Annual Implementation Plan: for Improving Student Outcomes

School name: Cranbourne Secondary College

Year: 2017

School number: 01-7747

Based on strategic plan: 2016 - 2019

Endorsement:

Principal John Jovic   February 2017

Senior Education Improvement Leader   Alex Greenwell   February 2017

School council Elvira Ritzert]   February 2017

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
- To improve the literacy & numeracy standards of students across the school, with an emphasis in Years 7-10   - To create a culture of shared & distributed leadership where staff are empowered to seek leadership development in the context of a collective responsibility for improving student outcomes   - To create a learning environment where student voice allows them to take ownership and responsibility for their own learning   - To improve the wellbeing of students at Years 7-10

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	
	Health & Wellbeing	

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.

Student achievement data is in need of improvement. While a large number of students arrive in Year 7 well below expected levels in both literacy & numeracy, we have not been able to consistently achieve acceptable growth levels between Year 7-9. Low growth is prevalent in approx. 40% of student across all domains, and high growth was recorded in only 17-20% when considering the 7-9 NAPLAN data. Writing in particular has been the main concern. An audit of the school's practices in Excellence in Teaching and Learning FISO Improvement Strategy, places the school in the Evolving stage for most parts.

The College appointed a learning partner to plan a Year 7 program in 2016 that is ready to be implemented in 2017. It is an evidence based approach, promotes greater staff collaboration, and is differentiated to meet the wide range of student abilities. There has been a review of the leadership structure and the College has now appointed new Leaders in the areas of Data, Professional Learning & Assessment & Reporting. A literacy and numeracy team has undergone training to implement modules to all staff that promote literacy & numeracy across the curriculum. This work will be ongoing in 2017.

School Climate and Leadership figures in the Staff Survey are low and reflect a lack of consultation and clarity resulting in low morale. In fact only 30% of staff endorse the school climate and identify leadership as one of the main reasons. Distributive leadership has not always been successfully developed and needs to be expanded. The leadership of teaching and learning needs to be broadened so that there is greater sharing of that responsibility. The Year 11 and 12 program is sound and provides a broad offering in VCE, VCAL & VET. VCAL & VET completion rates are strong but VCE results have not improved in recent years.

The pathways program has been reviewed with several clear recommendations that should be implemented from 2017. The current sub-school structure has been problematic in Year 10 and impacted on retention and success rates. The curriculum from Years 7 to 10 has not had sufficient emphasis on the development of students' skills and access to a balanced program. Changes in our VET partnership arrangements for 2017 present an opportunity to discuss the most effective timetable to deliver the school program. Attendance is still a focus and the school will continue to implement strategies to improve the rates of attendance.

The school has a strong well-being program and data supports the fact that students generally like coming to school. SATs data has all measures except student behaviour in the fourth quartile which is well above state averages. The Pastoral Care Program is seen as one of the reasons why student well-being is so healthy, and this was reinforced in the Peer Review which recommended expanding the Pastoral Care Program into Year 10 alongside a change to the sub-

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school structure. The strong focus on improved learning & teaching should see also see improved student voice and students taking greater responsibility for their own learning.

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
Curriculum planning and assessment	• Adopt a collaborative and evidence based approach to planning for high quality and differentiated teaching & learning (PLTs)
Building practice excellence	• Provide an effective learning program at Years 7-10 that effectively embeds the Victorian curriculum
Empowering students and building school pride.	• Implementing a cohesive whole school approach to student leadership between Years 7-12 • Provide a professional learning program to develop teachers ability to give effective and regular feedback that leads to improved student learning & engagement
Creating a positive climate for learning.	• To develop a whole school approach to improving student attendance • Provide a professional learning program that improves the ability of teachers to manage difficult students

Professional leadership	• Developing a strong distributive leadership model through:
	  1. Expanding the leadership base through the school, and
	  2. Developing the skills of all leaders to lead learning across the curriculum
	
	• Developing a decision making model within the school that promotes better consultation and inclusion of all staff

Section 2.1: 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 not 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.

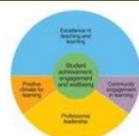| STRATEGIC PLAN GOALS	To improve the literacy & numeracy standards of students across the school, with an emphasis in Years 7-10
IMPROVEMENT INITIATIVE Excellence in Teaching and Learning • **Curriculum planning and assessment** • **Building practice excellence**	• Adopt a collaborative and evidence based approach to planning for high quality and differentiated teaching & learning (PLTs) • Provide an effective learning program at Years 7-10 that effectively embeds the Victorian curriculum
STRATEGIC PLAN TARGETS	• Improve NAPLAN growth to a 25:50:25 distribution with an increase in high & medium growth and reduction in low growth numbers • Increase students' PAT Test Stanine Ranking in Literacy and Numeracy by an average of one stanine, over a four year period. This is measured by comparing their score at the beginning of Year 7 to their score at the end of Year 10. • To achieve VCE adjusted study scores in English that are above expected levels.
12 MONTH TARGETS	• A 5% reduction in the low growth category of NAPLAN results and a 5% increase in the high growth category. This is measured against 2016 NAPLAN growth results in reading, writing & numeracy. • PAT Testing: PAT maths & PAT comprehension tests show an average stanine equal to the scores from the 12 months prior (this would indicate an expected level of growth) • **ODT Testing** Achieve a 25:50:25 (Low, Medium, High) growth distribution on the ODT tests completed, compared to 12 months prior. This is averaged over the 2 Numeracy and 2 Literacy ODT's completed. **Low Growth** = Gain of 0.6 or less **Medium Growth** = Gain of 0.7 – 1.3 **High Growth** = Gain of 1.4 or more

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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Work with our learning partner to improve teacher capacity through: • The effective use of data. • Developing improved learning sequences that reflect the Victorian Curriculum. • Creating a documented curriculum in Years 7 and 8 which engages and extends all students from their current levels of understanding in all subjects.	• Year 7 Teams deliver Learning Sequences, CATs and Rubrics developed for Term 1. • Year 7 Team complete Learning Sequences, CATs, Rubrics for remainder of the Year. • Year 8 Team develop and complete Learning Sequences, CATs, Rubrics for Semester 1 of 2018. • Year 8 Team develop Learning sequences, CATs and Rubrics for semester 2 2018 during semester 2. • Year 7 CWPs trained in Critical and Creative Thinking and Formative Assessment by the Learning Partner.	Yr 7 PLT Yr 7 PLT CWP8 CWP8 PD leader Learning Partner	Ongoing	**6 months:** • Semester 1 curriculum completed. • Semester 2 commenced for Year 7. **12 months:** • Semester 1 curriculum documented for Year 8 2018. • All Year 7 curriculum completed.		- Year 7 teachers will be able to demonstrate their implementation of improved pedagogy and learning program though PDP process.		
Improve teacher capacity to teach literacy by having all teachers completing the 6 "Literacy across the Curriculum" modules.	• Establish a PD Plan that itemises dates for completion of literacy modules. • Delivery of Literacy Modules to all staff according to PD Plan. • Redesign PDP process to include literacy modules.	PD leader Literacy Training Team		**6 months:** • PD Plan completed. • At least 2 modules completed for literacy. • PDP process presented to staff and commenced. **12 months:** • Completion of all modules.	🔴🟡🟢 🔴🟡🟢	Minimum 1 years growth in PAT testing for Year 7 students (demonstrated by maintaining stanine over a one year period) Demonstrated completion of modules and classroom implementation in PDP.		
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STRATEGIC PLAN GOALS	To create a culture of shared & distributed leadership where staff are empowered to seek leadership development in the context of a collective responsibility for improving student outcomes
IMPROVEMENT INITIATIVE PROFESSIONAL LEADERSHIP • **Building leadership teams**	• Developing a strong distributive leadership model through: 1. Expanding the leadership base through the school, and 2. Developing the skills of all leaders to lead learning across the curriculum • Developing a decision making model within the school that promotes better consultation and inclusion of all staff

STRATEGIC PLAN TARGETS	• To increase the following areas of the staff opinion survey by 20% over the life of the SSP:
	  ▪ Collective Efficacy (25.4%)
	  ▪ Teacher collaboration (27.6%)
	  ▪ Shielding/Buffering (15.5%)
	
	• To achieve yearly improvements in the following leadership characteristics: Leading change, visibility & instructional leadership

12 MONTH TARGETS	To increase the following areas of the staff opinion survey by 5% during 2017:
	  ▪ Collective Efficacy (25.4%)
	  ▪ Teacher collaboration (27.6%)
	  ▪ Shielding/Buffering (15.5%)

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
• Developing a decision making model within the school that promotes better consultation and inclusion of all staff	• Form a working group from the leadership team to develop a new organisational model	JV	Nov 2016	Effective formation of new decision making groups consistent with new model.	🔴🟡🟢			
	• Develop model and seek input from leading teachers and whole staff	Leadership team	Dec 2016	Conduct staff survey at end of term 2 to determine the effectiveness of new model.	🔴🟡🟢	5% improvement in following components of the staff survey: • Collective efficacy • Teacher collaboration • Shielding & buffering		
	• Publish new organisational model, laminate and place in every staff room	JV	Feb 2017					
	• Organise meeting schedule to reflect the new organisational model	PCO team	Jan 2017	Documented calendar that reflects new model. Installing calendar on Compass platform				
	• Implement consistent practices & protocols for running new meetings in line with new approach	PCO team	Semester 1 2017	Agenda & minutes of meetings located centrally on sharepoint				
• Developing a strong distributive leadership model	• PD leader appointed with clear role description • PD plan completed & published • Identify leadership training skills required by all leaders of learning	PCO PD Leader PD Leader	Term1 2017	**6 months** • PD leader appointed	🔴🟡🟢 🔴🟡🟢			

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through: 1. Expanding the leadership base through the school, and 2. Developing the skills of all leaders to lead learning across the curriculum	• Commence training & support for all leaders of learning across the college	PD Leader		• PD plan completed • Training needs of learning leaders identified • Program commenced **12 months** • Completed training program • Draft of 2018 plan completed		Leadership Module of staff opinion survey to be undertaken to provide benchmark to measure future improvement.
	• Provide greater opportunities for leading teachers to be involved in and lead major school initiatives	PCO team	Ongoing in 2017	Clear and direct involvement in major decision making groups and working parties that involve key school initiatives. Documented review reports generated by members of key working parties		
	• Emerging leaders to be selected to be involved in Social Ventures Australia leadership development program	PCO team	Ongoing in 2017	Detailed schedule of professional learning activities through SVA		

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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To improve the wellbeing of students at Years 7-10
OTHER IMPROVEMENT MODEL DIMENSIONS **Health & Wellbeing**	• To develop a whole school approach to improving student attendance • Implementing a Year 7-10 Pastoral Care Program that promotes the positive well-being of all students
STRATEGIC PLAN TARGETS	• Improve attendance rates by 20% in all year levels against 2016 data over the life of the SSP • Using the Student Attitude to School Data, maintain student safety, student distress & student morale in the 4th quartile • Using Attitude to School data, improve student behaviour into the 3rd quartile • Match school retention rates with state levels for Years 7 into 10 & 10 into 11 • Achieve a retention rate within 3% of state levels for Years 11 into 12
12 MONTH TARGETS	• 5% improvement in attendance data compared to 2016 • A pastoral care program between years 7-10 • School community support for the time table, period length & subject offerings for 2018

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Improving the strategic resource management of the school, through a review the current time table to identify the most effective structure for curriculum delivery at the College considering in particular: Years 7 to 10 subject offerings; period length; number of	• Establish Working Party (s) to review the following aspects related to the timetable: ➢ Period length, ➢ Number of days in timetable sequence ➢ Pastoral Care in Year 10 ➢ Curriculum offerings in Year 7 to 10 ➢ Specifically the pathways based subjects 7 to 10	Leadership Team	Early Term 1 2017	**6 months**: Working Party established Timeline identified Consultation commenced Preliminary Report completed	● ● ●	Establish pre-conditions for improving 7-10 student wellbeing in 2018		

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days per timetable cycle; recommendations of the Pathways Review and pathways related subjects in Years 7 to 10; Pastoral Care in Year 10.	• Establish a timeline for the review that includes consultation. • Preliminary report by end of Term 2. Final Report recommendations delivered during Term 2 for 2018 implementation.	Working Party	End of term 2 2017	**12 month:** Final Report recommendations delivered during Term 2 for 2018 implementation.	🔴🟡🟢	Implementation of recommendations from working parties during 2nd semester		
Improving the health and wellbeing of students by establishing clarity about the role of classroom teachers in improving attendance by using a consultative process with staff.	Clarify and expand the role of the classroom teacher in student attendance through staff forum and a documented plan. Establish monitoring processes	PCO and wellbeing Team	Term 1 Ongoing	• Consultation & Recommendations documentation completed for the classrooms teacher's role in improving attendance. • A process for monitoring attendance and evaluating its effectiveness to be established by the end of term 3 • PD regarding the attendance responsibilities of the classroom teacher to be undertaken during term 4, for implementation in 2018.	🔴🟡🟢 🔴🟡🟢	All preconditions for attendance processes to be in place prior to 2018		
Improving the health and wellbeing of students by conducting a sequence of interviews with Year 12 students to help them self-manage organisation, resilience, work ethic and motivation leading to improved achievement levels.	Sequence of interviews with Year 12 students program documented Timetable of interviews published Monitoring processes developed and documented	Senior Team	ongoing	**6 months:** Program commenced and documented, interview timetable established, several interviews conducted. **12 months:** Program completed; evaluation completed with recommendations.	🔴🟡🟢 🔴🟡🟢	Minimum 1 point improvement in median school study score (currently 27)		

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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	2 - Evolving	[**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	2 - Evolving	
	Evidence-based high impact teaching strategies	Yes	1 - Emerging	
	Evaluating impact on learning	Yes	1 - Emerging	
Professional leadership	**Building leadership teams**	Yes	2 - Evolving	
	Instructional and shared leadership	Yes	2 - Evolving	
	Strategic resource management	No		
	Vision, values and culture	No		
Positive climate for learning	**Empowering students and building school pride**	No		
	Setting expectations and promoting inclusion	No		
	Health and wellbeing	Yes	2 - Evolving	
	Intellectual engagement and self-awareness	No		
Community engagement in learning	**Building communities**	No		
	Global citizenship	Select		
	Networks with schools, services and agencies	No		
	Parents and carers as partners	No		
Reflective comments: [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				

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Confidential cohorts analysis

Triangulated data used to identify those students who are well below expected literacy levels. A learning enhancement leader has been appointed to lead a team of 5 teachers to deliver intervention programs to the selected students. Each student has a learning enhancement plan and this is used to tailor the type of intervention that is required.

Rigorous testing will occur in 5 week blocks of instruction to monitor progress and learning growth and assess the effectiveness of the instruction. Data will be available to monitor the effectiveness of the program throughout the year.

Next Steps:

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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]