

Annual Implementation Plan: for Improving Student Outcomes

School name: **Terang College**

Year: 2017

School number: **6236**

Based on School Strategic Plan: **2015-2018**

Endorsement:

Principal Greg Button **2/2/2017**

Senior Education Improvement Leader **Tony Fowler** **[date]**

School council Nigel Bruckner **2/2/2017**

Section 1: The school's FISO High-impact Improvement Initiatives - summary

Report here the goals identified in the current School Strategic Plan and tick the FISO Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

SCHOOL STRATEGIC PLAN GOALS
<p>[Drafting note: Copy and paste goals from School Strategic Plan]</p> <ul style="list-style-type: none"> Our aim is to improve student's outcomes. For the period of our previous Strategic Plan, Terang College had solid in NAPLAN and Teacher Judgements and school based data. Our Growth across the school in all key areas of Literacy and Numeracy was satisfactory in 2016. We aim to improve this growth in 2017 and beyond. It was identified through our School Review in 2014 that we should build staff capacity to collaboratively use data to improve student outcomes. It is important that building staff capacity in strong, consistent, common purpose curriculum delivery especially considering we have four new staff in teaching positions in 2017. Our equity funding for the 2017 school year amounts to \$142,000. This funding will be used to release our experienced staff to mentor teachers in best practice according to the Victorian Curriculum and our Scope and Sequence Documentation. Staff will have a formalised peer coaching /mentoring program which will be an important focus area within staff reviews. In addition to this, students will also benefit from small group work with this staff to target areas of need. A point of difference here will be to provide opportunity for extension to middle and high achieving students as well as remedial work. Having invested in the Professional Learning Communities/Collaborative Teams that transform schools Terang College will work towards embedding this to drive agreed approaches to assessment and teaching to the point of need. <p>[Drafting note: Considering your SSP goals and 2016 performance data – identify the one or two FISO High-impact Improvement Initiatives for focus in 2017]</p>

FISO IMPROVEMENT PRIORITIES	FISO HIGH-IMPACT IMPROVEMENT INITIATIVES [Drafting note: Considering your SSP goals and 2016 performance data – choose one or two FISO improvement initiatives for focus in the 2017 year]	
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	

FISO HIGH-IMPACT 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 2017. 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.

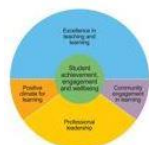
- For the period of our previous Strategic Plan, Terang College had solid in NAPLAN and Teacher Judgements and school based data. Our Growth across the school in all key areas of Literacy and Numeracy was satisfactory in 2015 and 2016. We aim to improve this growth in 2017 and beyond. . It was identified through our School Review in 2014 that we should build staff capacity to collaboratively use data to improve student outcomes. It is important that building staff capacity in strong, consistent, common purpose curriculum delivery especially considering we have six new staff in teaching positions in 2016 and three new staff members in 2017
- Our equity funding for the 2016 school year amounted to \$142,000. This funding will be used to release our experienced staff to mentor these new teachers in best practice according to the Victorian Curriculum and our Scope and Sequence Documentation.
- Staff will build on a formalised peer coaching /mentoring program that was an important focus area within staff reviews in 2016. In addition to this, students will also benefit from small group work; with staff to target areas of need. A point of difference here will be to provide opportunity for extension to middle and high achieving students as well as remedial work.
- We aim to build on the great work in implementing Professional Learning Communities and teams in 2017.

KEY IMPROVEMENT STRATEGIES (KIS)

List Key Improvement Strategies for implementation of the chosen FISO High-impact Improvement Initiative/s. This could include existing strategies as well as new ones identified through analysis of data, evaluation of impact, 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.

FISO IMPROVEMENT INITIATIVE	KEY IMPROVEMENT STRATEGIES(KIS)
Curriculum planning and assessment	Build the capacity of teachers in the use of data to develop, implement, assess and evaluate a curriculum program that meets the needs of every student.
Building practice excellence	Build teacher capacity by developing and implementing programs that use multiple sources of feedback to improve practise.

DRAFT



Framework for Improving Student Outcomes

Published: September 2016



Section 2: FISO High-impact Improvement Initiative - detail

The table below is designed to plan for and monitor the FISO 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.

Please note: In 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. Delete dots as appropriate.]

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> Improve literacy and numeracy outcomes P-10 with a particular focus on <ul style="list-style-type: none"> writing spelling speaking & listening applied areas of numeracy To maximise achievement and pathways for latter years students. 						
FISO IMPROVEMENT INITIATIVE		[Drafting Note from Section 1] Curriculum planning and assessment						
STRATEGIC PLAN TARGETS		<p>[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]</p> <ul style="list-style-type: none"> VCE results at or above state mean for all study scores. VCE scores of 40+ to reach State average or above. 80% of students to be in medium or high growth categories for Reading, Writing and Numeracy as per NAPLAN results. <p>80% of students from Yr 1-10 demonstrate Victorian Curriculum growth at or above 1.0 progression in a 12 month period for Reading, Writing and Number.</p>						
12 MONTH TARGETS		<p>[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. On Demand data)]</p> <ul style="list-style-type: none"> VCE All Studies Median to be at 30 or above for 2017 VCE Study scores of 40 or more to be near or at State Mean 74% or more of Yr 3,5,7,9 Students NAPLAN in Reading, Writing and Numeracy to be in the Medium and High Growth categories. 74% or of students from Yr 1-10 demonstrate growth at or above 1.0 progression in a 12 month period for Reading, Writing and Number. 						
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]		
Build the capacity of teachers in the use of data to develop, implement, assess and evaluate a curriculum program that meets the needs of every student.	Development of an agreed and documented PD Plan	Curriculum Coordinator Leadership team PLC's	2 nd last week of each term	6 months: Initiate discussin around developing a whole school PD plan	● ● ●			
				12 months: Completed PD plan for the whole school.	● ● ●			
	Development of an agreed and documented assessment schedule.	Leadership team PLC teams Teachers		6 months: Review the assessment schedule already in place.	● ● ●			
				12 months: Completed assessment schedule.	● ● ●			



	Development of an agreed and documented meeting schedule.	Classroom teachers	Prior to graph base reporting round.	6 months: New meeting schedule will have been put in place and reviewed	● ● ●			
		Principal class		12 months: Revised meeting schedule in place.	● ● ●			
	Development of agreed and documented protocols to guide PLC discussions	Curriculum Coordinator PLC teams		6 months: 1. Each PLC will create their own meeting norms	● ● ●			
				12 months: PLC norms will be revised and put in place.	● ● ●			



Section 2: FISO High-impact Improvement Initiative – detail

The table below is designed to plan for and monitor the FISO Improvement Initiative. Please note: In 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. Delete dots as appropriate.]

STRATEGIC PLAN GOALS		[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] Build staff capacity to collaboratively use data to improve student outcomes.						
FISO IMPROVEMENT INITIATIVE		Building teacher excellence						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> VCE results at or above state mean for all study scores. VCE scores of 40+ to reach State average or above. 80% of students to be in medium or high growth categories for Reading, Writing and Numeracy as per NAPLAN results. 80% of students from Yr 1-10 demonstrate Victorian Curriculum growth at or above 1.0 progression in a 12 month period for Reading, Writing and Number. Improve students' engagement in their learning. 						
12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. On Demand data)] <ul style="list-style-type: none"> VCE All Studies Median to be at 30 or above for 2017 VCE Study scores of 40 or more to be near or at State Mean 74% or more of Yr. 3,5,7,9 Students NAPLAN in Reading, Writing and Numeracy to be in the Medium and High Growth categories. 74% or of students from Yr. 1-10 demonstrate Victorian Curriculum growth at or above 1.0 progression in a 12 month period for Reading, Writing and Number. 						
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]		
Build teacher capacity by developing and implementing programs that use multiple sources of feedback to improve practise.	Teachers will observe and provide feedback to each other and make links between students' progress data and their own professional data and their own professional needs.	PLC teams Curriculum Coordinator Leadership team	Term 1 and term 2.	6 months: Teachers will pair up with mentors; discuss goals and timetable observation visits and reflection times. 12 months: A reflection on the mentoring program through the PDP.	● ● ●			
	We will ensure PLC's meet regularly to plan, observe, assess and evaluate lessons and share what works. The review of assessment practices will be paramount. This will lead to the development of assessment matrixes. Staff will be supported through the mentor program and the PLC process	PLC teams	Refer to revised 2017 meeting schedule.	6 months: Staff will convene in PLC's to review assessment data to refine & strengthen teaching practises. 12 months: Monitor the growth of students through the collection and review of assessment data and feedback.	● ● ●			



	We will periodically review the effectiveness of teaching and learning programs, and to use this information to plan appropriate teacher professional learning.	Curriculum Leadership team PLC teams		6 months: Collect data by the conclusion of the first term; with the aim of 'fine tuning' the programs.	● ● ●			
			12 months: Use collected data to review the curriculum programs with the aim of continual improvement.	● ● ●				
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 3: Other FISO Dimensions

This section is for documenting FISO dimensions that schools may be focusing on, in addition to the one or two chosen High-impact improvement initiatives.

Please note: In 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. Delete dots as appropriate.]

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> <p>Productivity</p> <p>Terang College priorities to be identified and resourced accordingly.</p>
OTHER IMPROVEMENT MODEL DIMENSIONS	<p>[Drafting Notes Use this section for the dimension identified as an Expanding and upskilling the Leadership Team</p>
STRATEGIC PLAN TARGETS	<p>[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]</p> <p>Development of support and mentoring new members of the Leadership team.</p>
12 MONTH TARGETS	<p>[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. On Demand data)]</p> <p>A schedule of professional development created for Leadership team members.</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] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Support and upskill new members of the Terang College Leadership Team.	Each member of the Leadership that have taken on a new role will be supported and mentored in that role. Time allocated for Professional discussion in each leadership meeting.	Leadership PLC	As per meeting schedule	6 months: Create a leadership meeting schedule and monitor teacher attendance. 12 months: Collect and reflect on data	● ● ●			
				6 months: 12 months:	● ● ●			
				6 months: 12 months:	● ● ●			
				6 months: 12 months:	● ● ●			



Section 4: School Self-Evaluation

For the chosen FISO initiatives and dimensions, evaluate using the Continua of Practice and document evidence and analysis of progress towards goals and targets. You can find the Continua of Practice [here](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Continua.aspx)

For other FISO dimensions include an assessment of the school's status against the continua to assist with the development of the 2018 AIP.

[**Drafting Note** School self-evaluation section enables schools to continuously collect, monitor and analyse school data about 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 School 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 and targets.]
	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	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
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:				

