Annual Implementation Plan: for Improving Student Outcomes

School name: Pakenham Secondary College   Year 2017

School number: 8223   Based on strategic plan: 2013 -2017

Endorsement:

Principal   Ray Squires   27/03/2017   Senior Education Improvement Leader   Mark Anderson

School council   Brian Paynter   27/03/2017

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
- 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%).   - Build student connectedness and engagement at school.   - Improve well-being of students, their readiness for senior secondary studies and enhance pathways to match their interests and aspirations.   - Effectively use the time available for teacher professional interaction.   - 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.

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:
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.

The school is focussed on improving student learning outcomes through the life of its 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) and the use of data teams across all sub-schools. The majority of staff have been trained in the Literacy for Learning and now need continued 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.

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. Naplan data growth data for students moving from Year 7 to Year 9 was significantly improved in 2016 which has decreased the gap that exists between the school and state averages in each of the domains. The challenge for the College is to build on this and maintain the improvement.

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). Student, perception of student safety and behaviour is improving but is still below the 50th percentile while it continues to be low on parent and teacher surveys. To address this situation, in 2017 work will be undertaken by the College to begin the introduction of School Wide Positive Behaviours across the school.

Framework for Improving Student Outcomes

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 (KIS)
Build excellence in teaching and learning through building practice excellence	- Continue to study learning data arising from KLA based assessments to inform teaching and review curriculum through enhanced role clarity and processes that strengthens the implementation of Professional Learning Team practice. - Continue to embed Literacy for Learning across the College. - Continue to develop practices that ensure early identification of student who show a higher capability, and provide appropriate mentoring and support which involves parents in building aspirations. - Establish systematic peer observation and feedback processes as a means to support teacher development.
Building a Positive Climate for learning through empowering students and building school pride	- Strengthen the focus on improving student connectedness through the development of positive relationships with students and School Wide Positive Behaviour. - Reaffirm and implement student behaviour and College welfare processes and protocols - Sub schools to enhance the collection of student behavioural data and academic results and enhance processes and role clarity that strengthens the implementation of Professional Learning Team practice.

Section 2: 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	• 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%). • Effectively use the time available for teacher professional interaction. • Make time to unpack and discuss all data sets relevant to groups of teachers.
IMPROVEMENT INITIATIVE	**Building Practice Excellence**
STRATEGIC PLAN TARGETS	Student Learning Data to show improvement over the life of the Strategic Plan. The Outcome data of identified students is tracking through their schooling and includes monitoring their destinations upon exiting Pakenham.
12 MONTH TARGETS	Progress is made in absolute and student gain data for matched cohort is above or comparable to statistically similar schools and the state. Formalise Year 7, 8 and 9 program and track student performance in Year 7 - 10 enhancement classes so that student growth data is at or above what is expected. Effective teacher variables on the student Opinion Survey improve on 2016 levels

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[**Drafting Note** report here the KIS from the previous summary page]	[**Drafting Note** report here what the school will do and how - including financial and human resources]	[**Drafting Note** report here the person responsible]	[**Drafting Note** report here the timeframe for completion]	6 months: [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
Continue to study learning data arising from KLA based assessments to inform teaching and review curriculum through enhanced role clarity and processes that strengthens the implementation of Professional Learning Team practice.	Document agreement what quality assessment looks like across each of the KLAs with a particular focus on Blooms. Document an agreed inquiry cycle for use in KLA meetings. Build the Leadership capacity of KLA leaders to implement effective practice in relation to PLTs.	Ray / Frances / KLA leaders	Semester 1	6 months: Agreed inquiry cycle process for KLA meetings. Data analysis by groups of teachers is embedded in KLA meetings. Mentoring of KLA leaders has occurred to enable them to train members of their own KLA.	🔴 🟡 🟢	All major assessment tasks have a range of questions based on Bloom's Taxonomy. Data analysis summary sheets are on O Drive.	60k (Lit supp)	
	Undertake pre and post assessment of our PLTs using the maturity matrix. Build the capacity of staff to evaluate the impact of their teaching and investigate the use of the effect size methodology.	Frances / KLAs Frances / Chris / Ray	Across the year Across the year	12 months: Through PDP process staff have evidence of a shift in teaching practice in response to analysis of assessment data. Pilot group has completed an investigation of the use of the effect size methodology.	🔴 🟡 🟢	Trial group has completed action research and trialled the use of Effect Size.		

Continue to embed Literacy for Learning across the College.	Embed Mathematical Pedagogical plan in all mathematical classes across the College. Provide time to coaches across English, Maths / Science and Humanities that will support the development of Model texts, deconstructing texts and coaching teachers in the delivering of these lessons. Ensure all teachers use the Teaching and Learning cycle across the College.	Amanda / Ray Kate / Amanda / David Kate / Amanda / David	Semester 1 Across the year Across the year	6 months: LFL strategies embedded in all teachers' practice.	🔴 🟡 🟢	Model texts are on O drive. Running records of coaches highlight work that has been undertaken. Observation of classes shows that strategies are being used across the College.	100K (teachers & Brian)	
				12 months: LFL strategies embedded in all teachers' practice including the best practices as outlined as part of the teaching and learning cycle.	🔴 🟡 🟢	Naplan Year 7-9 growth data shows growth at or above state levels. VCE study scores in English highlight improvement in student work.		
Continue to develop practices that ensure early identification of student who show a higher capability, and provide appropriate mentoring and support which involves parents in building aspirations.	Embed Enhancement program across Year 7 – 10. Investigate ways in which the learnings from the implementation of the enhancement program can be translated to other form groups. Ensure students from the enhancement class across Year 10 -12 are tracked, monitored and supported.	Brad / Dean / Jenny Manny / Joanne	Across the year	6 months: Modified curriculum documented and delivered to meet the needs of the students. Program of events is document across Year 7 – 9 for 2017 program.	🔴 🟡 🟢	Initial Student Opinion survey for the enhanced group (in particular engagement) shows a higher level of results when compared to 2016 levels Calendar of events to begin to address how extra- curricular program can be expanded to include other form groups.		
				12 months: Enhanced Curriculum continues to be delivered. Program for 2018 Examples of how the learnings from the enhancement program has translated to other form groups.	🔴 🟡 🟢	Student Survey results are maintained or improved across the year. Naplan Growth data is above state averages. Teachers are able to demonstrate through their own assessments and ODT data that students have progressed by a minimum of 12 months. Year 11 Enhancement students achieve a study score at or above that predicted by the GAT.		
Establish systematic peer observation and feedback processes as a means to support teacher development.	Continue to develop and refine Peer Observation Program to improve its effectiveness/purpose for teachers. KLA Teams to establish Peer Observation focus areas relevant to their teaching domain, AITSL and linked to improving student learning outcomes. Minutes of KLA meeting to reflect this discussion.	Brad / Jenny	Semester1	6 months: Rationale and organisation of 2017 Peer Observation Program documented and made explicit to teaching staff early 2017. All teaching staff have completed two rounds of KLA based Peer Observations, including providing feedback to peers and reflection on their own practice to develop strategies for improved student learning outcomes. Records as provided by Leading Teachers.	🔴 🟡 🟢	Best practice strategies have been documented. Records of participation. Staff survey results regarding the effectiveness of the program		
	Make explicit high expectations of participation by all teaching staff. Ensure Peer Observation Program is clearly linked to improving student outcomes. Increase its value as a component of teacher feedback loops within the College. Feedback and discussion to occur during designated meeting times to improve its effectiveness and value.			12 months: In addition to KLA based Peer Observation, all teaching staff have completed a third round of teacher nominated Peer Observation including providing feedback to peers and reflection on their own practice to develop strategies for improved student learning outcomes. Review of 2017 program through surveying teachers with view to improvement in 2018.	🔴 🟡 🟢	Records of participation as provided by Leading Teachers. Collation of 'best practice' strategies and the distribution of these to all teaching staff.		

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	• Build student connectedness and engagement at school. • Improve well-being of students
IMPROVEMENT INITIATIVE	Building a Positive Climate through empowering students and building school pride
STRATEGIC PLAN TARGETS	Student Survey results for connectedness to school to improve over the life of the Strategic Plan Student, staff and parent opinion survey surveys show improvement around student behaviour and student well-being over the life of the Strategic Plan Improve school climate, engagement and learning dimension in the staff survey over the life of the Strategic Plan
12 MONTH TARGETS	Student engagement data continues to improve on 2016 levels. Student survey results show an improvement on the student behaviour and well-being variables when compared to 2016 figures. The level of disparity between males and females on the Student Survey is reduced when compared to 2016 figures. There is an improvement on the school climate component of the Staff opinion survey when compared to 2016 figures. There is an improvement in student attendance when compared to 2016 figures.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
[**Drafting Note** report here the KIS from the previous summary page]	[**Drafting Note** report here what the school will do and how - including financial and human resources]	[**Drafting Note** report here the person responsible]	[**Drafting Note** report here the timeframe for completion]	6 months: [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
Strengthen the focus on improving student connectedness through the development of positive relationships with students. Reaffirm and implement student behaviour and College welfare processes and protocols.	Begin to implement School Wide approach to Positive Behaviours by: • Developing an implementation plan. • Introducing a referral system to collect data. • Introducing processes to evaluate data systems and practices. • Introducing explicit teaching of general behaviours related to SOAR. • Using teachers to develop an initial matrix which shows expected behaviours. Use student and teacher input to develop an acknowledgement system. Investigate ways to address the gender imbalance responses that have occurred on the student opinion survey. Hold student forums once a semester and ensure that the results from these are fed back to the student body.	Linda / SWPBS team Sub School leaders Ray	Across the year	6 months: Data Collection process introduced Develop implementation plan through consultation with staff. Forums held across sub schools to unpack the "student connectedness with school questions" on the student opinion survey so that three actions are implemented.	🔴 🟡 🟢	Data collected and has begun to be reviewed. Implementation Plan. Calendar of events to begin to address gender issues. Actions Implemented.	30K (mus)	
				12 months: Referral system introduced. Behavioural matrix has been developed. Begin the explicit teaching of behaviours across all year levels. Acknowledgement system has been developed. Reduce the discrepancy between the male and female responses on the student opinion survey. Use of common language across all staff. Classroom observations / reflections highlight a change of practice	🔴 🟡 🟢	Behavioural matrix has been developed. Behaviour and well-being variables on the student opinion survey to improve on 2016 levels. Sample Lesson Plans. The College has been able to demonstrate growth on the SWPB self-assessment survey. Reflections of the SWPB team.		

| Sub schools to enhance the collection of student behavioural data and academic results and enhance processes and role clarity that strengthens the implementation of Professional Learning Team practice. | Build the Leadership capacity of Sub School Management teams to implement effective practice in relation to PLTs.

Collect student survey data at the end of term 1 for each form group across Year 8 - 9 and use the results to develop an intervention strategy. | Ray / Linda | Semester 1 | 6 months:

Develop data team purpose statement to ensure consistency across sub-schools and confirm data that will be used.
Redesign recording sheet.
Collect and analyse survey data for each form group and implement an appropriate response. | 🔴 🟡 🟢 | Purpose statement.
Data collected and the resultant interventions that have been implemented.
The number of students that are being monitored and the reasons behind this change across the year (and when compared to 2016). | | |
| | | | | 12 months:

Analyse student opinion survey by form group at mid-year and implement a response.
Feed this information to students. | 🔴 🟡 🟢 | The number of the students that are being monitored and the reasons behind this alter across the year.
Student survey results improve on 2016 levels.
Attendance data improves on 2016 levels. | | |

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	Improve student readiness for senior secondary studies and enhance pathways to match their interests and aspirations.
	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.
	Building Community engagement in learning through Building Communities
OTHER IMPROVEMENT MODEL DIMENSIONS	Building Communities Setting expectations and promoting inclusion
STRATEGIC PLAN TARGETS	Retention rates are improved over the Life Strategic Plan Exit and Destination data indicates 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 and TAFE improve on 2016 levels Year 7 enrolments show growth across 2017 and 2018 when compared to 2016 levels.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
[**Drafting Notes** report here the KIS from the previous summary page]	[**Drafting Notes** report here what the school will do and how - including financial and human resources]	[**Drafting Notes** report here the person responsible]	[**Drafting Notes** report here the timeframe for completion]	6 months: [**Drafting Notes** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	🔴 🟡 🟢	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
Build community engagement with the College.	Continue to build in strategies that promote parent engagement with student learning by using: • Enhanced Parent feedback loops • LBOTE community meetings	Ray / Carina	Across the year	6 months: Community engagement strategy reviewed and implemented. Process is developed that enhances parent feedback.	🔴 🟡 🟢	Community engagement strategy is developed for LBOTE community. Examples of Carina's work.	60K	
	Continue to utilise the Publicity Officer to build the public perception of the College and promote cyber safety amongst the community.	Linda / Carina		12 months: Parent forums have been held and results are fed back to the community.	🔴 🟡 🟢	Parent opinion survey results improve on 2016 levels. Examples of how cyber safety has been promoted to the community. Examples of Carina's work.		
Continue to implement school resourcing plan to support staff in the effective use of ICT and maximise support for teachers in the effective use of Netbooks.	Continue to implement and embed the use of Compass across the College through: • Ensuring that Learning and Assessment tasks are placed on Compass • Supporting teachers in placing Lesson outlines on Compass • Supporting teachers in the use of Compass to replace the teacher Chronicle	Ray / Linda		6 months: Learning and assessment tasks are uploaded and are current. Evidence of teachers using Compass as a tool for Lesson outlines.	🔴 🟡 🟢	Analysis of how Compass is being used highlights a higher level of usage when compared to 2016.		
				12 months: Teachers begin to use Compass as a Chronicle to track student learning.	🔴 🟡 🟢	Analysis of how Compass is being used highlights a higher level of usage when compared to 2016.		

Strengthen the Curriculum and rigour around the VCE and VCAL Program	Continue to embed the VCE improvement plan by: • Continuing to review and imbed VCE Policies and Guidelines (e.g. SAC policy. Homework policy, Homework, assessment, effective use of four periods, flexibility of exam revision, effective use of the study hall by students)) • Ensuring that all Year 12 staff and KLA leaders given direct access to VCAA data service. • Refocusing the role of team leaders at Year 11 and 12 to expand their role and understanding of senior school programs and follow up. Support the greater use of data sets as an intervention tool. Build aspiration of students through SAMS, past and present students and school leaders, Review of Aspiration day, careers information course counselling at Years 9 and 10 and one on one Year 12 interviews. Continue to expand SBAT options to students across 10 to 12 and expand our network partnerships and alliances to increase VET options. Implement and review new VCAL program at intermediate and Senior levels and assess the effectiveness of the new Pathways program at Year 10.	Manny / Joanne	Across the year	6 months: Polices and guidelines printed and distributed and explained to students and parents during one on one interviews Aspiration Day completed mid Febuary. Year 12 one on one interviews completed by end of Febuary. Analysis of destination data compiled at the end of second or third round offers. Year 12 staff and KLA's given direct access to VCAA data service. All VCE (Year 11 and 12) staff and KLA leaders undertake a thorough analysis of VCAA data service, school data and examiners reports. One on one PD to new staff of Data service. Year 11 and 12 VCE/VCAL Staff to utilize analysis tool to produce a subject specific improvement plan which can be used as SMART goal in PD plans. 2017 documents distributed and explained to parents, students and teachers. Data team meetings document intervention strategies and map improvements of students at risk and support of high achieving students. Track the achievements of enhancement students in years 11 and 12. One on one pathway's interviews completed with the number of students applying for course through VTAC has increased. SAMS program documented and implemented. Evidence based course counselling process reviewed and documented. Recommendations for possible interventions for Years 9 and 10 to Principal team by the end of term 1. E.g. VCAL in Years ten? Increased number of targeted programs options on offer by mid-year. Draft VCAL improvement plan completed by term 1.	🔴 🟡 🟢	Performance Plans show evidence of subject based improvement plans. Staff have submitted subject specific improvement plans. Data collected and the resultant interventions that have been implemented. SAMs program. Documented Course Counselling process.		
				12 months: Student VCAL and VCE programs are completed and documented. Staff student feedback shows positive improvement in terms of rigour across Year 11.	🔴 🟡 🟢	VCE average study score improves on 2016 figures so that student outcomes are at or above those predicted by the GAT and completion rates are at or above LSG. The number of students applying for course through VTAC has increased. Retention and Completion rates improve on 2016 figures and are similar to like school groups. Increased number of VCAL students applying for post post-secondary courses. Broader range of targeted options for students across Years 9 & 10.		

Further develop the curriculum program to support student enhancement for the students on the PSD program	Continue to set learning goals and modify curriculum for students on the PSD program with a particular focus on modifying work that is presented to students.	Linda / Natalie / Manny		6 months: PSD program and on-line resources outlined to all staff during staff meeting early February. Students identified and timetable of aide support documented. Student support group meetings conducted with outcomes distributed to relevant staff.	🔴 🟡 🟢	Teachers set meaningful learning goals for students which reflect modified work where applicable.		
				12 months Teachers of PSD students have set meaningful learning goals for students on the PSD program. Teachers will understand the strategies behind modifying work and altering assessment tasks. Mid-year and end of year reports will outline student growth in learning outcomes. .	🔴 🟡 🟢	Teachers set meaningful learning goals for students which reflect modified work where applicable.		

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	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	**Building leadership teams**	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	**Empowering students and building school pride**	Select	Select status	
	Setting expectations and promoting inclusion	Yes	1 - Emerging	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	**Building communities**	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	

Reflective comments: [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

Confidential cohorts analysis: [**Drafting note** This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Next Steps: