-type: none"> Develop protocols and processes for use of VCE data in PLTs 	PLT meetings Staff meetings	Learning Area Leaders Teaching and Learning Leader	By end of 2016	Protocols and processes documented and endorsed for implementation in 2017.
Provide intervention strategies to support learning growth	<ul style="list-style-type: none"> Further develop Numeracy and Literacy support programs Extend provision of EAL 	Establish Maths teams at Year 7 and 8 Develop a Maths improvement strategy and implement actions from strategy Focus on learning how to teach vocabulary for Literacy program Establish reading program at Years 7 and 8 Extend Literacy support and EAL provision to Year 9 Prepare for EAL provision for Year 10 Establish role for literacy support teachers Equity funding Catch up funding Designated resources for Literacy and Numeracy Cross curricula projects in VCAL Develop Intermediate VCAL program	Principal Team Maths Learning area leader Maths teachers Literacy coordinators English teachers Literacy support teachers	By end of 2016	Maths improvement strategy developed and implemented Reading program established for Year 7 and 8 with tools developed to measure success of program. Curriculum day programs incorporate vocabulary workshops with evidence of implementation of strategies in Learning areas Literacy program established for Year 9 EAL timetabled and course developed for Year 9 EAL program for Year 10 ready for implementation in 2017 Intermediate VCAL implemented for 2017

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ENGAGEMENT					
Goals	To strengthen student voice in their learning and develop creative, curious and motivated learners.	Targets	<ul style="list-style-type: none"> Improve Attitudes to School survey data in relation to teaching and learning variables (student motivation, stimulating learning, learning confidence, teacher effectiveness) Improve student attendance (years 8&9) Increase the proportion transitioning to further education and training. 		
		12 month targets	<ul style="list-style-type: none"> Improve student survey data in relation to stimulating learning (2015 mean score 2.98) and teacher effectiveness (2015 mean score 3.47) Reduce the mean school level of unexplained absences from 9.73 to 7.0 days 		
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
Promote greater opportunities for students to give and receive feedback, to set individual goals, to reflect, to evaluate and take ownership of their learning	<ul style="list-style-type: none"> Explore the concept of student voice Explore options for increased frequency of reporting Implement and review Homework policy Implement and review Assessment and Reporting policy Investigate use of Compass for learning tasks Explore options for increased feedback to staff from students and from staff to students Investigate use of PAT testing Promote use of learning data and develop data literacy 	Professional Learning at Education Committee and staff meetings Leadership team meetings Education Committee meetings Access to school and external assessment methods and data	Principal Team Teaching and Learning leader Education committee Assessment, Reporting and Tracking Coordinator	By end of 2016	A definition of student voice developed for inclusion in protocols for teaching and learning for 2017 Reporting options presented to Education Committee Policies reviewed with recommendations made for 2017 Staff able to understand, interpret and analyse a range of data to improve teaching and learning Attitudes to school data shows improvement in teaching and learning variables
Refine and implement transition and pathway programs	<ul style="list-style-type: none"> Develop a model for in school transition to enhance learning confidence and motivation. Support development of pathways provision. Explore expansion of VET options 	Leadership Team meetings Consultative Committee meetings Learning area meetings	Leadership Team Consultative Committee Vocational education coordinator Learning Area leaders and staff	By end of 2016	Purpose, focus and desired outcomes for transition model defined Transition model developed and implemented for review in 2017 VET program options presented for discussion
Develop strategies to enhance STEAM (science, technology, engineering, arts and mathematics)	<ul style="list-style-type: none"> Partnership with La Trobe University Partnership with RMIT Explore further opportunities for enhancement of STEAM Trial Education Perfect testing program 	Seek out opportunities for staff and student engagement in Latrobe University and RMIT programs Access to tertiary institutions, specialist providers and professionals within STEAM	Principal team Science, Maths, Technology and Arts Learning areas Vocational Education Coordinator	By end of 2016	Agreement established with Latrobe University and programs undertaken STEAM enhancement options outlined

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WELLBEING					
Goals	To build student resilience and develop positive, confident and competent learners.	Targets	<ul style="list-style-type: none"> • Improve Attitudes to School survey data related to connectedness to school • Improve Staff survey data related to school climate variables: parent and community involvement, trust in students and parents • Improve Parent Opinion survey data related to parent input, student behaviour, student safety 		
		12 month targets	<ul style="list-style-type: none"> • Improve student survey data in relation to school connectedness (2015 Mean score 3.60) 		
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 and embed school values that reflect community expectations and provide a framework for relationships and actions within the school community	<ul style="list-style-type: none"> • Define the term core values • Design a process for developing core values. • Core values be developed and embedded as a framework for conducting relationships and underpinning actions 	Establish focus groups within school community including staff, students, parents and community members	Principal Team All staff Student representatives Parent Representatives School Council	By end of 2016	Core values established , understood and practised by all members of school community
Implement improved communication processes and build partnerships with parents and the wider community.	<ul style="list-style-type: none"> • Strengthen home school partnerships and community partnerships • Engage the Arabic parent community • Increase support for EAL students • Further develop the use of Compass as a communication tool. • Build relationships with local primary schools • Develop a community liaison role for the college 	Implement a new parents program. Build a relationship with Arabic Welfare Incorporated Equity funding for community liaison and EAL support roles Budget for implementation of Compass modules and associated PD Professional development for Sub School teams and staff related to parental and community engagement Establish connections with local primary schools based on sharing resources and program provision	Principal Team Sub School Teams Wellbeing team EAL Coordinator School Council	By end of 2016	New parents evening held Term 1. Formal partnership established with Arabic Welfare Incorporated and youth worker engaged at PVGC. Compass modules successfully integrated into existing communication systems. Relationship established with Westbreen Primary School
Further develop and embed school programs to enhance student wellbeing	<ul style="list-style-type: none"> • Develop a camps program to build student resilience, connectedness to peers and the school 	Implement Year 7 camp and investigate options for Year 9 camp for 2016. Investigate options for camp programs for other year levels for 2017.	Principal Team Sub School Teams Year 7 and 9 teachers	By end of Term 1, 2016	Year 7 students participate in camp program Year 9 students participate in camp program Attitudes to school data shows improvement in student relationships and connectedness to school

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PRODUCTIVITY					
Goals	To maximise school resources (human, financial, time, space and materials) to enable optimum implementation of school goals and priorities.	Targets	<ul style="list-style-type: none"> Improved Staff opinion of professional learning with 5% increase in endorsement Improved Parent opinion of school improvement Improved Staff opinion of parental and community involvement Improvement in Student achievement data linked to resourcing priorities Improve collective responsibility for learning 		
	12 month targets	<ul style="list-style-type: none"> Development of a leadership model to build leadership capacity and achieve strategic plan goals Improvement in Staff opinion of parent and community involvement (2015 Prin/teach score 48.56) 			
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 a leadership model that creates a strong leadership team and builds leadership capacity	<ul style="list-style-type: none"> Determine the leadership structure Develop a leadership model for 2017-2019 	Review existing Leadership model against new SSP priorities Develop new model through consultation with Leadership team and staff Advertise Leadership positions SRP Equity funding	Principal Team Leadership Team Education Committee Staff	Model developed by end semester 1, 2016 Positions advertised Term 3 to commence 2017	Leadership model developed and positions advertised for 2017
Align professional learning with goals and key improvement strategies	<ul style="list-style-type: none"> Establish program to develop Leadership capacity of Leadership team and Sub School Teams. Focus staff meetings on professional learning. Review meeting schedule 	Leadership meetings Staff meetings Professional development for Leadership team and staff through Bastow PD budget	Principal Team Leadership team Sub School teams All staff	By the end of 2016	Leadership team and staff meetings have a professional learning focus aligned with school goals and priorities. Meeting schedule facilitates engagement of staff in relevant Learning area and PLTs.
	<ul style="list-style-type: none"> Professional learning related to the use of digital technologies, including cloud based tools, to engage students and improve learning (for introduction of BYOD) Expansion of BYOD program to Year 7 and 8 	Staff meetings Curriculum days Learning area meetings Equity funding Information Technology meetings	Principal Team Teaching and Learning Leader e Learning Coordinator IT staff	By the end of 2016	Completion of program of staff professional learning Plan for implementation of BYOD for Year 7 and 8 for 2017