

Annual Implementation Plan: for Improving Student Outcomes

School name: Collingwood College

Year: 2017

School number: 6212

Based on strategic plan: 2015-2018

Endorsement:

Principal Dale Perichon

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	
<ul style="list-style-type: none"> To provide a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs across all learning areas. To improve Literacy and Numeracy outcomes for all students at all levels of ability, including EAL learners. To provide a stimulating learning environment for all students by increasing opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking To build student capacity to become more resilient, self-motivated learners and productive members of society To ensure the allocation and performance of resources optimises the achievement, engagement and wellbeing of all students 	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.

These initiatives are the major focus areas of the School Strategic Plan 2015-2018 and school is in its second year of its implementation of identified Key Improvement Strategies. The College has made significant progress in implementing the Powerful Learning Instructional Model, but continues to focus on reduction in variance across all classrooms and levels. Initiatives are implemented through the secondary level Curriculum Action Teams (CATs) and Professional Learning Teams (PLTs). In 2017, there will be a focus on implementing the Berry Street Education Model designed to improve a school's capacity to address school engagement of all students so that they can achieve their personal and social potential through educational achievement.

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)
	<ul style="list-style-type: none"> Development of a coherent and agreed instructional model including curriculum planning, use of accurate assessment data to identify where students are on developmental progressions and to inform teaching practice. Use the Learning Communities structures to continue building teacher and team capacity to deliver improved outcomes for all students. Develop a PDC culture for lifelong learning. Performance and development should a tool to support teachers to meet emerging needs and increased data literacy capacity.
	<ul style="list-style-type: none"> Reduce variance through developing teacher capacity in consistent assessment and use of data Develop improved Reporting and Assessment processes including effective procedures for parent and student feedback. Focus on instructional practice particularly with Mathematics, Writing and Spelling. Focus on content areas other than English and Mathematics 7-12, specifically Science and new aspects of the Victorian Curriculum eg. Coding



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		<p>[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP] To provide a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs across all learning areas.</p> <p>To improve Literacy and Numeracy outcomes for all students at all levels of ability, including EAL learners.</p>						
IMPROVEMENT INITIATIVE		Building Practice Excellence						
STRATEGIC PLAN TARGETS		<p>90% of students to have one year's growth per academic year across AusVELS as measured by teacher judgements. Increased growth in NAPLAN:</p> <ul style="list-style-type: none"> In Year 3 for 80% of students to be in Bands 3-6. In Year 5 for 80% students to be in Bands 5-8. In Year 7 80% of students to be in bands 6-9 In Year 9 80% of students to be in Bands 7-10 <p>Improved NAPLAN growth from Year 3-5 and 7-9 to show 85% of students showing medium to high growth.</p> <p>A 10% increase in the number of students performing at B's and A's in AUSVELS as measured by teacher judgements.</p> <p>An all- Study score mean (averaged over each 2 year period) of at least 29 by 2017 and an increase in the proportion of each VCE Study's Report score to be at or above the zero line in the VCE data service report.</p>						
12 MONTH TARGETS		<p>For teacher judgements, all students to achieve a minimum growth annually (against the Victorian Curriculum) in all areas of literacy and numeracy. Increased growth in NAPLAN:</p> <ul style="list-style-type: none"> Increase the percentage of students achieving in the top two bands of NAPLAN by 5 percentage points. Decrease the percentage of students at or below the National Minimum Standard (NMS). <p>Improved NAPLAN growth from Year 3-5 and 7-9 to show 80% of students showing medium to high growth.</p> <p>An all- Study score mean (averaged over each 2 year period) of at least 29 by 2018 and an increase in the proportion of each VCE Study's Report score to be at or above the zero line in the VCE data service report.</p>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Consistent implementation of the College instructional model including curriculum planning, use of accurate	Continue to implement the College Instructional model and ensure that the the scope and sequence learning descriptions are clearly linked to this model		Term 1	6 months: There is a professional learning program with a strong focus on improving teacher practice.	● ● ●			

assessment data to identify where students are on developmental progressions and to inform teaching practice.	Continue to deepen and strengthen teachers' knowledge of instructional practice through professional learning opportunities focused on teacher feedback models.			12 months: Consistency of teacher practice in use of high reliability strategies linked to learning intentions and success criteria in all classrooms. Consistency of teacher practice linked to an identified instructional instruction model	● ● ●			
Use the Learning Communities structures to continue building teacher and team capacity to deliver improved outcomes for all students.	Further strengthen the Learning Communities structures to develop teacher capacity in Point of Need teaching approaches across the College Continue to build the capacity of the leadership team in coaching and mentoring community leaders and individual teachers		Ongoing	6 months: Each week Learning Communities and individual teachers use multiple data sets inclusive to inform teaching and learning practice	● ● ●			
				12 months: Regular learning walks and feedback to staff facilitated by Leadership Team.	● ● ●			
Performance and development should be as a tool to support teachers to meet emerging needs and increased capacity.	Teachers to develop quality performance plans with SMART Goals linked to the SSP and AIP and unitising action research, sustained peer coaching and mentoring.		Term 2	6 months: There is a clear line of sight between teacher performance plans and the SSP and AIP.	● ● ●			
				12 months: There is a discernible professional growth of teachers as evidenced by their performance plans	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	<p>[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]</p> <p>To provide a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs across all learning areas.</p> <p>To improve Literacy and Numeracy outcomes for all students at all levels of ability, including EAL learners.</p>							
IMPROVEMENT INITIATIVE STRATEGIC PLAN TARGETS	<p>Curriculum Planning and Assessment</p> <p>90% of students to have one year's growth per academic year across AusVELS as measured by teacher judgements.</p> <p>Increased growth in NAPLAN:</p> <ul style="list-style-type: none"> In Year 3 for 80% of students to be in Bands 3-6. In Year 5 for 80% students to be in Bands 5-8. In Year 7 80% of students to be in bands 6-9 In Year 9 80% of students to be in Bands 7-10 <p>Improved NAPLAN growth from Year 3-5 and 7-9 to show 85% of students showing medium to high growth.</p> <p>A 10% increase in the number of students performing at B's and A's in AUSVELS as measured by teacher judgements.</p> <p>An all- Study score mean (averaged over each 2 year period) of at least 29 by 2017 and an increase in the proportion of each VCE Study's Report score to be at or above the zero line in the VCE data service report.</p>							
12 MONTH TARGETS	<p>[For teacher judgements, all students to achieve a minimum growth annually (against the Victorian Curriculum) in all areas of literacy and numeracy.</p> <p>Increased growth in NAPLAN:</p> <ul style="list-style-type: none"> Increase the percentage of students achieving in the top two bands of NAPLAN by 5 percentage points. Decrease the percentage of students at or below the National Minimum Standard (NMS). <p>Improved NAPLAN growth from Year 3-5 and 7-9 to show 80% of students showing medium to high growth.</p> <p>An all- Study score mean (averaged over each 2 year period) of at least 29 by 2018 and an increase in the proportion of each VCE Study's Report score to be at or above the zero line in the VCE data service report.</p>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
[Drafting Note] report here the KIS from the previous summary page]	[Drafting Note] report here what the school will do and how - including financial and human resources]	[Drafting Note] report here the person responsible]	[Drafting Note] report here the timeframe for completion]	6 months: [Drafting Note] report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:		[Drafting Note] report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	Estimate	YTD
Reduce variance through developing teacher capacity in assessment.	Consolidate a school-wide system to effectively track cohort and individual student progress using the data management system. to support the development of differentiated learning for all students. Reduce variance in assessment practice school-wide by developing a comprehensive assessment schedule including the use of pre and post testing. Focus on coaching models to support team planning, modelling, providing feedback to teachers and enhancing the capacity of teachers		Ongoing Term 2 Term 2	6 months: Rigorous assessment schedule developed and implemented. Each week Learning Communities and individual teachers use multiple data sets inclusive of learning logs to inform teaching and learning practice. VCE data analysis conducted and findings used to inform teaching practice through the PLC structure.				



	to use the existing data effectively to inform their teaching. Continue to conduct detailed VCE data analysis.		Term 2	12 months: Pre and post tests are routinely used to support the development of fluid differentiated student groupings. Variance in teacher judgements reduced across the school.	● ● ●			
Develop improved Reporting and Assessment processes including effective procedures for parent and student feedback.	Ensure processes are in place to identify and support all students requiring support or extension. Investigate tools and processes for the giving and receiving of effective student feedback.		Term 1	6 months: Each identified student has a fully developed ILP (KELP, PSD as appropriate) encompassing both learning and social emotional goals. A tool box of student and teacher feedback tools developed and used in all classrooms.	● ● ●			
				12 months: Effective student to teacher and teacher to student feedback is routine in all classrooms. Students demonstrate high levels of motivation and learning confidence.	● ● ●			
Focus on teaching and learning in Mathematics, Writing and Spelling. Focus on content areas other than English and Mathematics 7-12	Continue to focus on raising awareness of all teachers of the integral nature of literacy and numeracy through: Professional learning workshops Coaching Curriculum planning sessions PLT and CAT sessions		Ongoing	6 months: There are regular professional learning focused on literacy and numeracy.	● ● ●			
				12 months: Whole school approaches to Literacy and Numeracy developed and implemented.	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		<p>[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]</p> <ul style="list-style-type: none"> To provide a stimulating learning environment for all students by increasing opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking To build student capacity to become more resilient, self-motivated learners and productive members of society 						
OTHER IMPROVEMENT MODEL DIMENSIONS		<p>[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]</p> <p>Setting Expectations and Promoting Inclusion</p>						
STRATEGIC PLAN TARGETS		<p>Improved student satisfaction as measured by the Student Attitudes to School Survey Variables:</p> <ul style="list-style-type: none"> Learning Confidence to be at or above the 75th percentile School Connectedness to be at or above the 75th percentile Student Motivation to be at or above the 75th percentile <p>Increased student attendance as evidenced by all absences recorded on CASES 21 from P-12 being below the state average and a 20% decrease in absence Years 7-12</p> <p>Improved parent satisfaction as indicated by the Parent Opinion Survey variables:</p> <ul style="list-style-type: none"> Student Motivation, School connectedness and Transitions to be at or above the 75th percentile. <p>Improved staff satisfaction as indicated by the Parent and Community Involvement measure of the Staff Opinion Survey and to be rated at or above the 67th percentile block.</p>						
12 MONTH TARGETS		<p>Improved student satisfaction as measured by the Student Attitudes to School Survey Variables:</p> <ul style="list-style-type: none"> Learning Confidence to be at or above the 50th percentile 5&6 and 75th percentile 7-12 School Connectedness to be at or above the 50th percentile 5&6 and 75th percentile 7-12 Student Motivation to be at or above the 50th percentile 5&6 and 75th percentile 7-12 <p>Increased student attendance as evidenced by all absences recorded on CASES 21 from P-12 being below the state average and a 5% decrease in absence Years 7-12</p> <p>Improved parent satisfaction as indicated by the Parent Opinion Survey variables:</p> <ul style="list-style-type: none"> Student Motivation, School connectedness and Transitions to be at or above the 50th percentile. <p>Improved staff satisfaction as indicated by the Parent and Community Involvement measure of the Staff Opinion Survey and to be rated at or above the 70th percentile block</p>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
Improve the cognitive engagement of all students through differentiation.	Further development of collaborative data driven approaches to inform planning of instructional practice with ongoing focus on models for differentiated approaches e.g. open ended tasks and data driven teaching strategies.		Ongoing	6 months: Data is routinely used to support the development of fluid differentiated student groupings.	● ● ●			
	Refined tracking and targeting of students 'at risk' through the Learning Community, Welfare Team and CAT.			12 months: Learning communities regularly using data to provide a fully differentiated learning program underpinned by the College instructional practice model.	● ● ●			
Enhance the use of student voice in teaching and learning	Ensure consistency in the use of student voice in learning through further focus on		Term 2	6 months: All students have individualised learning goals which are linked to learning and regularly reviewed.	● ● ●			

through the development of authentic opportunities for students to provide feedback on their learning.	goal setting and student reflection and feedback.			12 months: All students are routinely involved in reflection, self-assessment and feedback to teachers	● ● ●			
Implement the PATHS program and the Berry Street Education Model	Continue to consolidate the PATHS Program through building teacher capacity and adapting resources Provide staff with professional development on the Berry Street Education Model Work with other local schools, organisations and networks to support the understanding and implementation of the Berry Street Education Model		Term 4	6 months: Visits and communication developed with other BSEM schools schools with a focus on effective models of implementation of the model.	● ● ●			
				12 months: Planning documents demonstrate consistent implementation of the PATHS program and the Berry Street Education Model	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 4: Annual Self-Evaluation

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

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	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	
<p>Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]</p>				
<p>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]</p>				
<p>Next Steps:</p>				

