

Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

Pascoe Vale Girls Secondary College (8227)



Submitted for review by Kay Peddle (School Principal) on 12 December, 2019 at 09:22 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	To improve student learning outcomes
12 Month Target 1.1	<p>To maintain the percentage of students achieving high relative growth in Years 7 - 9 in Reading at 24.3% and Numeracy at 23%</p> <p>To increase the percentage of students achieving high relative growth in Years 7 - 9 in Writing from 26.8% (2018) to 27%</p> <p>To decrease the percentage of students achieving low relative growth in Years 7 - 9 in Reading from 27.1% (2018) to 26.6%</p> <p>To maintain the percentage of students achieving low relative growth in Years 7 - 9 in Numeracy at 32%</p>
12 Month Target 1.2	<p>To increase the percentage of students achieving above the expected level in Years 7 - 10 from the Victorian Curriculum in English:</p> <ul style="list-style-type: none"> •Reading and Viewing from 24% (2018) to 24.2% •Speaking and Listening from 23% (2018) to 23.5% •Writing from 18% (2018) to 18.5% <p>To increase the percentage of students achieving above the expected level in Years 7 – 10 from the Victorian Curriculum in Mathematics:</p> <ul style="list-style-type: none"> •Measurement and Geometry from 14% (2018) to 14.5% •Number and Algebra from 17% (2018) to 17.6% •Statistics and Probability from 10% (2018) to 11%
12 Month Target 1.3	<p>Increase the following VCE study scores:</p> <ul style="list-style-type: none"> •All study from 26.7 (2018) to 27 •English from 28.3 (2018) to 28.5 •Further Maths from 25.1 (2018) to 25.4
KIS 1	Develop and implement strategies to optimise student learning growth and achievement

Evidence-based high-impact teaching strategies	
Actions	<ul style="list-style-type: none"> - Develop and implement College VCE assessment practices based on VCE best practice guidelines - Develop teacher practice through the explicit use of evidence-based school improvement strategies and teacher professional practice activities - Provide targeted Literacy and Numeracy intervention strategies including implementation of the MYLNS to optimise student learning - Build partnerships through communities of practice with network schools, universities and community agencies to improve student outcomes
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - model best practice (including the use of the teaching and learning model, literacy and numeracy strategies etc) and share these with all teachers - develop and lead whole school professional learning based on college priorities and identified areas to improve teacher practice - schedule and arrange collection of literacy and numeracy data - outline the use of PDP goals and evidence that relate to data, HITs, VCE assessment <p>Teachers will:</p> <ul style="list-style-type: none"> - develop and document VCE assessment that clearly outlines key knowledge and skills required to meet outcomes in all VCE subjects - participate in PLTs related to HITs and use these strategies in the classroom - use and document learning intentions, success criteria and review and reflect activities in course outlines - in the Maths LA teachers will participate and contribute to a PLC structure at Year 7 - 9 to develop staff capacity for data driven instruction across Mathematics - plan lessons and units of work in Maths with a focus on the language and literacy demands, and explicit teaching - demonstrate their understanding of the importance of literacy and numeracy across all learning areas by providing students with opportunities to show learning growth and higher levels of achievement - improve teaching and learning through the use of literacy and numeracy strategies and reflect on the impact on student learning growth - make use of model texts to develop teaching and learning practices - use a range of data sources to identify student learning needs, develop targeted teaching and learning strategies and assess student outcomes <p>Students will:</p> <ul style="list-style-type: none"> - develop an understanding of the College Learning Model and articulate the 'usual' structure of lessons

	<ul style="list-style-type: none"> - show increased growth in numeracy and literacy levels in years 7-10 through engagement in tasks to develop critical thinking in numeracy and literacy - build awareness of their learning progression and set goals for future learning 		
Success Indicators	<p>Data: VCE study scores and VASS S/N results Data: On Demand data Evidence: curriculum documentation, model texts attached to Learning tasks, LA meeting minutes Evidence: staff feedback on PLCs/PLTs Evidence: On Demand assessment schedule, records of 'data' conversations with students on Compass Insights Evidence: PDP goals linked to data, HITS, VCE assessment</p>		
Activities and Milestones	Who	Is this a PL Priority	When
Develop VCE assessment activities in line with policy changes	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3
Further develop, document and implement success criteria in LA teams	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Provide Professional Learning (through PLT) related to 'Review and Reflect' strategies to further embed Learning Model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2
Outline/ review Learning Model with students	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1

Develop curriculum documentation that includes Learning Model elements	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Establish On Demand assessment schedule and process for using data with students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Establish Professional Learning Communities for Year 7-9 Maths	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Continue to develop and purposefully use model texts across LAs to support student outcomes	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
KIS 2 Evaluating impact on learning	Analyse and evaluate teaching practices and student achievement data		
Actions	- Develop teacher understanding and use of data analysis to inform teaching and learning for improvement in student outcomes		
Outcomes	Leaders will: - encourage the use of data to inform teaching practice, processes and programs - develop ways to use data to identify students requiring support Teachers will: - use data (VCE, On Demand, NAPLAN, Victorian Curriculum, Progress Reports, Student feedback survey) to reflect on		

	teaching practice and use this as evidence in PDP - collect and analyse data for each CAT and use this to reflect and review curriculum, assessment and teaching practice with LA teams Students will: - be aware that data is routinely used to monitor student progress		
Success Indicators	Data: VCE study scores, On Demand, NAPLAN results Data: Attendance, AToSS - Effective teaching time, Stimulated learning Evidence: PDP presentations, CAT review documents, LA meeting minutes Evidence: Sub School meeting minutes		
Activities and Milestones	Who	Is this a PL Priority	When
Introduce VCE data discussion/reflection with all Unit 3 & 4 subject teachers	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1
Implement a CAT review/reflection process to analyse data and encourage reflection to guide professional discussions with LA teams	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Analyse Progress Report data to inform next stages of development in celebrating and supporting students	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
KIS 3 Building practice excellence	Align Professional Learning with College priorities and goals		

Actions	<ul style="list-style-type: none"> - Focus staff professional learning on SSP priorities, building pedagogical understanding and strategies to drive improvement in student learning - Review the focus of PLTs to support the development of a school culture of high expectations for teaching and learning - Provide opportunities for staff to review professional practice and identify areas for improvement to improve student learning outcomes - Investigate ways to maximise staff collaboration in LA teams to build consistency in teacher practice 		
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - plan professional learning linked to school priorities to improve teacher practice and student learning outcomes - develop and lead PLTs - plan and deliver professional learning on Curriculum Days - prioritise time for and actively participate in moderation - conduct and support staff to complete the PDP process <p>Teachers will:</p> <ul style="list-style-type: none"> - participate in PLTs to build understanding of HITS and improve student learning - as part of the PDP process complete self-evaluation, set goals linked to AIP and present evidence to a panel of others - participate in moderation in LA teams <p>Students will:</p> <ul style="list-style-type: none"> - show increased engagement in their learning 		
Success Indicators	<p>Data: Attendance, AToSS - Effective teaching time, Stimulated learning Evidence: PLT/PDP presentations, moderation records, LA meeting minutes</p>		
Activities and Milestones	Who	Is this a PL Priority	When
Run PLTs that focus on HITS - review and reflect strategies, formative assessment, differentiation, rubrics, model texts, metacognition	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Implement a PDP process that increase accountability, ensuring goals are closely linked to AIP, include self-evaluation to identify areas for improvement, evidence linked	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1

<p>to data/Learning Model/QTR reflection/student feedback reflection</p> <p>Identify staff that require support to achieve PDP goals – to be provided by Learning Specialists</p>			<p>to: Term 4</p>
<p>Continue to provide time for moderation with evaluation of student learning data to guide discussion</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>
<p>Plan professional learning for curriculum days based on SSP and AIP priorities and identified staff needs.</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>
<p>Continue to promote, implement and refine QTR as a framework to improve teacher practice.</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>
<p>Goal 2</p>	<p>To improve student engagement</p>		
<p>12 Month Target 2.1</p>	<p>Increase the percentage of students' positive responses in the Attitudes to School Survey (AToSS) in the following factors:</p> <ul style="list-style-type: none"> •School Connectedness from 39% (2019) to 42% •Motivation and Interest from 59 % (2019) to 61% •Self-regulation and Goal Setting from 66% (2019) to 67% •Effective Teaching Time from 56% (2019) to 58% •Differentiated Learning Challenge from 48% (2019) to 49% •Stimulated Learning from 45% (2019) to 47% 		

12 Month Target 2.2	<p>Increase the percentage of parents' positive responses in the Parent Opinion Survey (POS) in the following factors:</p> <ul style="list-style-type: none"> •Effective Teaching from 66% (2018) to 67% <p>Maintain the percentage of parents' positive responses in the Parent Opinion Survey (POS) for Stimulating Learning Environment at 71% (2019)</p>
12 Month Target 2.3	<p>Decrease the number of average absence days in Years 8 and 9:</p> <ul style="list-style-type: none"> •Year 8 – from 22.1 average absence days (2018) to 21 average absence days •Year 9 – from 24.9 average absence days (2018) to 24 average absence days
KIS 1 Setting expectations and promoting inclusion	Develop a positive climate for learning
Actions	<ul style="list-style-type: none"> - Develop an understanding within the college of the purpose and elements of SWPBS - Implement SWPBS to support the building of a positive climate for learning - Identify the next stages of development in establishing curriculum to support SWPBS - Develop opportunities for student engagement through project based learning
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop, lead and support the implementation of SWPBS across the college - plan and deliver professional learning for staff related to SWPBS - develop, lead and support the development of project based learning at the college <p>Teachers will:</p> <ul style="list-style-type: none"> - develop an understanding and consistently use the language of SWPBS - recognise students who display the College values <p>Students will:</p> <ul style="list-style-type: none"> - develop an understanding of SWPBS and articulate the College values

Success Indicators	Data: Compass Chronicle entries, attendance Evidence: curriculum documentation for PBL, Curriculum Committee meeting minutes Evidence: SWPBS matrix			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and implement strategies to support student engagement within sub schools	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Employ attendance officer to work with Sub Schools and families	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Develop curriculum for Year 8 Project Based Learning that incorporates the teaching of the Victorian Curriculum Capabilities	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Revise matrix and staff understanding of SWPBS and plan next stages of development	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
KIS 2 Intellectual engagement and self-awareness	Further develop high quality teaching practices			
Actions	<ul style="list-style-type: none"> - Continue to implement QTR to improve teacher practice - Establish a common understanding of differentiation across the college - Review and develop curriculum that is responsive to student learning needs and interests 			

	- Identify and explore where and how to incorporate student voice related to curriculum and assessment		
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop, lead and support differentiation across the college - promote and support the implementation of QTR - develop, lead and facilitate student focus groups <p>Teachers will:</p> <ul style="list-style-type: none"> - understand, develop and use a variety of differentiation strategies to meet the needs of all students - participate in QTR enabling them to reflect on their practice and identify areas for future development - receive regular reports from student focus groups <p>Students will:</p> <ul style="list-style-type: none"> - participate in student focus groups 		
Success Indicators	<p>Data: AToSS - Effective teaching time, Differentiated learning challenge, Stimulated learning</p> <p>Evidence: QTR feedback</p> <p>Evidence: Student focus group reports</p>		
Activities and Milestones	Who	Is this a PL Priority	When
Support staff to develop differentiation strategies through professional learning on Curriculum Day	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Continue to promote, implement and refine QTR to improve teaching practices	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Conduct regular student focus groups to seek student voice in relation to curriculum and assessment	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1

	<input checked="" type="checkbox"/> Leading Teacher(s)		to: Term 4
KIS 3 Empowering students and building school pride	Build a culture where students are empowered through voice, agency and leadership		
Actions	<ul style="list-style-type: none"> - Student voice, agency and leadership in own learning activated to create positive school experiences so students can act as partners in school improvement - Develop strategies to improve student agency and voice 		
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop, lead and support the implementation of student reflection and goal setting across the college - develop and provide opportunities for students to share their voice including the student feedback survey - develop, lead and support the implementation of an SRC <p>Teachers will:</p> <ul style="list-style-type: none"> - use Compass 'Conversations' to enable students to reflect on their learning - use Compass 'Insights' to enable students to set goals for future learning - use the student feedback survey to reflect on their practice and identify areas for future development - articulate an understanding of 'student voice and agency' - receive regular reports from the SRC <p>Students will:</p> <ul style="list-style-type: none"> - reflect on their learning through Compass 'Conversations' - set goals for future learning through Compass 'Insights' - complete student feedback surveys for individual teachers/classes - participate in the SRC 		
Success Indicators	<p>Data: AToSS - Self-regulation and goal setting, Motivation and interest</p> <p>Evidence: use of Compass 'Conversations' and 'Insights'</p> <p>Evidence: SRC reports</p>		
Activities and Milestones	Who	Is this a PL Priority	When

Develop process for students to reflect on their progress and set goals through Compass 'Conversations' and 'Insights'	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Provide staff professional learning to develop a common understanding of student voice and agency	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Encourage staff to use the student feedback survey	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Introduce a Student Representative Committee	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Develop student, staff and parent understanding of goal setting Establish processes for goal setting	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Refine implementation of AToSS	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2