Annual Implementation Plan: for Improving Student Outcomes

School name: Keilor Downs College

School number: 8715

Year: 2017

Based on strategic plan: 2016 - 2019

Endorsement:

Principal: Linda Maxwell [February, 2016]

Senior Education Improvement Leader: Jason Smallwood [February, 2016]

School Council President: Ray Sheridan [February, 2016]

Section 1: The school's Improvement Priorities and Initiatives

School Strategic Plan goals
• To provide a challenging and differentiated curriculum which caters for the individual learning needs of all students and builds confident, independent learners. • To provide a stimulating learning environment that enables the full engagement of all students in their learning and develops productive leadership in the college and broader community. • To provide a safe and secure learning environment that fosters high levels of personal resilience and promotes empathy and inclusiveness in all students.

Improvement Priorities	Improvement 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	

Improvement Initiatives rationale:
The initiatives chosen support the priorities that were identified in our 2015 School Self-Evaluation Report and were then reinforced by the findings of our Peer Review Report.
The strategies linked to the "Excellence in Teaching & Learning" priority are the continuation of the long-term work we are doing with Jane Pollock in fully implementing a standards-referenced curriculum and common standards-based assessment. This year we will focus on embedding the assessment tasks and implementing planned, focused feedback to students and parents. We will also extend our curriculum standards work to support planned differentiation across the curriculum for students 'below' and 'above' expected levels. We will re-focus our work on implementing GANAG as our instructional model to enhance delivery of Marzano's high-yield strategies and look at this through the lens of I5, which is Pollock's new model of using ICT to deliver improved instruction in classrooms. The outcome of this work should be seen in the improved rigour and consistency of our 7 – 10 curriculum, an improved ability to track student learning data, leading to and an improvement in the learning independence of students.
Our second priority of "Positive climate for learning" will still be focused on moving us to the next level of student engagement and wellbeing outcomes. The breadth and depth of our student leadership program has continued to improve but our focus will be to on implementing sustainable strategies to increase the level of student voice in real decision-making and providing feedback on our provision of a stimulating learning environment. We will continue to strengthen our social curriculum and community engagement opportunities to maximize our students' potential as resilient, active citizens. There will be continued focus on improving the capacity of our Houses and general staff in the areas of mental health support and specific special needs and a refreshment of our SWPBS strategies and approaches to further develop our positive learning climate. The outcome of this will be seen in improved levels of student self-regulation.

Key improvement strategies (KIS)	
Improvement initiative:	**Key improvement strategies (KIS)**
Excellence in teaching and learning Building practice excellence Curriculum planning and assessment	• Standards based documented curriculum including planned differentiation and an agreed school-wide model of instruction • Standards based, moderated assessment to provide student feedback and data to inform point of need teaching • To provide an engaging and stimulating learning environment which responds to student needs
Positive climate for learning Empowering students and building school pride Setting expectations and promoting inclusion	• Continued development of student leadership programs at all year levels which enhance engagement and develops student voice • Comprehensive wellbeing and welfare support & services addressing school-wide and individual needs • Continue to refine SWPBS approaches and enhance pro-social education within curriculum

Framework for Improving Student Outcomes

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Section 2: Improvement Initiatives (1)

STRATEGIC PLAN GOALS	To provide a challenging and differentiated curriculum which caters for the individual learning needs of all students and builds confident, independent learners. To provide a stimulating learning environment that enables the full engagement of all students in their learning and develops productive leadership in the college and broader community.
IMPROVEMENT INITIATIVE	**Excellence in teaching and learning:** • **Building practice excellence** • **Curriculum planning and assessment**
STRATEGIC PLAN TARGETS	NAPLAN relative growth at 7 – 9 will improve to: Reading: Low < 18% High > 32%; Writing: Low < 20% High > 30%; Numeracy: Low < 20% High > 30% VCE All Study Score Mean will maintain at or above 30 VCE English means maintains at or above 29 Percentage of VCE study scores above 40 will maintain at or above 6.5% Year 7 – 10 VELS teacher judgements show a distribution of achievement similar to NAPLAN results
12 MONTH TARGETS	NAPLAN relative growth at 7 – 9 will improve to: Reading: Low < 19% High > 30%; Writing: Low < 20% High > 28%; Numeracy: Low < 20% High > 30% VCE All Study Score Mean will maintain at or above 29 VCE English means maintains at or above 28.5 Percentage of VCE study scores above 40 will maintain at or above 6.0% Year 7 – 10 VELS teacher judgements show a distribution of achievement similar to NAPLAN results

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	Evidence of impact	Budget Estimate	Budget YTD
Standards based documented curriculum including planned differentiation and an agreed school-wide model of instruction	To consolidate KLA documentation of standards- referenced curriculum in all KLA's from 7 – 10 and to extend this to include "above" and 'below' levels. To focus on strategies, structures and professional learning to promote effective differentiation of the curriculum at Year 7. To implement an intensive professional learning program with Jane Pollock on effective instruction within the GANAG model using ICT through her i5 framework.	Curriculum Leadership team (LM, BP, MD, MN) Curriculum Leadership team (LM, BP, MD, MH) Curriculum Leadership team (LM, BP, MN, MH)	Term 4, 2017 Term 4, 2017 Term 3, 2017	**6 months:** - Above and below standards have been drafted for trial Year 7 units in all KLA's - All teachers have undertaken at least two PD activities on differentiation and sample learning activities and assessment tasks have been developed for Year 7 in all KLA's - All teachers have been involved in at least two PD sessions about effective use of IT to deliver high yield strategies **12 months:** - Above and below standards have been drafted for all Year 7 units in all KLA's - All teachers have undertaken at least 4 PD activities on differentiation and specific learning activities and assessment tasks have been developed for Year 7 in all KLA's - All teachers have been involved in at least four PD sessions about effective use of IT to deliver high yield strategies	●●● ●●●			
Standards based, moderated assessment to provide student feedback and data to inform point of need teaching	To refine and embed common standards-based assessment tasks across all KLA's at 7 – 10 and implement a new continuous reporting regime from 7 - 12. To extend data collection, recording and communication of student achievement to allow more effective differentiation for student needs and planned interventions for at risk students.	Curriculum Leadership team (LM, BP, MN, SM) Curriculum Leadership team (LM, BP, MD, MN, SM)	Term 4, 2017 Term 4, 2017	**6 months:** - All assessment tasks for Semester 1 have been implemented in all units at 7 – 10 - First round of continuous reporting via Compass Learning Tasks have occurred and first round of new Compass reports have been implemented - Analytics function of Compass has been set up for NAPLAN & On Demand data for all 7 – 10 students - Data collection systems and effective analysis tools have been developed to analyse Semester 1 assessment tasks data for all students **12 months:** - All assessment tasks for Semester 2 have been implemented in all units at 7 – 10 - Continuous reporting processes via Compass Learning Tasks have been refined and second round of Compass reports have been implemented - Analytics function of Compass has been set up for NAPLAN & On Demand data for all 7 – 10 students and 2017 data has been added - Data collection systems and effective analysis tools have been further refined and analysis of Semester 1 & 2 assessment tasks data for all students has been produced. Resulting intervention strategies have been implemented by Houses and KLA's.	●●● ●●●			

To provide an engaging and stimulating learning environment which responds to student needs	To ensure a PD focus on engaging instructional strategies, particularly through the use of IT, to effectively deliver high-yield strategies To investigate students' perceptions of stimulating learning & learning confidence and trial an effective mechanism which allows structured student feedback to teachers on their classroom practice.	Curriculum Leadership team (LM, BP, MD, MN) Staff Capacity team (GF, MH)	Term 3, 2017 Term 2, 2017	6 months: - All teachers have been involved in at least two PD sessions about effective use of IT to deliver high yield strategies - IT mechanisms such as SharePoint, Edmodo & Clickview are being regularly used by most teachers - Student feedback mechanisms on teacher practice have been investigated and a preferred method chosen for trialling	🔴 🟡 🟢		
				12 months: - All staff have been involved in at least four PD sessions about effective use of IT to deliver high yield strategies - Teacher surveys show that IT mechanisms such as SharePoint, Edmodo & ClickView are being consistently used by most teachers - The chosen student feedback mechanism has been trialled with a sample of students and teachers and evaluated for use with all teachers in 2018	🔴 🟡 🟢		
To further enhance choices and programs within the key transitional stages to facilitate individual pathways	Refine subject offerings within Year 10 curriculum structure and implement recommendations from curriculum audit. Further investigate inclusion of social curriculum. Investigate alternate options for disengaged students at Years 7 – 9, including programs such as "Hands on Learning"	Curriculum Leadership (LM, BP) & CIG Working party drawn from CIG & WIT	Term 2, 2017 Term 2, 2017	6 months: - An analysis of new subjects in terms of student numbers has been done - Investigation of Year 10 social curriculum needs has occurred - Working party has begun investigating options for disengaged 7 – 9 students - Evaluation of new Year 9 programs has occurred and recommendations for further refinement have been made - Transition team has evaluated current programs and links with primary schools and made recommendations for any new approaches			
	Refine and extend new Year 9 programs such as SWISS week and community project Re-focus transition programs with key primary schools to strengthen these relationships	DR & House Leaders Transition team (DM & SRA)	Term 2, 2017 Term 2, 2017	12 months: - Any suggestions for changes to subjects or curriculum structure have been decided by CIG and implementation is under way - Recommendations for improved delivery structure for Year 10 social curriculum have been implemented - Working party has made recommendations on preferred options for disengaged 7 – 9 students - New Year 9 programs have been delivered and further developed - New transition approaches have been trialled with key primary schools			

Section 2: Improvement Initiatives (2)

STRATEGIC PLAN GOALS	To provide a stimulating learning environment that enables the full engagement of all students in their learning and develops productive leadership in the college and broader community. To provide a safe and secure learning environment that fosters high levels of personal resilience and promotes empathy and inclusiveness in all students.
IMPROVEMENT INITIATIVE	Positive climate for learning: • **Empowering students and building school pride** • **Setting expectations and promoting inclusion**
STRATEGIC PLAN TARGETS	Student attitude to school data to show the following improvement: Learning confidence: at or above 3.73; Stimulating learning: at or above 3.14; Teacher effectiveness: at or above 3.65; Teacher empathy: at or above 3.66; Student distress: at or above 5.18; Student morale: at or above 4.83 Year 12 Senior VCAL completion rates to improve to above 60%
12 MONTH TARGETS	Student attitude to school data to show the following improvement: Learning confidence: at or above 3.65; Stimulating learning: at or above 3.18; Teacher effectiveness: at or above 3.67; Teacher empathy: at or above 3.66; Student distress: at or above 5.18; Student morale: at or above 4.76 Year 12 Senior VCAL completion rates to improve to above 60%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Continued development of student leadership programs at all year levels which enhance engagement and develops student voice	To set up sustainable structures and processes to increase opportunities for student voice – new House level captains, SMAD executive, increased student-lead activities, Feedback Friday communication structure, expanded Peer Support activities	Student Leadership team (DR, EY, CH)	Term 4, 2017	**6 months:** - New Leading Teacher (Community Liaison) is in place and team has begun operating - New Year 12 student leader structure is in place and operating effectively - SMAD executives have developed a plan of key events for the year - A small number of new student-lead activities have occurred or been planned, including expanded peer support opportunities - A new student feedback system is being trialled based around Feedback Friday idea	🔴🟡🟢			
				12 months: - New Leading Teacher (Community Liaison) is embedded and team is operating effectively (strong communication, planning & initiation is evident) - New Year 12 student leader structure has been evaluated and plans for 2018 are in place - SMAD executives have delivered a coherent annual plan of targeted events - A reasonable number of new student-lead activities have occurred and peer support opportunities have increased - A new student feedback system has been trialled and evaluated and recommendations made for 2018	🔴🟡🟢			
Comprehensive wellbeing and welfare support & services addressing school-wide and individual needs	Welfare team to evaluate and disseminate appropriate IT apps focused on promoting wellbeing through independent student use; train House coordinators in use of iPads and develop protocols for use with students	Welfare team (DR, Aar, NN, NC) House Leaders	Term 2, 2017	**6 months:** - Welfare team has evaluated and disseminated at least four wellbeing apps on House & Wellbeing iPads and trained House personnel in their appropriate use - A small number of wellbeing apps have been trialled and recommended for independent student use and information developed for targeted students & parents - One of the whole school curriculum days has been designated to wellbeing issues and all staff have participated in a range of targeted learning - An annual program of professional learning activities on these issues has been planned and partially delivered to targeted staff, especially House personnel - WIT has planned out a process to gather data and seek out best practice to evaluate delivery levels of current support services	🔴🟡🟢			
	Further increase staff capacity in catering for mental health issues and special needs through a planned program of professional learning, with particular focus on House coordinators	Welfare team & PD LT (DR, Aar, NN, NC, MH)	Term 3, 2017					
	Evaluate effectiveness and expansion of support services such as SWC's, GP in schools, psychology services and further links with external providers to recommend an appropriate service level for 2018.	Wellbeing Implementation Team (WIT)	Term 3, 2017	**12 months:** - Welfare team has evaluated and disseminated at least eight wellbeing apps on House & Wellbeing iPads and trained House personnel in their appropriate use	🔴🟡🟢			

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				- A reasonable number of wellbeing apps have been trialled and recommended for independent student use and information developed for targeted students & parents - An annual program of professional learning activities on these issues has been delivered to targeted staff, especially House personnel - WIT has completed an effective evaluation of current support services and made recommendations for 2018			
Continue to refine SWPBS approaches and enhance pro-social education within curriculum	Evaluation and refinement of SWPBS strategies and processes such as matrix, reward systems, data collection, handbook, induction of new staff & professional development on identified issues. Undertake an evaluation of House operations and role expectations of Coordinators in terms of any changes.	House Leaders & DR , DM	Term 3, 2017	6 months: - Matrix, posters, handbook and reward systems have been reviewed - All new staff have had at least one induction session on SWPBS - At least two specific PD sessions to further support implementation of SWPBS have been planned and delivered to all staff - Social/health curriculum needs have been clarified and recommendations for any changes to curriculum structures have been proposed	🔴 🟡 🟢		
	Investigate new delivery structures to ensure a coherent, planned curriculum program of social education through Years 7 – 10, including personal learning capabilities, Respectful Relationships & Health standards of VicVELS	Curriculum Leadership team & Welfare team	Term 2, 2017	12 months: - House operations and role expectations have been reviewed and recommendation disseminated - A further induction session on SWPBS has been delivered for all new staff - At least four specific PD sessions to further support implementation of SWPBS have been planned and delivered to all staff - A more effective, agreed social curriculum delivery structure has been developed for implementation in 2018	🔴 🟡 🟢 🔴 🟡 🟢		

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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	**To ensure the allocation and performance of resources supports agreed priorities and optimises outcomes for all students.**
OTHER IMPROVEMENT MODEL DIMENSIONS	Underpins all SSP priorities
STRATEGIC PLAN TARGETS	To consistently implement initiatives and efficiencies to improve student outcomes while maintaining a fully-funded SRP and cash budget that is not in deficit.
12 MONTH TARGETS	To fully expend new Equity funding on identified FISO (Framework for Improving Student Outcomes) initiative areas To deliver innovations and improvements in identified program areas within balanced budgets

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Appropriate allocation of resources to ensure a well-managed environment responsive to identified student and staff needs	Continue to seek efficiencies and innovations in programs and budgets to create opportunities to better respond to identified student and staff needs by: • Targeting VET funding investigation into college revenue and expenditure in the areas of students studying VET within or outside the college and VET staffing • Evaluating current staffing models and student outcomes in the areas of Year 7 Foundation Maths and the Language Support Program (LSP). Refine annual program of internal and external PD focused on enhancing the leadership development of staff and develop a more sustainable and comprehensive staff induction program. Continue to refine Workforce Planning processes and timelines including the investigation of new recommendation processes for course counselling. Continue to use the improvement of college facilities as a tool to increase student engagement and school pride. To ensure expenditure of new Equity funding to ensure effective implementation of FISO initiatives ($84,000)	Principal Class, Business Manager, LT Pathways Principal Class, Business Manager, LT Differentiation, Maths KLA Leader, LSP Coordinator Principal Class, LT PD, Induction and Wellbeing Coordinator Principal Class, LTs Timetable and Pathways Principal Class, Facilities Team Principal & Business Manager	Term 3, 2017 Term 2, 2017 Term 1, 2017 Term 2, 2017 Term 4, 2017 Term 4, 2017	**6 months:** - Specific VET revenue and expenditure lines created to better track funding - Understanding of program influence on student outcomes in Foundation Maths and LSP - Staff participating in Network Leadership PD programs such as Inspire, Intro to Coaching, Peer Coaching and Principal Peer Coaching. - Development and implementation of Induction Program and Staff Wellbeing Program Calendars. - Development and implementation of new recommendation process utilising Compass Analytics. - Term 3 selection panels ready for LT advertisements. - Welfare building and H Block staff rooms completed. - Curriculum reform project with Jane Pollock is underway (2 days consultancy and time release) ($22,000) - New Leading Teacher positions in the areas of differentiated curriculum and community liaison have been established ($20,000) **12 months:** - Improved understanding of VET revenue and expenditure leads to more informed decision-making - Review of student outcomes and staffing in Foundation Maths and LSP has occurred and recommendations have been considered by Leadership Team, PAC and School Council for implementation in 2018. - Staff have completed Network Leadership PD programs, enhancing their leadership capacity. - Survey of staff new to the college in 2017 informs further improvements to the Induction program. - Staff Opinion Survey shows an improvement in Staff Professional Safety - External (and internal) LT appointments finalised by end of Term 3 enable internal PORs to be finalised early Term 4 allowing ROL classroom appointments to be finalised by 2/3 of the way through Term 4. Allotments advertised mid-December. - Curriculum reform project with Jane Pollock is completed (4 days consultancy and time release) ($44,000) - New Leading Teacher positions in the areas of differentiated curriculum and community liaison are embedded and outcomes evaluated ($40,000)	🔴🟡🟢 (6 months) 🔴🟡🟢 (12 months)			

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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**	Yes	3 - Embedding	[**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	Yes	3 - Embedding	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	**Building leadership teams**	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	Yes	3 - Embedding	
	Vision, values and culture	No	Select status	
Positive climate for learning	**Empowering students and building school pride**	Yes	3 - Embedding	
	Setting expectations and promoting inclusion	Yes	3 - Embedding	
	Health and wellbeing	Yes	3 - Embedding	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	**Building communities**	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	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: