

Annual Implementation Plan: for Improving Student Outcomes

School name: Emerald Secondary College
School number: 8707

Year: 2017
Based on strategic plan: 2015-2019

Endorsement:

Principal Jodie Doble March 2017

Senior Education Improvement Leader Denise Kotsikas March 2017

School council Phillip Dwyer March 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	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none">To maximise the learning growth of every student.To maximise student engagement in their learning.To strengthen the partnerships between students, families and staff.To effectively allocate and use resources (human, physical and financial) to achieve the College goals and priorities.	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.	
Based on the NAPLAN and ODT data in the area of Literacy and Numeracy, a focus for the College is on developing a plan to improve these key areas through building capacity of staff in best practice teaching and learning. Tracking the trend data from Year 7 onwards also gives us an indication of what our students should achieve in the VCE and it is important we address this to ensure our students achieve their personal best against the standards to ensure they maintain high expectations. This includes how we develop a consistent curriculum, and how we inclusively give feedback to our community to enable our students to engage, be accountable for, and understand their learning and learning potential. A key driver for this is a focus on building teacher capacity to raise teacher efficacy and expectation of student achievement through the development and implementation assessment practices for, as and of 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 (KIS)
Building practice excellence	<ul style="list-style-type: none">To review and develop a best practice ESC Instructional model that engages students in their learning.To build teacher capacity to engage students and create a safe and orderly learning environment.
Curriculum planning and assessment	<ul style="list-style-type: none">To document and implement the Victorian Curriculum across the College. With ESC assessment protocols.To develop staff capacity to raise student achievement against the State Standards in Literacy, Numeracy and VCE.

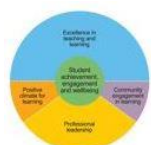
Section 2: Improvement Initiatives



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 note 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		[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP] To maximise the learning growth of every student																		
IMPROVEMENT INITIATIVE		Building practice excellence																		
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP] <ul style="list-style-type: none">To achieve improved results in the following DEECD Surveys: <table><tr><td></td><td></td><td>2014</td><td>2018</td></tr><tr><td>Staff</td><td>Collective Efficacy</td><td>61.0</td><td>66.00</td></tr><tr><td>Student</td><td>Learning Confidence</td><td>3.14</td><td>3.70</td></tr></table> <ul style="list-style-type: none">Stimulating Learning to move from the 5th percentile to above the 30th percentileStudent absences at every year level to be below the state average									2014	2018	Staff	Collective Efficacy	61.0	66.00	Student	Learning Confidence	3.14	3.70
				2014	2018															
		Staff	Collective Efficacy	61.0	66.00															
		Student	Learning Confidence	3.14	3.70															
12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)] <ul style="list-style-type: none">By the end of 2017 we will see the staff collective efficacy improve to 63.00 on the Staff Opinion Survey.By the end of 2017 we will see student learning confidence of 3.65 improve to 3.70 on the Attitudes to Learning Survey.By the end of 2017 we will see student stimulating learning improve from 2.90 to 3.00.By the end of 2017 we will see our Academic emphasis move from 53.81 to 56.00.																		
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] 12 months:	<div><div></div><div></div><div></div></div>	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]														
To review and develop a best practice ESC Instructional model that engages students in their learning.	<ul style="list-style-type: none">Research best practice Instructional models and attend PL on instructional models.With the whole staff review the current model during staff meetings.Develop ESC sample models based on the research and	MCM/ALD MCM/ALD- All staff MCM / ALD	Term 1 Term 1 Term 2	6 months: <ul style="list-style-type: none">Example models have been made available and have been reviewed.Collated and reviewed staff and student surveys.PL for staff has been developed strategically with a timely implementation plan.All staff PDP plans have a goal related to one	<div><div></div><div></div><div></div></div>															



	review.			component of the ESC Instructional model.					
	<ul style="list-style-type: none">Develop a strategic timeline for implementation.Implement PL for staff with a staged roll out to develop staff understanding in the Instructional model.Communicate regularly to the key stake holders (students, staff and the broader school community) the research and review process and the timeline for implementation.	MCM / ALD	Term 2	<ul style="list-style-type: none">Review the progress of the ESC Instructional model in the ESC FISO team and with all staff.Term two PDP goal for all staff has successfully implemented one component of the ESC Instructional model.Staff have completed a survey reviewing their implementation of a component of the Instructional model.Student forum/survey shows that staff are engaging students in their learning.Consistent visible language is used across the College.ESC has a staged implementation plan for the instructional model.Staff have engaged with relevant PD to assist in their understanding of the instructional model.					
		DOB /MCM / ALD	Term 1 onwards						
		DOB/MCM /ALD	Term 1 onwards	12 months: <ul style="list-style-type: none">By the end of 2017 we will have an agreed best practice ESC Instructional modelSuccessful implementation of Learning Intentions as part of the Instructional model is evident through forums, surveys and staff classroom observations.By the end of 2017 we will see Academic emphasis match 56.00 on the Staff Opinion SurveyBy the end of 2017 we will see the staff collective efficacy match 63.00 on the Staff Opinion SurveyBy the end of 2017 we will see student learning confidence match 3.70 on the student ATSBy the end of 2017 we will see stimulating learning match 3.00 on the student ATS	<div><div></div><div></div><div></div></div>				



<ul style="list-style-type: none"> To build teacher capacity to engage students and create a safe and orderly learning environment. 	<ul style="list-style-type: none"> Review the current ESC behaviour management processes and policies across the College. Review current classroom management practices with students and staff via forums and surveys. Develop an agreed whole school approach to student engagement and behaviour management. 	KAN/ NIC/ JAR/ ALD KAN/ NIC/ JAR/ ALD LT team LT team		6 months: <ul style="list-style-type: none"> Policies have been reviewed and a staged development and implementation plan has been developed. Forums and surveys with staff and students have occurred. Reflection and feedback from staff and students has been collated. Draft ESC framework of student engagement and behaviour management has been developed.		
				12 months: <ul style="list-style-type: none"> A whole school ESC framework of student engagement and behaviour management has been developed. More consistent practices within the trial; team are beginning to be seen across the College in classrooms. Common language is used by teaching staff within the trial to engage students. Classroom behaviour on the student ATS matches 3.09. Decrease in detention referrals for R2L. Parent ATS matched 5.0 on classroom behaviour. Staff response to Collective Responsibility matches 75.0. 		<ul style="list-style-type: none">

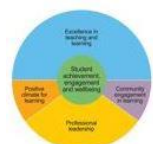


Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP] To maximise student engagement in their learning.																								
IMPROVEMENT INITIATIVE		Curriculum planning and assessment																								
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP] <ul style="list-style-type: none">To achieve above the state benchmark in Relative Growth in the High Category (NAPLAN 7-9) <table><tr><td></td><td>2014</td><td>2018</td></tr><tr><td>Reading</td><td>33</td><td>>25</td></tr><tr><td>Writing</td><td>40</td><td>>25</td></tr><tr><td>Spelling</td><td>29</td><td>>25</td></tr><tr><td>Grammar & Punctuation</td><td>33</td><td>>25</td></tr><tr><td>Numeracy</td><td>37</td><td>>25</td></tr></table> <ul style="list-style-type: none">								2014	2018	Reading	33	>25	Writing	40	>25	Spelling	29	>25	Grammar & Punctuation	33	>25	Numeracy	37	>25
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12 MONTH TARGETS		<ul style="list-style-type: none">By the end of 2017 we will see an increase to the state benchmark in Relative Growth in the High Category (NAPLAN 7-9)By the end of 2017 we will see an improvement in 40+ study scores to 3% (State Average is 4%)By the end of 2017 the median study score will reflect the state median of 29To increase the percentage of A’s and B’s in Mathematics in teacher judgement.																								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING																					
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				12 months:	<div><div></div><div></div><div></div></div>																					
<ul style="list-style-type: none">To document and implement the Victorian Curriculum across the College with ESC assessment protocols.	<ul style="list-style-type: none">Develop agreed whole school VC documentation templates including a whole school achievement standards overview.Develop agreed whole school assessment rubric.With staff, develop whole school assessment scales.	ALD/ DL	Term 1 onwards	<div>6 months:</div> <ul style="list-style-type: none">Consistent VC templates created through consultation.Whole school assessment rubric created and implemented.PL to support staff in VC documentation and assessment has occurred.	<div><div></div><div></div><div></div></div>																					
		ALD/DL	Term 1 onwards																							
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		ALD/DL	End semester 1	<div>12 months:</div> <ul style="list-style-type: none">Creation, collation and publication of whole school assessment and reporting handbook.Staff have undertaken PL around the VC and assessment and reporting.																						
	<ul style="list-style-type: none">Develop and implement whole school PL to assist staff understanding of the	ALD/staff	Term 1	<ul style="list-style-type: none">Audit demonstrates 100% adherence by staff to																						



	<p>VC and assessment and reporting expectations.</p> <ul style="list-style-type: none"> Review and structure meetings to enable Domain teams to meet regularly to plan, moderate and assess student learning. Implement agreed assessment practices that include agreed rubric templates. Communicate regularly student achievement against the standards through formal and online processes to engage students and their families. Audit the documented curriculum to ensure that it meets the College and VCAA expectations. 	<p>DOB/ ALD/ JAR</p> <p>All staff</p> <p>All staff</p> <p>DL & All staff</p>	<p>onwards</p> <p>Each term</p> <p>Term 1 onwards</p> <p>Term 1 onwards</p> <p>Term 1 onwards</p>	<p>the assessment and feedback protocols – including rubrics online.</p> <ul style="list-style-type: none"> The VC 7-10 will be accessible on-line. Clear moderation protocols are established. Teacher judgements show more accuracy against the standards and are consistent within the College based on the moderation practices. 				
To develop staff capacity to raise student achievement against the State Standards in Literacy, Numeracy and VCE.	<ul style="list-style-type: none"> Implement leaders for Literacy and Numeracy to lead whole school improvement strategies in Literacy and Numeracy. Timetable regular FISO (Lit/Num/Pedagogy) meetings within the meeting schedule. Timetable weekly meetings within the timetable for staff to meet to plan, assess and moderate student achievement. Develop EDEC opportunities to develop a cluster approach to Literacy and Numeracy to raise student achievement. Develop and implement opportunities for enrichment and support for students' achievement. Provide PL for staff to support their understanding in differentiated and modified teaching and learning .practices. 	<p>DOB</p> <p>DOB/ ALD/JAR</p> <p>DOB/ Edvale</p> <p>DOB/ WAL/ LEE</p> <p>ALD/ JAR/ WAL/ LEE</p> <p>DOB/ ALD/JAR /RYD</p>	<p>Term 1 onwards</p> <p>Term 1 onwards</p> <p>Term 1 onwards</p> <p>Term 1 onwards</p> <p>Term 1 onwards</p>	<p>6 months:</p> <ul style="list-style-type: none"> Leaders in place for Literacy and Numeracy. Clear role descriptions for Literacy and Numeracy established. Regular FISO meetings established. EDEC FISO group established to discuss and share data. EDEC FISO group develops methods to share best practice and resources including peer observations across the EDEC schools. Review and analyse cohort, school and EDEC NAPLAN data and develop resources and pedagogical practices to support student growth. 	● ● ●	●		
				<p>12 months:</p>	● ● ●			



<ul style="list-style-type: none"> Review and develop consistent moderation practices from Yrs7-10 against the standards in Mathematics. Implement clear moderation and assessment protocols in Mathematics against the VCE standards. Through coaching and collaboration develop best practice teacher pedagogy in Mathematics to raise student achievement. Consolidate VCE structures, policies, processes and expectations. Review, develop and communicate with the school community course counselling processes and expectations including acceleration and Distance Ed. Review and develop vertical tracking and planning of learning and teaching to support students' readiness for senior pathways. 	JAR/LEE	Term 1 onwards	<ul style="list-style-type: none"> Clear process for intervention for Literacy and Numeracy for Yrs 7-9 has been established. 				
	JAR/LEE	Term 1 onwards	<ul style="list-style-type: none"> Staff PL on differentiation and modification has occurred. 				
	JAR/LEE	Term 1 onwards	<ul style="list-style-type: none"> Improved growth data for Literacy and Numeracy for students in Yrs 7-9 against the NAPLAN and PAT. 				
	NIC/SMI	Term 1 onwards	<ul style="list-style-type: none"> Teacher judgement in Mathematics matches student achievement in NAPLAN and PAT testing. 				
	NIC/ SMI	Term 1 onwards	<ul style="list-style-type: none"> Senior School handbook including key policies such as – attendance, assessment, unscored, Distance Ed etc. is evident and is published to the community. 				
	KAN.NIC / JAR/ ALD	Term 1 onwards	<ul style="list-style-type: none"> Audit of student achievement based on student tracking data has occurred and recommendations based on data tracking for 2018 to be developed. Reduced number of course changes having to occur due to clear process and / or reduced parent concerns regarding the course process. By the end of 2017 we will see an increase to the state benchmark in Relative Growth in the High Category (NAPLAN 7-9) By the end of 2017 we will see an improvement in 40+ study scores to 3% (State Average is 4%) By the end of 2017 the median study score will reflect the state median of 29 By the end of 2017 we will see an increase in the percentage of A's and B's in Mathematics in teacher judgement. 				



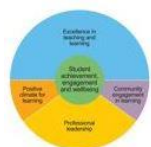
Section 3: Additional Improvement Initiatives

STRATEGIC PLAN GOALS		[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]				
		To maximise student engagement in their learning.				
IMPROVEMENT INITIATIVE						
STRATEGIC PLAN TARGETS		▪				
12 MONTH TARGETS						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING	
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				12 months:	● ● ●	
				•		•
				•	● ● ●	•

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	Select status	[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	Select status	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	Building leadership teams	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	Empowering students and building school pride	No	Select status	
	Setting expectations and promoting inclusion	No	Select status	
	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	Building communities	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	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:

