Annual Implementation Plan: for Improving Student Outcomes

School name: Charles La Trobe P-12 College

School number: 8890

Year: 2017

Based on strategic plan: 2016-2019

Endorsement:

Principal Anna Rigoni 14.11.16

Senior Education Improvement Leader Graham Stevenson [date]

School council Phillip Burtt 22.11.16

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	✓
Four Year Goals 1. To develop learners who are literate, numerate and inquiring. 2. To provide students with quality teaching, to support them to develop the skills, knowledge and confidence required, to succeed in a broad range of educational contexts. 3. Students will engage in purposeful learning to enable them to learn and develop to their full potential. 4. Students will have high level connectedness to school and perceptions of safety at school.		**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.

CLTC will allocate resources to achieve excellence in Teaching and Learning. The school will focus on two of the six high impact dimensions. They are:

1. Curriculum Planning and Assessment
2. Building Practice Excellence

These link to the School Strategic Plan goals which are:

1. To develop learners who are literate, numerate and inquiring.
2. To provide students with quality teaching, to support them to develop the skills, knowledge and confidence required, to succeed in a broad range of educational contexts.
3. Students will engage in purposeful learning to enable them to learn and develop to their full potential.
4. Students will have high level connectedness to school and perceptions of safety at school.

In order to achieve these goals, CLTC is working on **three key improvement strategies**:

1. Implementing PAT Math and Reading assessments to provide common measure for growth for Years 1-10 students. Extended to include SPA to support student learning data analysis.
2. Team planning using student achievement data to design curriculum for students.
3. Implementing quality teaching by developing an instructional model based on the Curiosity and Powerful Learning approach.

We believe these strategies will positively impact upon student learning achievement as:

1. When teachers use student assessment data to design and plan curriculum, then curriculum delivery will be precise (at the students' zone of proximal development). Increased data awareness is critical to more effectively support the learning of EAL students and other low achieving students; those whose learning is impacted by weak literacy skills.
2. When teachers collaborate to plan curriculum, then teacher practice will be consistent (between classrooms/across the school).
3. When teachers provide learning intentions and success criteria, students will understand what they are learning and how to succeed.

The goals will build upon a previous school goal to establish a safe and orderly learning environment in the open/flexible learning spaces and continues the work from the previous two years which resulted in:

Framework for Improving Student Outcomes

1. Increased enrolments:
   (378 LT, 67 OV) **445** - 2015
   (411 LT, 61 OV) **472** – 2016
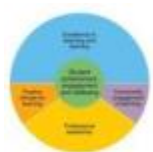   (420 LT, 82 OV) **502** – 2017 (projected)

2. Increased VCE scores (study mean):
   19.5 (2013)
   29   (2014)
   26   (2015)

3. Increased numbers of students achieving medium to high learning gains in NAPLAN assessment data.

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)
1. Building Practice Excellence	Implementing quality teaching by developing an instructional model based on the Powerful Learning approach.
2. Curriculum Planning and Assessment	• Implementing PAT Math and Reading assessments to provide common measure for growth for Years 1-10 students. • Team planning, using student achievement data, to design curriculum for students.

Section 2: Improvement Initiatives

Progress Status: ● ● ● 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	1. To develop learners who are literate, numerate and inquiring. 2. To provide students with quality teaching, to support them to develop the skills, knowledge and confidence required, to succeed in a broad range of educational contexts.
IMPROVEMENT INITIATIVE	Building Practice Excellence

STRATEGIC PLAN TARGETS	**VCE**
	● In 2015 the VCE all studies mean score is 26. Goal - to achieve a VCE all studies mean score of 30 by 2019 (+1 growth each year).
	NAPLAN
	● The percentage of Year 5, 7 and 9 students achieving medium to high learning gains in Reading, Numeracy, Writing, Spelling, Grammar and Punctuation is 75% by 2019.
	NAPLAN Year 3-5
	● Numeracy - Achieved, 2016 25% of students have low level learning gains
	   ○ In 2015, 50% of Year 3 to Year 5 students have 'low' level learning gains. Goal - to increase the percentage of Year 3 to Year 5 students achieving medium/high learning gain levels from 50% to 75% by 2019
	● Writing - Improved, 2016 34% of students have low level learning gains
	   ○ In 2015, 40% of Year 3 to Year 5 students have 'low' level learning gains. Goal - to increase the percentage of Year 3 to Year 5 students achieving medium/high learning gain levels from 60% to 75% by 2019
	● Grammar and Punctuation -Achieved, 2016 22% of students have low level learning gains
	   ○ In 2015, 44% of Year 3 to Year 5 students have 'low' level learning gains. Goal - to increase the percentage of Year 3 to Year 5 students achieving medium/high learning gain levels from 55% to 75% by 2019
	NAPLAN Year 5-7
	● Reading - Achieved, 2016 22% of students have low level learning gains
	   ○ In 2015, 31% of Year 5 to Year 7 students have 'low' level learning gains. Goal - to increase the percentage of Year 5 to Year 7 students achieving medium/high learning gain levels from 70% to 75% by 2019
	● Grammar and Punctuation - Not achieved, 2016 53% of students have low level learning gains
	   ○ In 2015, 31% of Year 5 to Year 7 students have 'low' level learning gains. Goal - to increase the percentage of Year 5 to Year 7 students achieving medium/high learning gain levels from 70% to 75% by 2019
	NAPLAN Year 7-9
	● Numeracy – Not Achieved, 2016 42% of students have low level learning gains
	   ○ In 2015, 32% of Year 7 to Year 9 students have 'low' level learning gains. Goal - to increase the percentage of Year 7 to Year 9 students achieving medium/high learning gain levels from 68% to 75% by 2019
	● Grammar and Punctuation – Achieved, 2016 8% of students have low level learning gains
	In 2015, 30% of Year 7 to Year 9 students have 'low' level learning gains. Goal - to increase the percentage of Year 7 to Year 9 students achieving medium/high learning gain levels from 70% to 75% by 2019

12 MONTH TARGETS	**VCE**
	● In 2015 the VCE all studies mean score is 26. Goal - to achieve a VCE all studies mean score of 27 in 2016. The mean study score in 2016 is 24. 20% ATAR scores over 80 – 10% of study scores over 40. Highest ATAR 99.55 and 95.
	NAPLAN Year 3-5
	● Numeracy - Achieved, 2016 25% of students have low level learning gains (75% M-H) - **MAINTAIN**
	   ○ In 2015, 50% of Year 3 to Year 5 students have 'low' level learning gains. Goal - to increase the percentage of Year 3 to Year 5 students achieving medium/high learning gain levels from 50% to 56% in 2016 (6% annually to 75% by 2019).
	● Writing - Achieved, 2016 34% of students have low level learning gains (66% M-H) - **MAINTAIN**
	   ○ In 2015, 40% of Year 3 to Year 5 students have 'low' level learning gains. Goal - to increase the percentage of Year 3 to Year 5 students achieving medium/high learning gain levels from 60% to 64% in 2016 (4% annually to 75% by 2019).
	● Grammar and Punctuation - Achieved, 2016 22% of students have low level learning gains (78% M-H) - **MAINTAIN**

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- o In 2015, 44% of Year 3 to Year 5 students have 'low' level learning gains. Goal - to increase the percentage of Year 3 to Year 5 students achieving medium/high learning gain levels from 55% to 60% in 2016 (5% annually to 75% by 2019).

NAPLAN Year 5-7

• Reading - Achieved, 2016 22% of students have low level learning gains (78% M-H) - **MAINTAIN**

- o In 2015, 31% of Year 5 to Year 7 students have 'low' level learning gains. Goal - to increase the percentage of Year 5 to Year 7 students achieving medium/high learning gain levels from 70% to 71.5% in 2016 (1.5% annually to 75% by 2019).

• Grammar and Punctuation - Not achieved, 2016 53% of students have low level learning gains (47% M-H)

- o In 2016, 53% of students have low level learning gains (47% M-H). Goal - to increase the percentage of Year 5 to Year 7 students achieving medium/high learning gain levels from 47% to 55% in 2016 (8% annually to 75% by 2019).
- o In 2015, 31% of Year 5 to Year 7 students have 'low' level learning gains. Goal - to increase the percentage of Year 5 to Year 7 students achieving medium/high learning gain levels from 70% to 71.5% in 2016 (1.5% annually to 75% by 2019).

NAPLAN Year 7-9

• Numeracy – Not Achieved, 2016 42% of students have low level learning gains (68% M-H)

- o In 2016, 42% of students have low level learning gains (58% M-H). Goal - to increase the percentage of Year 5 to Year 7 students achieving medium/high learning gain levels from 58% to 63.5% in 2016 (5.3% annually to 75% by 2019).
- o In 2015, 32% of Year 7 to Year 9 students have 'low' level learning gains. Goal - to increase the percentage of Year 7 to Year 9 students achieving medium/high learning gain levels from 68% to 70% in 2016 (2% annually to 75% by 2019).

• Grammar and Punctuation - Achieved, 2016 8% of students have low level learning gains (92% M-H) - **MAINTAIN**

- o In 2015, 30% of Year 7 to Year 9 students have 'low' level learning gains. Goal - to increase the percentage of Year 7 to Year 9 students achieving medium/high learning gain levels from 70% to 71.5% in 2016 (1.5% annually to 75% by 2019).

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
Data Literacy - support CLTC teachers to use data to design and deliver curriculum	Implement a data system that effectively communicates students' growth and achievement and generates dialogue with relevant stakeholders. Data to include, for example: • PAT • NAPLAN • Victorian Curriculum – Teacher Judgement • On demand	LT David Morris – Supported by the leadership team	By the end of 2017	**6 months:** • Data imported into SPA • initial data analysis completed • learning benchmarks for student achievement established	🔴🟡🟢			
				12 months: • teachers use data to identify like ability groups for programming and curriculum delivery • teachers use data to demonstrate one year's growth for one year's teaching for all Year 1 – 10 students	🔴🟡🟢			
Provide sustained, meaningful professional learning that supports teacher development and ensure all teachers understand and know how to implement the College Teaching and Learning Framework effectively	Teachers will complete action learning in triads within Professional Learning Teams (within provided meeting times). Goals in teacher PDPs will relate to implementation of teaching practice articulated in the College Teaching and Learning Framework.	LT David Morris – Supported by the leadership team	By the end of 2017	**6 months:** • teachers have participated in two to three action learning cycles – in triads • teachers have evidence of improvement in practice for example, self-assessment (video), student survey, CPL rubrics	🔴🟡🟢			
				12 months: • teachers have participated in four to six action learning cycles – in triads • teachers have evidence of improvement in practice for example, self-assessment (video), student survey, CPL rubrics	🔴🟡🟢			

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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	3. Students will engage in purposeful learning to enable them to learn and develop to their full potential.
IMPROVEMENT INITIATIVE	Curriculum Planning and Assessment
STRATEGIC PLAN TARGETS	Goal - to increase student attendance for year levels 8-12 to 90% by 2019.

12 MONTH TARGETS

2017 – from SSP – already achieved
Year 7 – 90%
Year 8 – 88%
Year 9 – 86%
Year 10 – 86%
Year 11 – 85%
Year 12 – 86%

2016 – Achievement
Year 7 – 91%
Year 8 – 90%
Year 9 – 88%
Year 10 – 89%
Year 11 – 89%
Year 12 – 88%

New Goals
Year 7 – 91% - maintain
Year 8 – 90% - maintain
Year 9 – 90% + 2%
Year 10 – 90% + 1%
Year 11 – 90%+ 1%
Year 12 – 90%+ 2%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Promote attendance at school for Secondary aged students	Identify and reward Y7-12 students with desirable levels of attendance and those with improved attendance Implement the Attendance Protocols (developed 2016)	Deputy Principal – Linda Arthurson Attendance Officer – Gail Tremayne	Termly	6 months: student attendance is improving (2016 to 2017) attendance protocols are implemented	🔴🟡🟢			
				12 months: Student attendance meets 12 months targets	🔴🟡🟢			
Provide a safe and orderly school environment	Implement School Wide Positive Behaviour Support for Primary School	Leading Teacher – Student Wellbeing LT, Irene Ognenovski Campus Principal OV – Ashley Spagnol	By the end of 2017	6 months: Implementation plan developed	🔴🟡🟢			
				12 months: SWPBS implementation underway, DET checklist and resources identify progress	🔴🟡🟢			
Use Student Voice to increase opportunities for students to lead a culture of high expectation amongst students.	Establish five student leadership teams (2 primary – one each campus, 3 secondary – SRC, Captains and community) and establish Positions of Responsibility for teachers to support the teams. School Captains to design and implement a house points/house colour systems linked to school award system and scholarships	Deputy Principal – Linda Arthurson Leading Teacher – Student and Staff Development	By the end of 2017	6 months: student leadership team established, plan for house points/colours and awards developed	🔴🟡🟢			
				12 months: House points, colours and awards system implemented	🔴🟡🟢			
Trial a Learning Management System	Teacher focus group to trial LMS - CANVAS	LT David Morris	By the end of Term 1	6 months: trial group report back on system	🔴🟡🟢			
				12 months: roll out plan for CANVAS across the College	🔴🟡🟢			

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	Students will have high level connectedness to school and perceptions of safety at school.
OTHER IMPROVEMENT MODEL DIMENSIONS	Positive climate for learning - **Setting expectations and promoting inclusion**
STRATEGIC PLAN TARGETS	- Maintain the Secondary Attitudes to School Survey in the top quartile. - Achieve the middle quartile in the Primary Attitudes to School Survey.
12 MONTH TARGETS	- Maintain the Secondary Attitudes to School Survey in the top quartile. - Achieve the middle quartile in the Primary Attitudes to School Survey.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Equity Programs	1. Establish Nurture Group for 'at risk' upper primary school students in partnership with The Pavilion 2. Implement 'targeted learning' groups for Year 7 & 8 students in English and Math 3. Continue implementation of Corrective Reading and Reading Mastery programs across the College	Principal Anna Rigoni LT David Morris Principal Anna Rigoni and the principal team	By the end of Term 1	6 months: 1. Nurture Group established 2. Targeted learning groups established 3. Remediation programs established 12 months: 1. student learning data and wellbeing data (attendance/exclusion) demonstrates increased engagement at school 2. student learning data demonstrates improved learning outcomes	🔴 🟡 🟢 🔴 🟡 🟢			

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 END 2016	Continuum status END 2017	Evidence and analysis
Excellence in teaching and learning	**Building practice excellence**	Yes	2 - Evolving	Select status	Staff survey
	Curriculum planning and assessment	Yes	2 - Evolving	Select status	Staff survey
	Evidence-based high impact teaching strategies	No	1 - Emerging	Select status	Staff survey
	Evaluating impact on learning	No	2 - Evolving	Select status	Staff survey
Professional leadership	**Building leadership teams**	No	2 - Evolving	Select status	Staff survey
	Instructional and shared leadership	No	2 - Evolving	Select status	Staff survey
	Strategic resource management	No	3 - Embedding	Select status	Staff survey
	Vision, values and culture	No	3 - Embedding	Select status	Staff survey
Positive climate for learning	**Empowering students and building school pride**	Yes	3 - Embedding	Select status	Staff survey
	Setting expectations and promoting inclusion	No	2 - Evolving	Select status	Staff survey
	Health and wellbeing	No	1 - Emerging	Select status	Staff survey
	Intellectual engagement and self-awareness	No	3 - Embedding	Select status	Staff survey
Community engagement in learning	**Building communities**	No	2 - Evolving	Select status	Staff survey
	Global citizenship	No	2 - Evolving	Select status	Staff survey
	Networks with schools, services and agencies	No	2 - Evolving	Select status	Staff survey
	Parents and carers as partners	No	3 - Embedding	Select status	Staff survey

Reflective comments: Staff were asked to complete FISO survey. The status is as per the results of the survey (17 staff completed the survey).

Confidential cohorts analysis: [**Drafting note** This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Next Steps: