2020 Annual Implementation Plan: for Improving Student Outcomes

School name: Pakenham Secondary College

Endorsed by Principal: Ray Squires

School number: 8223

Endorsed by SEIL:

Endorsed by School Council President:

Based on School Strategic Plan: 2018 - 2021

Section 1: Document 2020 Goals and FISO High-impact Improvement Initiatives

Each section is designed to plan for and monitor the key improvement strategies, linked to the 12-month targets set by the school. These should align to the Goals and Targets set in your School Strategic Plan.

STRATEGIC PLAN GOAL	Improve individual student learning outcomes over the life of the Strategic Plan
STRATEGIC PLAN TARGETS	Across the life of the Strategic Plan demonstrate continuous improvement in student outcomes so that : • The proportion of Year 9 students in the top two bands (according to NAPLAN) is either equivalent or above that recorded by the relevant Year 7 cohort. • The proportion of Year 9 students in the bottom two bands (according to NAPLAN) is below that recorded by the relevant Year 7 cohort. • The NAPLAN relevant gain data continues to reflect the State mean and be better than like schools. • There is an increase in the proportion of subject based average study scores occurring at or above the GAT predictor. Across the life of the Strategic Plan demonstrate continuous improvement in school climate and teacher collaboration so that: • There is an increase in key variables such as Teacher Collaboration, Collective Efficacy, and Collective Focus on Student Learning as measured by the staff opinion survey. • The staff self-assessment on the PLC maturity matrix shows a continuing improving trend.
12 MONTH TARGETS	• *Relative High Growth Data (according to NAPLAN) is similar to or above like schools* • *The proportion of Year 9 students in the top two bands (according to NAPLAN) increases.* • *Study scores in comparison to the GAT predictor are at or above 2019 figures.*
FISO IMPROVEMENT INITIATIVE	Building excellence in Teaching and Learning through • Implementing High Impact Teaching Strategies • Building Practice Excellence
FISO IMPROVEMENT INITIATIVE RATIONALE	This has been referenced by the School's Review as an improvement initiative that needs to be addressed as part of the College's improvement agenda. The school is focussed on improving the learning outcomes for students and has used a review of last Year's Naplan and VCE results to highlight this as a way of enhancing teacher practice.

Key Improvement Strategy 1	Embed the consistent use of an evidence-based instructional model that incorporates high impact teaching strategies including Literacy for Learning as well as improving student learning outcomes through the strategic use of ICT.

Actions	• *Ensure teachers are actively embedding the Instructional Model as part of their classroom practice.*
	 • *Through PLCs and the Enhancing Teacher Practice meetings strengthen the use of the Instructional Model with a focus on the:*
	     o *Analysing and using student learning data through the use of appropriate assessment tasks*
	     o *Student engagement through the use of Blooms and Differentiation*
	     o *Utilising student feedback and agency to co-design curriculum and enhance practice*
	 • *Identify Professional Development/Coaching required to support staff in implementing the model*
	 • *Include Instructional Model as part of Staff Performance Plans*
	 • *Enhance and refine the use of the Maths Pedagogical Plan in the Maths KLA including the use of the Register Continuum with a view to supporting the growth of both high and low achieving students.*
	 • *Focus on grammar and inferential reading within the English KLA*
	 • *Make LFL a greater focus across the school*
	 • *Make the use of ICT a stronger focus when planning curriculum and using the Inquiry cycle*

Evidence of impact	**Leaders will:** • *Provide ongoing support in the use of the Instructional Model and ensure that new staff to the College are inducted into the use of the Instructional Model* • *Provide professional development to staff on implementing the instructional model.* • *Provide ongoing feedback in regard to staff use of the Instructional Model* **Teachers will:** • *Enhance their use of the Instructional Model* • *Utilise the Maths Pedagogical Plan more effectively and consistently* • *Place a stronger focus on grammar and inferential reading in English* • *Develop rubrics and assessment materials for students and explicitly teach students to use these to reflect on their learning*

	Students will:
	• Be able to articulate the goals of each lesson and whether they have been successful
	• To consistently use the elements of the Maths Pedagogical Plan
	• Understand and self-assess their progress and be able to articulate what they need to learn next.
	• Show familiarity and use of the key skills associated with LFL strategies and inferential reading.

ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	MONITORING		Budget
					Progress Status	Evidence	YTD
Leaders will: • Ensure that new teachers are inducted into the use of the Instructional Model and ensure that it is being used across the school • Ensure Enhancing Teacher Practice meetings are focussed on: 　○ *Analysing and using student learning data through the use of appropriate assessment tasks* 　○ *Student engagement through the use of Blooms and Differentiation* 　○ *Utilising student feedback and agency to co-design curriculum and enhance practice* • Work with PLCs to enhance the use of student voice and agency as well as assessment data • Support teachers in the implementation of LFL and Math's Pedagogical Plan • Support teachers to review NAPLAN results to help inform teaching practices • Analyse the VCE results when they are available and develop a VCE improvement plan. Teachers will: • Attend professional learning on the instructional model. • Implement the instructional model and actively participate in enhancing teacher practice meetings • Demonstrate implementation of model through peer observation and PLCs	APs, Leading Teacher (Curriculum), Leading Teacher (LFL) All teachers	YES YES YES	Term 4, 2019 Terms 2 – 3 Ongoing T1 – T4 Ongoing T1 – T4		🔴 🟡 🟢 🔴 🟡 🟢	6 months: • Professional Development will have taken place. • Summary of observation patterns by the principal team. 12 months: • Performance reviews and observation patterns by the principal team highlight confidence and consistency in the implementation of the instructional model and learnings from the Enhancing Teacher Practice meetings • NAPLAN data will reflect student growth: Top 2 Bands and Relative Growth.	

Key Improvement Strategy 2	Review and strengthen the practice of KLA based Professional Learning Communities, increasing the focus on the use of evidence and consistent assessment practices to evaluate teacher impact on learning including the use of norm referenced assessment to triangulate data.
Actions	• *Enhance the Inquiry Cycle to further the use of student voice and incorporate the use of ICT* • *Give students opportunity to co-design curriculum* • *Utilise Colin Sloper to continue to review the support and coaching offered to staff in the application of the Inquiry Cycle in order to build Leadership Capacity* • *Provide teachers with opportunities to identify and reflect on the effectiveness of their own pedagogical practice and make appropriate adjustments* • *Improving teachers ability to analyse and act on data to reflect on and improve their practices*
Evidence of impact	*Leaders will:* • *Ensure adequate meeting times to facilitate PLCs* • *Ensure that KLA leaders focus on the PLC Inquiry Cycle* • *Actively participate in the PLC Inquiry Cycle* • *Provide support and Professional Development as required.* *Teachers will:* • *Work with Colleagues to analyse student data, plan lessons and adjust curriculum delivery (as per the Inquiry Cycle)* • *Reflect on the effectiveness of their teaching by taking into account student assessment data and feedback* • *Have an enhanced ability to analyse and triangulate student learning data*

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		Budget
					Progress Status	Evidence	YTD
Leaders will: • Engage with Colin Sloper to support KLA leaders in the implementation of the	Principal team, Leading Teacher (Curriculum),	YES	Ongoing T1 – T4		🔴 🟡 🟢	6 months: • Minutes of KLA meetings will reflect teaching teams using the PLC inquiry cycle, including:	

cycle • Attend KLA meetings in order to support the inquiry cycle conversation • Support teachers to ensure there is an increased focus on self - reflection as part of the implementation of the PLC cycle • Work with KLA Leaders and faculty groups to enhance the use of the Inquiry Cycle Teachers will: • Engage with PLC's and Enhancing Teacher Practice meetings to build capability around the core pedagogical practices. • Demonstrate a higher level of mastery of differentiation, and the use of data as part of the Inquiry Cycle. • Be able to demonstrate how their practice has changed • Demonstrate a stronger use of ICT	Leading Teacher (LFL) All teachers					○ Differentiation. ○ Student voice. ○ Literacy for learning strategies. ○ Consistent Assessment practices to analyse impact. • Observations of the Leadership team.	
					🔴 🟡 🟢	12 months: • Observations by the SIT team will highlight consistency of implementation of the inquiry cycle and enhanced use of data analysis • Curriculum documentation updated to reflect enhanced use of differentiation. • NAPLAN data will reflect student growth: Top 2 Bands and Relative Growth.	

Goal 2

The table below is designed to plan for and monitor each Goal of the SSP. There will be multiples of this section, depending on how many KIS are to be delivered in 2018. Be mindful to focus your efforts and not set out to complete too many strategies.

Monitoring Please note: In 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. Delete dots as appropriate.]

STRATEGIC PLAN GOAL 2	Increase student wellbeing and connectedness.
STRATEGIC PLAN TARGETS	Across the life of the Strategic Plan demonstrate continuous improvement in the way students are connected and engaged with their schooling so that: • There is an increase in key variables such as School Connectedness, Student Behaviour and Stimulating Learning as measured by the Student Attitudes to School Survey. • Student attendance improves so that it is closer to or better than, like schools and there is a reduction in the proportion of students with absences over 20 days. Across the life of the Strategic Plan demonstrate continuous improvement in school climate and teacher collaboration so that: • The staff opinion survey shows that staff have a more positive view about the school climate.
12 MONTH TARGETS	• *SWPBS acknowledgement system embedded* • *Comprehensive Scope and Sequence developed* • *Student and staff survey data show an improvement on 2019 levels* • *12 month Tiered Fidelity Inventory shows improvement on 2019 levels* • *Parent survey results improve on 2019 levels* • *Student survey results, specifically relating to transition, improve on 2019 levels*
FISO IMPROVEMENT INITIATIVE	Develop a positive climate for learning by Setting Expectations and Promoting Inclusion.
FISO IMPROVEMENT INITIATIVE RATIONALE	This has been referenced by the School's Review as an improvement initiative that needs to be addressed as part of the College's improvement agenda.

Key Improvement Strategy 1	Embed a whole school approach to student health, well-being, resilience and inclusion with a focus on the implementation of School Wide Positive Behaviour.
Actions	• *Activate an Executive team to support the use of SWPB and enhance support through the use of a coach.* • *Development of Compass templates to support SWPBS acknowledgement system* • *Embed acknowledgement system aligned with SWPBS; include differentiation between sub-schools* • *Development of comprehensive scope and sequence of focus lessons; include differentiation between sub-schools* • *Embed data collection through Compass* • *Build capacity of teachers to implement the behaviour matrix through the provision of a scripted response to promote expectations* • *Development of Minor/Major Behaviour Continuum; inclusive of classroom teacher managed behaviours and associated consequences* • *Increased school community involvement in implementation of SWPBS* • *Implement student profiles for Tier 3 students to aide handover processes*
Evidence of impact	*Leaders will:* • *Actively model aspects of SWPBS Tier 1 processes* • *Facilitate use of SWPBS Compass acknowledgement system* • *Facilitate aspects of SWPBS Tier implementation* • *Create student profiles* • *Provide PD on SWPBS acknowledgement system* *Teachers will:* • *Demonstrate consistency in applying the SWPBS Matrix* • *Teach the expected focus behaviours* • *Consistent engagement with the SWPBS acknowledgement system* • *Be more aware of their responsibilities in managing student behaviour* *Students will:* • *Be able to articulate the expected behaviours* • *Set achievement goals* • *Engage with the SWPBS acknowledgement system*

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		Budget
					Progress Status	Evidence	YTD
Leaders will: • Facilitate the development of a scope and sequence for the SWPBS lessons • Plan for 2020 Professional development for all staff. • Implement the acknowledgement system. • Develop scripted responses to promote consistency in the implementation of focus areas. Teachers will: • Implement behaviour continuum. • Teach Scope and Sequence SWPBS Lessons • Following acknowledgement system guidelines. • Ensure all relevant information is placed on Compass Chronicle.	Executive Team (SQUR, VINL, OWED) / Implementation Team	Yes	Ongoing T1 and T4		🔴 🟡 🟢	6 months: • Scope and Sequence of lessons • Acknowledgement system • Staff Feedback •	
					🔴 🟡 🟢	12 months: • Student and staff survey data • 12 month Tiered Fidelity Inventory improvement from 2019	

Key Improvement Strategy 2	Continue to build on the relationships that currently exist with the local Primary Schools and the broader Pakenham Community.
Actions	• *Transition Coordinator to increase communication and handover processes with feeder schools* • *Collaborate with feeder schools and parents to create student profiles to assist transition* • *PSC students to increase engagement with feeder schools (e.g. SRC, VCAL)* • *Develop and action a parent engagement program*
Evidence of impact	***Leaders will:*** • *Liaise more closely with Primary School principals* • *Arrange transition and handover meetings with feeder schools* • *Create student profiles for Grade 6 students* • *Provide opportunities for PSC students to engage with feeder schools* • *Collaborate with Carina to facilitate parent engagement program* ***Teachers will:*** • *Implement programs for PSC students to engage with feeder schools* ***Students will:*** • *Actively engage with feeder schools*

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
Leaders will: • Organise the Principal Meetings • Oversee how to enhance parent engagement • Liaise with Transition Co-ordinators to create student profiles	Ray / Dean / Carina	No	Across the Year		🔴 🟡 🟢	6 months: • Case management cases occur through student profiles • Parent engagement program considered with some draft actions developed
					🔴 🟡 🟢	12 months: • Student profiles • Student transition results at Year 7 on the Student survey

Section 2: Other FISO Dimensions (if required)

This section is for documenting any additional FISO dimensions that schools may be focusing on, in addition to the one or two chosen High-impact improvement initiatives.

Be mindful to focus your efforts and not set out to complete too many strategies.

Monitoring Please note: In 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. Delete dots as appropriate.]

STRATEGIC PLAN GOAL	Increase levels of student motivation, engagement and readiness to learn.
STRATEGIC PLAN TARGETS	Across the life of the Strategic Plan demonstrate continuous improvement in the way students are connected and engaged with their schooling so that: • There is an increase in key variables such as School Connectedness, Student Behaviour and Stimulating Learning as measured by the Student Attitudes to School Survey. • Student attendance improves so that it is closer to or better than, like schools and there is a reduction in the proportion of students with absences over 20 days. • Retention rates improve as students move from years 10 to 12. Across the life of the Strategic Plan demonstrate continuous improvement in the way parents view the College so that: • There is an increase in General Satisfaction as measured by parents on the Parent Opinion survey.
12 MONTH TARGETS	• *School connectedness and stimulating learning variables as measured by the Students Attitudes to School Survey improves on 2019 levels.* • *Self-Regulation and Goal setting as measured by the Students Attitudes to School Survey improves on 2019 levels.* .
FISO DIMENSION	Build a positive climate for learning by Empowering Students and Building School Pride.
FISO DIMENSION RATIONALE	This has been referenced by the School's Review as an improvement initiative that needs to be addressed as part of the College's improvement agenda.
Key Improvement Strategy 1	Create a more stimulating learning environment where student voice in leadership and agency in their own learning is activated.
Actions	• *Build knowledge and skill of all staff to incorporate student voice, agency and leadership into teaching and learning approaches* • *Increase our ability to use student perception data to inform classroom practice* • *Redesign and implement opportunities for increased student leadership* • *Implement strategies that increase the use of student feedback to inform classroom practice* • *Engage parents in student feedback and recognition processes.*
Evidence of impact	*Leaders will:* • *Invite existing student representatives (for example, from the SRC or Student Voice Team) to set up new structures with broader student participation in decision making such as the Student Leadership Advisory Team* • *Plan for the consistent implementation of the Student Attitudes to School Survey* • *Utilise sub school teams to share end of term reports with students.* • *Include student agency as part of the instructional model and incorporate into PLC cycle.* • *Oversee the implementation of the School Representative Councils and Student Voice/Action Teams* • *Provide staff and students with clear information about the student surveys and how the data is used to inform school improvement.* *Teachers will* • *Ensure students read their reports* • *Seek feedback from students and ensure that they share learning data / progress / feedback with their students* • *Co-design opportunities for students to exercise authentic agency in their own learning through feedback and co-designing curriculum* *Students will:* • *Review reports and set goals accordingly* • *Be more focussed when undertaking the Student Attitudes to School Survey* • *Be more active in the design of what is happening within classes and the school in general*

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		Budget
					Progress Status	**Evidence**	
							YTD

Leaders will: • Re-launch student voice and agency focus with staff and provide a summary/review of what was achieved in 2019. • Address the discrepancies between year levels and gender as noted on the student surveys. • Clearly establish the evidence base/measurement tools to support what leadership and staff can work towards. • Enhance the way in which the student survey is implemented by utilizing A11 and a consistent script. • Establish and document a leadership structure that includes sub school captains across 7 to 10 and write up appropriate role descriptions • Implement and document a student led community activity and provide students with the opportunity to present their work • Continue with providing students with opportunities for Leadership training • Continue to develop the idea of a Student Leadership Advisory Team • Invite Parents of Award winners to assemblies • Utilize Compass so that students can review their progress on reports and set their own goals Teachers will: • Include student feedback at the end of each unit as part of the Inquiry cycle • Teachers to ensure that they share learning data / progress / feedback with their students. • Embed the use of sub school teams to share end of term reports with students • utilize the notion of asking students what they want/how to learn by giving them the opportunity to co-design the curriculum Students will: • Have more of an opportunity to participate in Leadership positions • Provide feedback to teachers as part of the PLC cycle	MERE/SLOS/ JAMB/SCHM SUB SCHOOL TEAMS	Yes	Across the year		🔴 🟡 🟢	6 months: • Leadership Structure is implemented • Students have seen reports and set appropriate goals	
					🔴 🟡 🟢	12 months: • Student survey variables to improve on 2019 levels • Evidence of agency being used through the Inquiry Cycle		

Section 3: Whole School Professional Learning and Development Plan

The Whole School Professional Learning and Development Plan outlines how the whole school will seek to learn together in pursuit of the Key Improvement Strategies set in the AIP. The plan supports principals in professional learning and development discussions, by providing a clear line of sight of professional learning to AIP goals/targets and KIS. Also refer to the resources on the Professional Practice Elements page, here.

Professional Learning Priorities	Who	When	Key Professional Learning Strategies (Choose up to 3)	Organisational Structure (Select)	Expertise Accessed	Where
SWPB • *Day 1 and 2 – Reset SWPB with a focus on student profiles, mobile phone policy, and the behaviour matrix* • *Semester 1 – PD for all staff re implementation of acknowledgement system* • *Build capacity of teachers to implement the behaviour matrix through the provision of a scripted response* • *Differentiated support required for teachers regarding classroom management and managing their own student –based consequences* • *Build capacity of team leaders to support teachers in the implementation of SWPB*			☐ Collaborative planning ☐ Collaborative preparation ☐ Collaborative design of formative assessments ☐ Moderated assessment of student learning ☐ Collaborative inquiry/Action research team ☐ Collaborative curriculum development ☐ Peer observation including feedback and reflection ☐Formalised PLC/PLTs	☐ Whole School Student Free Day ☐ Professional Practice Day x School-based formal meeting/School-based Professional Learning Sessions ☐ Timetabled Planning day ☐ Network Professional Learning ☐ Community of Practice ☐ PLC/PLT Meeting	☐ SEIL and Regional Support Staff ☐ VCAA ☐ Primary Mathematics and Science Specialists ☐ Literacy expertise ☐ PLC Initiative ☐ Teaching Partners ☐ Leadership Partners ☐ School Improvement Partnerships ☐ Internal Staff ☐ Subject Association ☐ Bastow program/course ☐ External Consultants (please add details below)	x On-site ☐ Off-site (please describe)
Student Agency • *Day 1 and 2 – Introduce respectful relationships to staff* • *Term 1 – enhance staff commitment to and understanding of student voice and agency and outline what it looks like in 2020* • *Across the year all staff to undertake Cultural Awareness training*			☐ Collaborative planning x Collaborative preparation ☐ Collaborative design of formative assessments ☐ Moderated assessment of student learning ☐ Collaborative inquiry/Action Research team ☐ Collaborative curriculum development ☐ Peer observation including feedback and reflection ☒Formalised PLC/PLTs	☐ Whole School Student Free Day ☐ Professional Practice Day X School-based formal meeting/School-based Professional Learning Sessions ☐ Timetabled Planning day ☐ Network Professional Learning ☐ Community of Practice ☐ PLC/PLT Meeting	☐ SEIL and Regional Support Staff ☐ VCAA ☐ Primary Mathematics and Science Specialists ☐ Literacy expertise ☐ PLC Initiative ☐ Teaching Partners ☐ Leadership Partners ☐ School Improvement Partnerships ☐ Internal Staff ☐ Subject Association ☐ Bastow program/course x External Consultants (please add details below)	x On-site ☐ Off-site (please describe)
Instructional Model: • *Day 1 & 2 – reminder of Instructional model and its relevance to HITs* • *Focus months in semester 1 based on aspects of the Instructional model and Literacy for learning* *Enhancing Teacher Practice meetings:* • *Analysing and using student learning data* • *Student engagement through the use of Blooms and Differentiation* • *Utilising student feedback and agency to co-design curriculum and enhance practice* PLCs: • *Strengthen the capacity of KLA leaders to implement Inquiry cycle to embed student agency and teacher reflection* • *Build capacity of teachers to implement inquiry cycle through KLA meetings and activate student feedback and assessment as a means of reflecting on their practice.*			☐ Collaborative planning ☐ Collaborative preparation ☐ Collaborative design of formative assessments ☐ Moderated assessment of student learning ☐ Collaborative inquiry/Action Research team ☐ Collaborative curriculum development ☐ Peer observation including feedback and reflection ☐Formalised PLC/PLTs	☐ Whole School Student Free Day ☐ Professional Practice Day x School-based formal meeting/School-based Professional Learning Sessions ☐ Timetabled Planning day ☐ Network Professional Learning ☐ Community of Practice x PLC/PLT Meeting	☐ SEIL and Regional Support Staff ☐ VCAA ☐ Primary Mathematics and Science Specialists ☐ Literacy expertise ☐ PLC Initiative ☐ Teaching Partners ☐ Leadership Partners ☐ School Improvement Partnerships ☐ Internal Staff ☐ Subject Association ☐ Bastow program/course x External Consultants (please add details below)	x On-site ☐ Off-site (please describe)