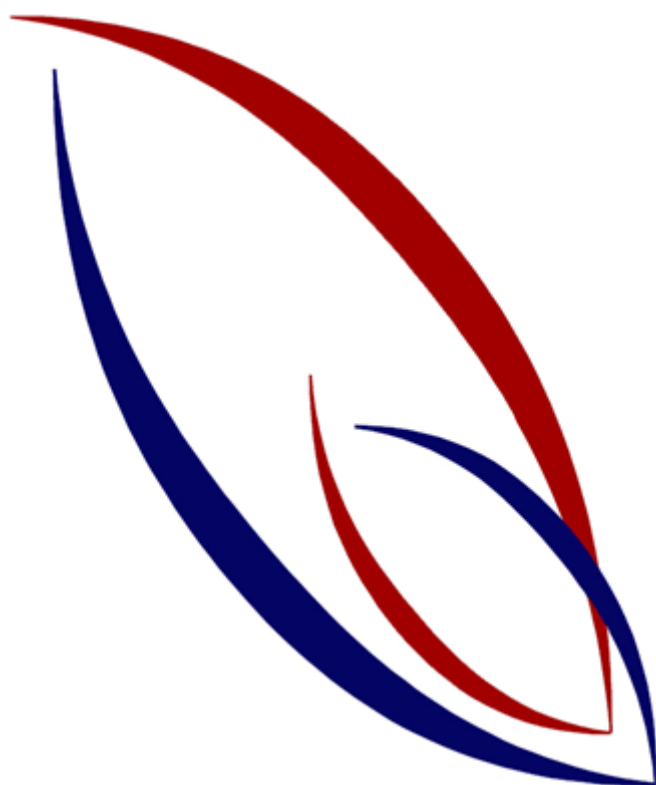


# Annual Implementation Plan - 2020

## Define Actions, Outcomes and Activities

Keilor Downs Secondary College (8715)



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>To maximize the achievement and learning growth of every student, particularly in literacy and numeracy</b>
<b>12 Month Target 1.1</b>	Increase the percentage of students meeting or above benchmark NAPLAN growth  Reading to 76 Writing to 68 Numeracy to 73.
<b>12 Month Target 1.2</b>	Increase in the percentage of Year 9 students performing in the top two bands of NAPLAN to:  Reading to 22 or above Writing to 9 or above Numeracy to 22 or above  Decrease in the percentage of Year 9 students performing in the bottom two bands of NAPLAN to:  Reading to 21 or below Writing to 34 or below Numeracy to 15 or below
<b>12 Month Target 1.3</b>	The VCE English score will increase to 29.94  The VCE study score mean will increase to 30.15
<b>12 Month Target 1.4</b>	Across Years 7–10, the percentage of students demonstrating 12 months or more learning growth using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data will increase for:  Reading and viewing to 85% Writing from to 85% Numeracy from to 85%
<b>12 Month Target 1.5</b>	Staff opinion as measured on the School Staff Survey (SSS) per cent positive endorsement will be: Academic emphasis—to 58 or above Teacher collaboration—to 58 or above Collective efficacy—to 63 or above

<b>KIS 1</b> Curriculum planning and assessment	<b>Strengthen teacher and team capability to utilize data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need</b>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Develop, document and implement a specific strategy which sets expectations of teacher data use for specific purposes including PLTs, KLAs and Houses. Ensure exemplars and best practice examples are consistently shared among staff.</li> <li>• Implement professional learning for curriculum leaders on most relevant data, such as Panorama data, Learning Task data on Compass and VCE data service.</li> <li>• Build on the work of the MYLNS Team and High Ability Practice Teacher to ensure effective dissemination of NAPLAN and On Demand Literacy &amp; Numeracy data to classroom teachers, House Teams, KLA's and Compass.</li> <li>• Model best practice use of data in targeted projects of Year 7 Maths Assistants and Year 9 NAPLAN Numeracy project.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• More accurate teacher judgements (Panorama report NAPLAN comparison to teacher judgement)</li> <li>• Regular, targeted use of data apparent in PLT work, case study presentations and House Teams</li> <li>• Higher levels of data confidence in curriculum leaders</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Teacher judgement data 7 - 10 more consistent with NAPLAN data and Learning Tasks data (Target 1.4 has been met)</li> <li>• Curriculum Team documentation including policies, exit information, surveys and case studies from PLTs &amp; KLAs shows improved use of individualized student data</li> <li>• MYLNS documentation demonstrates more targeted and regular use of data</li> <li>• Documentation of Year 7 &amp; 9 Maths projects shows high level use of individualized data</li> <li>• Pre and post survey of curriculum leaders demonstrates higher levels of data understanding and confidence</li> </ul>

<b>KIS 2</b> Building practice excellence	<b>Embed the agreed college instructional model, integrating the use of High Impact Teaching Strategies, to enable consistent, high quality instruction in every classroom</b>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Teaching and Learning Team has a clear focus on implementing GANAG as our agreed instructional model, differentiation, ICT and high yield teaching strategies, through individual and small group support, provision of targeted professional learning, support for PLT program and KLAs.</li> <li>• Implement a range of strategies to reinforce the GANAG model with students, including posters, whole school learning values, inclusion in diaries and specific learning activities in Year level programs.</li> <li>• Develop an annual whole school theme of the KDC Learner that supports GANAG and align PDP goals, PLT projects and professional development activities to support consistent implementation of the model.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• GANAG is consistently being implemented as the instructional model in every class with teachers allocating class time and prioritizing</li> <li>• Teachers use more meeting time and put shift emphasis on improvement of classroom practice rather than curriculum documentation</li> <li>• Students understand GANAG, routinely use related language, have expectations that it occurs in classrooms every lesson and are aware of their responsibilities such as responding to goals and feedback</li> <li>• There is a move to more class time being used for high-gain application strategies such as the thinking skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• Feedback from PDP process is that teachers feel goals and priorities are more aligned and coherent</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Policy and procedure documents to show whole school implementation</li> <li>• Student tools to support GANAG such as posters, handbooks, curriculum materials and organizers are regularly seen in classrooms</li> <li>• Feedback from Learning walks trial indicates effective tools and data collection to monitor consistent use of GANAG in classrooms</li> <li>• ATOSS and SOS parameters directly related to this show improved positive responses (Target 1.5 has been met)</li> </ul>

<b>KIS 3</b> Building practice excellence	<b>Further develop PLT culture and structures which support systematic and consistent feedback processes, based on strategies such as coaching and peer observation</b>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Teaching and Learning Team to develop protocols and resources to support the successful implementation of the PLT process and ensure that the cycle of inquiry is documented and given sufficient meeting time.</li> <li>• Specific funding to be directed to supporting PLTs to allow time release for peer coaching, support from Learning Specialists and 'at need' professional learning</li> <li>• Teaching and Learning Team to develop protocols and resources to support a trial of learning walks to gather student data to inform areas of growth in instructional practice</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• PLT meetings are strongly attended, examples of changing practice are demonstrated and reported back to staff</li> <li>• There is an increase in 'at need' small group PLT-based professional learning and use of Learning Specialists</li> <li>• The learning walks trial is successful and they become a regular tool in our data collection for professional learning</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Surveys and data collection by the Learning Specialists shows positive endorsement of the PLT process by staff.</li> <li>• Staff Opinion survey - improvements in Teaching &amp; Learning - Practice Improvement factors</li> <li>• Teaching and Learning Team have developed protocols and resources to sustain learning walks as an ongoing element in our professional practice</li> </ul>

<b>KIS 4</b> Curriculum planning and assessment	<b>Develop and implement a whole college literacy and numeracy plan</b>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Several new school-funded positions have been created to add to MYLNS teachers to form new Literacy and Numeracy Teams. These teams will develop policy, implement agreed strategies and oversee the dissemination of student data.</li> <li>• New program of Maths Assistants in every Year 7 Maths class has been introduced to support differentiation and targeted teaching to individual students.</li> <li>• English and Maths KLA Leaders have been given extra time release to support and oversee new Literacy &amp; Numeracy Teams.</li> <li>• The current Language Support Program will be evaluated in terms of most effective use of Language Support funding</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Clear documentation of skills, expectations and agreed strategies in writing, vocabulary and film as text have been developed for Years 7 - 10 and teachers are developing curriculum and assessment in line with this</li> <li>• There is evidence of much more targeted use of individual data such as NAPLAN and On Demand testing in 7 - 10 English classes, KLA teams and PLT groups</li> <li>• The Literacy team, including MYLNS teachers, is working together effectively and agreed strategies and approaches to best support student literacy are being implemented</li> <li>• Higher levels of differentiated teaching and assessment are apparent in Year 7 Maths classes</li> <li>• An evaluation of Language Support has been conducted and recommendations have been made for 2021</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Documentation in English supporting the development of literacy skills have been developed and disseminated and agreed approaches in at least writing, vocabulary and film as text are being implemented</li> <li>• Literacy team surveys and anecdotal accounts demonstrate a high level of individual student data being used by English teachers to differentiate learning</li> <li>• MYLNS processes are settled and effective and student outcome data is showing some improvement in both achievement and self-efficacy</li> <li>• Evaluation of Maths Assistant program has occurred and recommendations made for 2021</li> <li>• Targets 1.1 &amp; 1.2 have been met</li> </ul>

<b>KIS 5</b> Evidence-based high-impact teaching strategies	Action Plan to accelerate improvement
<b>Actions</b>	<p>To implement new strategies to increase student and teacher agency to improve the Year 9 mean in NAPLAN numeracy and to document and evaluate whether these strategies could be applicable in wider contexts at the school and system level.</p> <p>These strategies include:</p> <ul style="list-style-type: none"> <li>• Promoting a more improved attitude towards NAPLAN by using more positive language, implementing a 'personal best' framework, structuring NAPLAN as a challenge project – goal set, take action &amp; reflect and more effectively involving parents in supporting and encouraging a personal best effort. Promote NAPLAN as a positive opportunity to demonstrate growth for individuals and KDC.</li> <li>• Using NAPLAN as an opportunity to promote greater ownership by students of their progress and attainment by producing individual data profiles of NAPLAN growth trajectory and projecting benchmark targets, encouraging students to set individual targets and identify strategies they will use to achieve them and involving parents in supporting and encouraging students to reach personal targets. Also use individualized data to further enhance teacher capacity in assessment and differentiation.</li> <li>• Enhance the current Maths curriculum by using NAPLAN examples as formative assessment examples and application questions in Learning Tasks, model more effective non-calculator/calculator approaches, share strand analysis data with students and link to self-diagnosis of strengths/weaknesses, outline and encourage possible remediation actions and focus on key Maths vocabulary used in NAPLAN</li> <li>• Use NAPLAN as an opportunity to improve general study skills by explicitly teaching test strategies that will be useful in later years and promoting learning dispositions that enhance exam performance such as perseverance, over-coming distractions, re-focusing strategies and the importance of personal preparation such as water, sleep and breakfast.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Improved student agency in NAPLAN performance and greater ownership of learning and responsiveness to feedback.</li> <li>• Improved student understanding of challenge, effort and resilience and the impact on outcomes and achievement.</li> <li>• An improvement in targeted Maths skills and learning dispositions.</li> <li>• Improvement in exam attack skills, study skills and goal-setting.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• An improvement in Year 9 NAPLAN numeracy mean to above the state mean of 600</li> <li>• An increase in the percentage of Year 9 students performing in the top two bands of NAPLAN Numeracy 22 or above and a decrease in the percentage of Year 9 students performing in the bottom two bands of NAPLAN Numeracy to 15 or below.</li> </ul>

<b>Goal 2</b>	<b>To improve student engagement and learner agency</b>
<b>12 Month Target 2.1</b>	Student opinion as shown in the AToSS percent positive responses score for Years 7–12 will be: Student voice and agency— 60 or above Stimulated learning—68 or above Self-regulation and goal setting— 72 or above
<b>12 Month Target 2.2</b>	That 80% of students in Years 8 and 9 have participated in an extracurricular program
<b>KIS 1</b> Empowering students and building school pride	<b>Develop and implement a comprehensive student agency strategy to ensure self-regulated learners</b>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Annual theme of the "KDC Learner" has been agreed upon and all PLC, PDP and KLA priorities are developed to support this. Teaching &amp; Learning Team to develop materials, policies and resources to further support this. Meeting time, professional learning and time release provided to allow effective implementation.</li> <li>• Specific learning activities, materials and support tools, such as classroom posters and student planner activities, will be developed and implemented to increase student understanding of self-regulated learning.</li> <li>• A new Extra-curricular Coordinator position has been created to extend, record and acknowledge participation in extra-curricular activities. They will also promote an expansion of student-lead activities.</li> <li>• A new model for student voice and action has been developed and will be implemented this year. This is based around a number of Student Action Teams, each with a specific focus, direct access to school leadership and feeding in to a Student Advisory Group that meets regularly with the Principal Team.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• There is a noticeable improvement in student self-regulation in their learning, such as goal-setting, responding to feedback and actively using ICT such as Edrolo, OneNote and Microsoft Teams.</li> <li>• KDC Learner expectations have been widely disseminated and are understood and being implemented by most students.</li> <li>• Participation in extra-curricular activities has been captured and acknowledged and students are increasing their participation in activities and opportunities.</li> <li>• A larger number of students are directly involved in leadership and voice forums and are having a direct impact on decision-making.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• There are improvements in the positive response rate to specific factors related to voice, agency and self-regulation in the AToSS. (Target 2.1 has been met.)</li> <li>• Through PLC project data, teachers are reporting higher levels of student self-regulation.</li> <li>• New structures and approaches to promote extra-curricular participation have been developed and trialled. Extra-curricular targets (Target 2.2) have been met.</li> <li>• The new Student Action Teams structure has been implemented and evaluated.</li> </ul>

<b>KIS 2</b> Empowering students and building school pride	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Annual theme of the 'KDC Learner'"agreed upon and all PLC, PDP and KLA priorities developed to support this. Teaching &amp; Learning Team to develop support materials, policies and resources to further support this. Meeting time, professional learning and time release provided to allow effective implementation.</li> <li>• Teachers will continue to prioritize the implementation of supportive classroom practices such as GANAG, thinking skills, flipped classroom strategies, formative assessment and a variety of feedback mechanisms to promote self-regulated learning in students. This will be a sustained focus of all KLA &amp; PLC work, including PDP days, professional learning and time release.</li> <li>• Teachers will continue to implement ICT approaches that promote student agency strategies such as independent student access to the curriculum, collaboration and response to feedback through agreed whole school ICT platforms such as OneNote, Microsoft 365 and Edrolo.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• The KDC Learner theme is well understood and there is evidence of implementation by all teachers through key structures such as PLCs, KLAs, PDP plans and time release data.</li> <li>• Teachers are regularly planning and implementing strategies that support students to be self-regulated learners. These include consistent use of GANAG processes such as goal setting, goal review, regular use of the thinking skills and effective use of feedback mechanisms.</li> <li>• All teachers are regularly using the key ICT tools agreed upon and have incorporated these into their planning, curriculum delivery and assessment.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• There are improvements in the positive response rate to specific factors related to voice, agency and self-regulation in the AToSS. (Target 2.1 has been met.)</li> <li>• PIVOT data is showing positive improvement in related factors.</li> <li>• Data collected from PLCs and PDP plans shows positive improvement in these targeted areas.</li> <li>• Data collected by the Teaching &amp; Learning Team (exit passes, survey data, anecdotal records) show improvement in these areas.</li> <li>• Related factors in the Staff Opinion Survey show an increase in positive endorsement.</li> </ul>



<b>Goal 3</b>	To improve the social and emotional engagement and wellbeing of every student
<b>12 Month Target 3.1</b>	The percent positive endorsement on the AToSS for Years 7–12 will be: Sense of connectedness — 71 or above Teacher concern— 54 or above Effort— 78 or above Resilience— 73 or above
<b>12 Month Target 3.2</b>	Student absent days per full time equivalent will less than 15 days at Years 9, 10 and 12 Average absence days unapproved will be less than 5.5.
<b>KIS 1</b> Setting expectations and promoting inclusion	<b>Implement a whole college strategy to support self-regulating behaviour, based on SWPBS and emotional self-regulation</b>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Review and refresh SWPBS strategies and processes such as refining the matrix, extending reward systems, evaluating data collection, updating the handbook, ensuring the induction of new staff &amp; delivering professional development on identified issues.</li> <li>• Review and expand attendance processes such as parental communication, case management of specific attendance issues, refinement of absence recording processes promotion of the link between outcomes and attendance.</li> <li>• Run House meetings as PLTs with improved use of individualized student data, inquiry cycle processes and case management approaches to support high-needs and at-risk students.</li> <li>• To continue the development of our social curriculum program by evaluating and refining the Year 7 - 9 Explore curriculum to address current and emerging issues such as mental health, help-seeking and emotional self-regulation.</li> <li>• Implement a new Student Engagement Team structure to more effectively respond to identified needs through changes to the social curriculum and the provision of small group early intervention programs for identified Tier 2 students.</li> <li>• Continue to strengthen collaboration, communication and coordinated service delivery across our Wellbeing services including SWC's, psychologists, Doctors in Schools program, Health Promotion Nurse &amp; Youth Worker, as well as with SSS network and external agencies to address the needs of Tier 3 students.</li> <li>• Further develop the capacity of teachers to identify and support students with wellbeing issues and further build the capacity of Houses to effectively deal with Tier 1 wellbeing issues.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Increased use of individualized student data and case management approaches can be seen in House meetings. This has lead to more effective interventions and coordinated approaches to Tier 2 &amp; 3 students.</li> <li>• There is a further reduction in negative student behaviour and continued improvement in the learning climate of classrooms and the general school environment. Incidents of bullying and misbehaviour have decreased and incidences of upstander behaviour, altruism and positive behaviours have increased.</li> <li>• Good attendance rates have improved to great attendance rates with targeted activities and effective communication with the community.</li> <li>• An expanded range of small group wellbeing intervention programs have been conducted to support identified students, with outcomes evaluated through student and staff feedback.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sustainable systems, programs and processes have been set up, including scheduling, record-keeping and student communication mechanisms, to facilitate effective collaboration across all wellbeing staff. Relationships with external agencies have become more coherent and efficient.</li> <li>• House Leaders and Coordinators have all undertaken specific professional development in assessing and supporting low level wellbeing issues and consistent processes and protocols are evident across all Houses. All teachers have been involved in professional learning sessions focused on targeted wellbeing issues.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Improved results in relevant factors of ATOSS (sense of connectedness, teacher concern, sense of confidence, resilience). Target 3.1 has been met.</li> <li>• Attendance targets (3.2) have been met.</li> <li>• Compass misbehaviour data shows a reduction in suspensions and repeat interventions.</li> <li>• Survey and focus group data on the number and effectiveness of small group intervention programs delivered.</li> <li>• Structured feedback from Wellbeing Team and allied health personnel on effectiveness of programs and processes across the well being team</li> </ul>

<b>KIS 2</b> Intellectual engagement and self-awareness	Implement approaches to further improve learning culture and dispositions based on explicit teaching of effort and resilience
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Ensure SWPBS principles are clearly understood by students and supported by classroom activities, targeted programs and student-focused documentation such as classroom posters and student planners.</li> <li>• Expand the Social curriculum, through the Explore program, to include specific learning activities based on issues of effort and resilience.</li> <li>• Promote a culture of effort and resilience through House and home group structures, targeted activities, student documentation and community communication.</li> <li>• Ensure that our current Transitional programs such as KDC Go, SWISS week, Elevate, study activities, student workshops and Year 11 &amp; 12 camps promote concepts of effort and resilience.</li> <li>• Trial the incorporation of 'challenge project' approaches through opportunities such as camps, work experience, student leadership programs., Explore curriculum and extra-curricular activities.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• SWPBS concepts and language is embedded across the school and demonstrated in everyday practice both in and out of classrooms.</li> <li>• Most students can articulate the concepts of effort and resilience and demonstrate examples in their actions.</li> <li>• House activities, transition programs, student leadership programs and extra-curricular activities explicitly identify and acknowledge positive examples of effort and resilience in students.</li> <li>• Several examples of 'challenge projects' have been trialed and evaluated across a range of areas in the school.</li> </ul>
<b>Success Indicators</b>	Target 3.1 is met. The percent positive endorsement on the AToSS for Years 7–12 will be: Sense of connectedness — 71 or above Teacher concern— 54 or above Effort— 78 or above Resilience— 73 or above Attendance targets (3.2) have been met.