

2016 Annual Implementation Plan: for Improving Student Outcomes

8223

PAKENHAM SECONDARY COLLEGE 2016

Based on Strategic Plan 2013 - 2017

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	Building practice excellence: Teachers, principals and schools will work together
	Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	Empowering students and building school pride: Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	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	

Initiatives Rationale:	
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p> <p>The school is clearly focussed on improving student learning outcomes through the life of our current Strategic Plan. Enhancing the quality of teaching practice is a key focus for the College. Key improvement strategies that have been adopted to support this include the development of a Teaching and Learning Framework that all teachers are expected to adhere to and the implementation of the Literacy for Learning Program as well as the introduction of Professional Learning Teams within KLAs (through adopting the "DuFour" model). The majority of staff have been trained in the Literacy for Learning and now need support to embed this as part of their practice. KLA meetings have moved from a management focus and are now more focussed around teachers working and planning together.</p> <p>The focus on inclusion is based on the need to reduce the impact of negative behaviours and enhance student literacy and numeracy levels. Parent, Student and Staff Data continue to highlight that the management of student behaviour and the overall perception of the School is an on-going challenge (despite our best efforts). A key curriculum consideration is that traditionally 50% of our students entering the school in Year 7 are in the bottom 25% of the state.</p>	
Key Improvement Strategies (KIS)	
<p>List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.</p>	
Initiative:	KIS
Building practice excellence	<ul style="list-style-type: none"> Allocate time to Literacy for Learning Tutors to continue to support staff in the implementation of the Literacy for Learning strategies. Ensure they have access to the Literacy consultant to help support / mentor them in their role. Use the Literacy Consultant to run further PD for staff that directly relate to embedding the program as part of their practice with a focus on Maths, Science and Humanities. Continue to study learning data arising from KLA based assessments to inform teaching and review curriculum.
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> Allocate extra teacher time to run intensive support for those students who are significantly behind in Maths and English with a focus on the Response to Intervention model. Employ a person to "case manage" some of the more difficult students with a view to supporting them in modifying their behaviours. Employ a person on a part-time basis to oversee school publicity. Ensure the music program continues to be funded in order to support student inclusion.

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ACHIEVEMENT					
Goals	Strengthen the focus on improving student learning through a greater understanding of student achievement levels. Enhance the recognition and support of more able students (top 10-25%).	Targets	Student learning data to show improvement over the life of the Strategic Plan. The outcome data of identified capable students is tracked throughout their schooling and includes monitoring their destinations upon exiting Pakenham.		
		12 month targets	Progress made in absolute and student gain data for matched cohort is above or comparable to statistically similar schools and the state Highly capable students identified at Year 7, 8 & 9 and mentoring program implemented		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Make explicit the school assessment schedule (within each Year Level and KLA) and make time to analyse and use the results as feedback for teachers.	Publicise the assessment schedule for Years 7 – 12 for all Key Learning Areas, ODT and NAPLAN Ensure Senior School Team review schedule to reduce clashes and ensure distribution is as even as possible	Continue to review, update and publicise assessment schedule including, On Demand Testing, SACs at Year 11 and 12	KLA Leaders / Frances Senior Sub School team / Emmanuel	End of February End of February	Assessment schedule published and adhered to by all staff
	Ensure KLA time is devoted to analysis of assessment data and adjusting lesson plans in response to the findings Continue to provide Professional Development for staff to develop data literacy skills	Schedule KLA meetings every fortnight Implement a Train the Trainer session on data literacy skills Principal Team to mentor KLA Leaders Continue with ODT and ensure data is available for six and twelve month analyses	KLA Leaders, Principal Team	Ongoing	KLA Minutes record teachers working together to analyse data and modified teaching plans saved on 'O' drive Professional Learning variables relating to Collective Responsibility and Active Participation on Staff Opinion Survey improve on 2015 levels
Consolidate and strengthen the Teaching and Learning framework through further development and strengthening of feedback loops.	Continue to embed consistency of assessment practices through use of rubrics	Schedule KLA meetings every fortnight Continue to train people on designing effective Rubrics	KLA Leaders, Principal Team	Ongoing	All major assessment tasks have authentic assessment rubrics
	Develop a common understanding across the College as to what constitutes a pass or fail	Introduce and implement new attendance policy Work with Curriculum Committee to develop draft document	Linda Frances / Curriculum Committee	Term 1 Term 1	All staff follow agreed guidelines as to what constitutes a pass or fail Student attendance levels improve on 2015 figures
	Embed Literacy for learning strategies within the curriculum documentation. Ongoing coaching of teachers to enhance delivery within the classroom	Schedule KLA meetings every fortnight Schedule time release for tutors Employ Literacy Consultant to specifically work with Science Maths and Humanities teachers	Literacy for Learning Co-ordinator	Ongoing	Curriculum documentation reflects Literacy for Learning strategies All staff have undertaken Literacy for Learning program NAPLAN Data and ODT indicates growth levels above what is expected
Continue to embed the Learning and Teaching Framework and associated practices to strengthen teacher	Provide professional development to staff through KLA meetings and Building	Relevant Principal class members	Ongoing	Professional Learning variables relating to Coherence and School Level Support on Staff Opinion Survey improve on 2015	

	effectiveness in the classroom. Formal Induction of new staff in the Learning and Teaching Framework	Collective Efficacy meetings Identify the key elements of these meetings Identify staff to help facilitate the meetings			levels
Ensure early identification of students who show a higher capability, provide appropriate mentoring and involve parents in building aspirations.	Review Year 8 programme and develop Year 9 programme	Allocation of staff member to develop and co-ordinate mentoring programme and SSG meetings for students identified in Years 7, 8 and 9 in 2016 Develop focus for the Year 9 program Train and support teachers to provide higher order work for students in the enhancement class	Sub School Co-ordinators and Team Leaders	Ongoing	SSG meetings held and minutes documented. A co-ordinated Mentor Program is in place for students in Years 7, 8 and 9 Enhancement classes Analysis of Year 9 Naplan results for students in the Enhancement class show that average student growth is above state benchmarks Student survey results for the class are above those achieved by the Year level
	Conduct an audit of learning activities and adjust as required – changes documented on 'O' drive	Modify current curriculum for students in enhancement program.	KLA Leaders	Ongoing	Curriculum for enhancement classes saved on 'O' drive
Further develop the curriculum program to support student enhancement.	Continue to set learning goals and modify curriculum for students on D&I program.	Students on the PSD Program have ILPS and work modified accordingly with documentation and Learning plan provided to the D&I coordinator Further Professional Development to assist staff to improve the quality of Individual Learning Plans and ensure modification of assessment tasks and exams to meet the needs of individual students. Teachers to undertake mandatory DET "inclusive learning" PD Induction of all staff teaching students on the D&I program.	Principal team and D&I Coordinator	Ongoing	Students on the PSD program have ILPs and work modified accordingly. Semester reports on the according to the PSD scaling show that all students are learning
Enhance student achievement levels for English and Maths at Years 7 & 8	Timetable classes so that the same two classes occur at the same time Mentor teachers to ensure that they have the necessary skills to analyse learning results and implement appropriate intervention strategies	Use Equity funding to employ the extra teachers Review student progress on a regular basis Use Literacy for Learning, Literacy Consultant, Grin and the Response to Intervention model as guides for teachers	Principal team / KLA leaders / teachers	Across the year	Student achievement levels in ODT testing show at least one year growth for all students and improves on 2015 figures

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ENGAGEMENT					
Goals	Build student connectedness and engagement at school.	Targets	Student survey results for connectedness to school to improve over the life of the Strategic Plan		
		12 month targets	Student engagement data continues to improve from 2015 levels Student attendance levels show an improvement on 2015 figures Continue to develop options for co-curricular engagement activities at school		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Build VET through Chisholm courses offered at Pakenham Secondary College	Investigate possible VET programs such as integrated technologies and performing arts Hold discussions with Chisholm and other RTO's to explore the implementation of Taster programs	Hold discussions with Chisholm and other RTOs to explore possible options	Emmanuel / Pathway's team	End of term 2	Students are given the opportunity to access an enhanced suite of VET programs in 2017
Consider broadened pathways as they become available.	Consider expansion of SBAT'S Establish closer relationships with local universities	Pathways meetings with Federation Training and Federation University. Swinburne and ACU. New SBAT programs e.g. Fitness, Protective Services, Warehousing, Gaming Desgin.	Emmanuel / Pathway's team / Joanne	End of term 2	There is an increase in completion rates and or quality destination when compared to 2015 figures There is an increase in the number of students undertaking SBAT's There is an increase in the % of students enrolled in university There is an increase in the % of students enrolled in Bachelor degree courses
	Continue to review and develop Pathways Program and other Post compulsory options that can be held at PSC	Pathways / Foundation VCAL implemented in 2016	Emmanuel / Joanne / VCAL teachers	Across the Year	There is an increase in completion rates and or quality destination when compared to 2015 figures There is a suite of programs offered to students as they enter the Post Compulsory years
Utilise primary school partnerships (especially with the main feeder primary schools)	Continue to seek opportunities through joint professional learning to increase partnerships with the local primary schools.	Consult with Principal team of main primary schools Continue to support PCS in the introduction of Literacy for Learning	Ray	Across the year	PD program is documented
Develop a 'Point of Difference' and tap into student interests.	Continue to support the College's co-curricular program and look for ways to showcase this to the community and develop working links with the Primary Schools.	School to fund the instrumental music program as part of the Equity funding	Teachers	Across the year	Examples of how students have showcased their work to the community.
Use past students, student leaders and the community to enhance engagement.	Continue to build a database of students that we utilise at appropriate school functions. Highlight destination of 2015 Year 12 students to the community.	Check student destination and contact details via VTAC Liaise with the College PR Coordinator	Emmanuel / Pathway's team	Semester 1	Calendar outlining where students have been utilised.
	Work with the Student Leaders to develop a clearer sense of purpose for the SLC.	Develop a leadership profile for the SLC. Document opportunities for the student representatives of the SLC to represent the school. Provide opportunities for the SLC to have input into the operations of the school.	SLC coordinator	Semester 1	There is a changed voice profile across the College and there is a plan for it to be sustainable beyond 2016.

	Hold forums with the students once a semester and ensure that the results from these are feedback to the student body	Ray to organise these with sub-school leaders	Ray	Across the year	
Continue to build and embed a Reward and Recognition program to celebrate success.	Review and enhance what was put in place in 2015.	Conduct review through student managers and implement changes	Linda / Jenny	Term 1	Certificate of participation in extra-curricular events included with end of semester reports.

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WELLBEING					
Goals	Improve well-being of students, their readiness for senior secondary studies and enhance pathways to match their interests and aspirations.	Targets	Retention rates are improved over the life of the Strategic Plan. Exit and Destination data indicate positive destinations for all students.		
		12 month targets	Student retention rates improve on 2015 / 16 levels. VCE outcomes and the proportion of students moving to University increase on 2015 figures. The number of students in Education and Training after completing Year 12 is at or above state "like school" benchmarks as measured by the "on Track" data report.		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Strengthen the focus on improving student connectedness through the development of positive relationships with students	Implement school wide approach to prevention and positive development with a focus on: <ul style="list-style-type: none"> Respectful relationships. Student engagement and connectedness to school, high standards and expectations of behaviour for all staff and students. Ensure students have the tools, skills and modelling to enable them to develop positive, resilient and self-regulating behaviour. 	Undertake an audit of teacher behaviour management skills and their confidence in managing challenging classes and provide appropriate support / mentoring. Implement the "Friends" program across Year 7 & 8	Linda	Term 1	Behaviour management variable on the Student, and Staff surveys improve on 2015 figures.
	Implement processes to enhance parent engagement with school.	Introduce Compass Employ a PR Coordinator to help effectively promote the school and celebrate its achievements	Emmanuel / Welfare team	Semester 1	Suspension data improves on 2015 figures
	Utilise the resources of the Welfare team to implement a suite of programs that will support student engagement		Ray	Term 1	Results on Parent Opinion Survey show improvement on 2015 figures
			Yvette	Term 1	There is a suite of programs listed to occur across the year The Student Connectedness variable on the student opinion survey improves on 2015 levels
Embed study skills and homework expectations into course preparation.	Confirm and embed homework expectations across Year 11 and 12 Set homework Policy Embed non submission of work processes that include using and adhering to VCAA protocols	Collect baseline data across Semester 1 relating to submission of work Set meetings with VCE and KLA teachers Establish and adhere to an agreed Homework Policy	Emmanuel / Senior Sub - School team	Term 1	Teacher feedback indicates that there is an increase in the proportion of students completing set work Homework schedule posted to all parents in Years 11 and 12 Agreed non completion of work process implemented.
Consider further ways to build the foundations in English and Maths across the College.	Continue to review and embed key skills, knowledge and expectations in Year 10.	Undertake review of Year 10 assessment regime. Continue to align Year 10 work expectations to senior school	Yvonne / Sushila	Across the year	Concepts, skills and assessment tasks continue to be embedded as part of the Year 10 curriculum
Make the best use of the "Head Start" program.	Each unit to have a holiday homework work schedule with a particular focus being on Year 12	All year 12 parents to be contacted prior to Christmas break to explain holiday homework schedule	Emmanuel / Senior Sub - School team	Early term1	At least 90% of students have completed Holiday homework schedule

		Analysis of work completed needs to be undertaken early term 1			
Strengthen curriculum and rigour around the VCE and VCAL program.	<p>Collect assessment schedule courses for Year 11 and 12. Expand the detailed collection and analysis of assessment data that was occurring in Year 12 into Year 10 as well as Year 11</p> <p>Analyse student assessment/attendance/behaviour data across Year 10 - 12</p>	<p>Principal team member to meet regularly with sub school team to analyse data.</p> <p>Regular team meetings with the sub</p> <p>Use data to identify and support students to access appropriate pathways as they transition from one year level to another</p>	Sub School teams / Assistant Principal	Across the year	<p>There is an improvement in Retention rates and as students move from Year 10 into 11 and Year 11 into 12</p> <p>There is an increase in the % of mid-range ATAR grades C, C+, B etc when compared to 2015 levels</p>

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PRODUCTIVITY					
Goals	Effectively use the time available for teacher professional interaction.	Targets	Improve school climate, engagement and learning dimension in the staff survey over the life of the Strategic Plan. Student, staff and parent opinion surveys show continued improvement around student behaviour and student well-being over the life of the Strategic Plan.		
	Make time to unpack and discuss all data sets relevant to groups of teachers. Explore ways to enhance the use of ICT across the College. Consolidate and embed work undertaken to make practices and processes consistent across the school and ensure they are aligned with DET policy.	12 month targets	Professional learning priorities are implemented; <ul style="list-style-type: none"> Collective Efficacy Principal Class Observations Effective use of Netbooks Peer observation Mentoring and supporting teachers so that effective teacher variables on the Student Opinion Survey and Professional Learning variables on the Staff Opinion Survey improve on 2015 levels. Implement enhanced performance planning processes and required evidence for 2016 cycle for the ES staff.		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Ensure accountability of all staff by focusing on student learning and how it can be enhanced through effective teaching.	Embed principal class observations as part of the School Processes PD offered within the College reinforces what is in the Learning and Teaching handbook	Set regular observation schedule across the week Provide PD to the principal team on the giving of feedback Set PD schedule across the year and ensure it is aligned with school priorities	Principal Team	Across the year	Effective Teacher variable on Student opinion survey improves on 2015 figures Feedback and Coherence variable on staff opinion survey is at or above 2015 figures
Establish systematic peer observation and feedback processes as a means to support teacher development.	Review and implement revised peer observation program	Set Leadership team to oversee program Implement revised model with Chris acting as a mentor	Peer Observation team	Term 1	All teachers participate in peer observation program Feedback variable on staff opinion survey is at or above 2015 figures
Maximise support for new teachers and student teachers.	Ensure new teachers are appropriately mentored and trained using the schools Professional and Operational Handbook as a guide	New teachers to be properly inducted / trained through using the Learning and Teaching Handbook as well as the Operational Handbook New teachers are observed and supported as they begin to take their classes	Frances / Principal team / Sub School Leaders	As needed across the year.	Induction program is documented and implemented
Study learning data arising from assessment schedule and consider distributions, benchmarks and trends. Ensure staff, students, parents and school council see and understand relevant data sets	Processes need to be put in place that allows for collection and analysis of assessment attendance and behavioural data across Year 10, 11 and 12	Sub School team and relevant principal class team will meet fortnightly to analyse data Sub School teams to document actions	Sub School Leaders	Across the year	Data is analysed and there is a noted impact on student progress / behaviours. Running records of actions are recorded with intervention strategies and monitoring processes put in place to support identified students
Continue to implement school resourcing plan to	Introduce induction / support program for staff and students in the use of Netbooks	Prepare Induction program Survey staff as to the effectiveness of the	Janine / eLearning team	Across the year	Survey results will show improvement / enhanced satisfaction across the year Units of work show that eBooks and ICT activities are being

support staff in the effective use of ICT and maximise support for teachers in the effective use of Netbooks	Supporting PD is presented to staff for the effective use of eBooks and other online resources Work towards all learning tasks being placed on Compass	support given Ensure all Year 7&8 students go through the program Include effective use of ICT as part of the Collective Efficacy meetings			used in the classroom Evidence that Compass is being used as a Learning platform.
Reaffirm and implement student behaviour and College welfare protocols and processes.	Enhanced support and mentoring of staff needs to occur to support staff in implementing teaching and behaviour protocols	Process needs to be developed that will better allow for Sub school Leaders and the Principal team to better mentor identified teachers Teachers need to be identified through some level of evidence based process	Principal Team / Sub School leaders	End of Feb	Behaviour / Safety variables on student opinion survey improve on 2015 figures Staff have been selected and there is evidence of work that has been undertaken and outcomes achieved
Continue to document the Curriculum.	Ensure Curriculum is being altered to align with the new Victorian Curriculum	Regular meetings with KLA leaders Regular checking of "O" Drive	Frances	Across the Year	Unit plans and scope and sequence charts are aligned with Victorian Curriculum and are recorded on "O" drive for everyone to access
Align Strategic and Annual plans to enhance school organisation and the performance appraisal process.	ES staff to migrate to new DET processes as part of the performance planning process	Train ES staff in the use of the new pro-forma Set timelines and guidelines for ES staff to follow Set regular mentor meetings	Business Manager	Across the year	All ES staff have a Performance plan that is aligned with the school's strategic plan and DET policy

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
PRODUCTIVITY					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	