2020 Annual Implementation Plan

for improving student outcomes

Altona College (8857)

Submitted for review by Julie Krause (School Principal) on 20 December, 2019 at 02:24 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding

Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

Community engagement in learning	Building communities	Embedding moving towards Excelling
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding moving towards Excelling
	Parents and carers as partners	Embedding

Enter your reflective comments	The College continues to focus on the improvement of student learning outcomes in line with FISO. Significant gains were made in 2019 in lifting relative growth data for students from Years 3 2017 to Year 5 2019 and from Year 7 2017 to Year 9 2019 in reading and numeracy. The school results were generally higher than similar schools, the network of schools and the state. In 2019, 67% of Year 3 students performed in the top two NAPLAN bands in reading. These achievements are becoming more consistent year to year as our cohorts grow with the percentage of students in the bottom two NAPLAN bands decreasing. The college has further refined our PLC structure particularly in the primary years with the inquiry model driving the work of PLCs. The focus on scaffolded literacy has impacted growth for Years 3 to 5. We know that we are able to lift outcomes with a strategic focus on data and further implementation of high impact teaching strategies. All support staff have been provided with training to implement the Fountas and Pinnell Levelled Literacy program which has lifted student learning outcomes for individuals who were in the bottom two bands in Year2 to Year 6. The Professional Learning Communities (PLC's) initiative in 2018 has strengthened explicit systems for collaboration. Teachers have a shared focus for improvement of student outcomes. In line with our AIP goal the instructional model has been reviewed and is being embedded along with our vision for learning developed to incorporate high impact teaching

	strategies and the role of the teacher and student in line with our reviewed college values, (Innovation, Integrity and Respect) DET and FISO priorities. Continuous improvement in teaching practice will be sustained by systematically collecting, analysing and evaluating teaching practices and student achievement data.
Considerations for 2020	In 2020 we will ensure that professional learning is collaborative, involving reflection and feedback. Pivot surveys will be used to garner student feedback to improve teacher practice. Teacher to student feedback will be built into teaching pedagogy and used to scaffold student goal setting and monitoring. Opportunities for teachers to observe and discuss best practice will be provided by College learning specialists, Intervention Specialist, Middle Years Literacy and Numeracy Leaders. Teachers will routinely have opportunities to observe skilled colleagues, trial and review new strategies that they can integrate into their practice. Building skills and knowledge and the implementation of high impact teaching strategies will be referenced in teacher performance and development plans. The FISO Improvement cycle will be used to ensure early intervention, scaffolding and extension is accurately targeted and delivered through the Professional Learning Communities model. The school has a clear instructional model that is based on research and relates to high impact teaching strategies. All teachers will follow the inquiry model of Professional Learning Communities/Teams, with support provided to PLT Leaders by the School Improvement Leading Teacher. Our clear foci will be: • Maintaining the top two NAPLAN bands, particularly from Years 3-5, 5-7 & 7-9 through consistent monitoring of student progress. • Enhancing data literacy of all teachers and leaders. • Embed feedback and observation protocols and processes. • Provide intervention for at risk students in Years 7-9, (Reading), particularly those in the bottom two bands and disadvantaged.
Documents that support this plan	

Goal 1	To improve the literacy levels and ensure growth of every student across all domains, with a particular focus on reading
12 Month Target 1.1	2020 NAPLAN Top Two Bands targets: Year 3 70%, Year 5 50%, Year 7 20% and Year 9 20%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Teachers actively seek student and peer feedback and collaborate to improve their teaching practice.	Yes
KIS 2 Evidence-based high-impact teaching strategies	Professional learning teams undertake evidence based research to ensure growth of students in the top two bands.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	All students, regardless of background, should have access to high-quality teaching and learning programs. The pursuit of these programs, and the work of school leaders, teachers and students is to enhance student outcomes. We have selected this KIS as a focus for this year as we recognise the powerful impact of feedback on improved teacher outcomes and note the results of the School Staff Survey in relation to feedback. The work of PLTs and our network PLCs are chosen to drive the enhanced evaluation and improvement of student learning outcomes. In relation to this KIS, our data shows the following: School Staff Survey results indicate that 59% of staff believe that peer feedback improved practice, 23% believe they experience professional learning through peer observations, and they seek feedback on their practice. These results have significantly declined over the past five years. Research suggests that building teacher capacity and collective efficacy is best done through the implementation of peer observations, including feedback and reflection as per our self-evaluation against the FISO continuum. Examining the top two bands NAPLAN we note that in in 2018 53% of Year 3 students were in the top two bands NAPLAN bands (Reading) and in 2019, 67% of Year 3 students were in the top two NAPLAN bands (Reading). In 2017, 56% of Year 3 were in the top two bands NAPLAN (Reading). In 2019, of the matched cohort of students in Year 5, only 37% remained in the top two bands NAPLAN (Reading). Whilst the achievement of top two bands decreased, 36% of students made high growth Years 3-5 NAPLAN (Reading), higher than the network, similar schools and the state.	

	2017 (Year 5) - 2019 (Year 7), there was a single student who remained at the school and retained the top two bands NAPLAN (Reading). 15% of Year 7 (2017) students were in the top two bands NAPLAN (Reading). In 2019, 18% of students Year 9 were in the top two bands NAPLAN (Reading).
Goal 2	Deepen student agency, engagement, collaboration and motivation within a rich learning community
12 Month Target 2.1	in measures of the Staff Opinion survey that relate to feedback and peer observation, components to be 75% and above. In 2020, Attitudes to School Survey: Percentage endorsement inclusion and Student voice and agency indicator to be 75%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Implement and cultivate a learning culture that promotes student choice, voice and leadership.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	All students, regardless of background, should have a voice, choice and be agents in their own learning. The work of school leaders and teachers is to ensure that all students are actively engaged in their learning, have a voice, are provided with opportunities for quality feedback on their learning so as to improve their outcomes. They should also provide feedback to their teachers to evaluate teaching and learning programs and have access to leadership opportunities. We have selected this KIS as a focus for this year as we recognise that student engagement and school attendance has a positive impact on student outcomes. In relation to this KIS, our data shows the following: Attitudes to School Survey results for student voice and agency indicate that on average 40-43% of our Years 4-11 students endorse student voice and agency at Altona College, the results are below those of the network, similar schools and the state. School Staff Survey results indicate that 59% of staff believe that peer feedback improved practice, 23% believe they experience professional learning through peer observations, and they seek feedback on their practice. These results have significantly declined over the past five years. School Attendance results indicate that student attendance for Secondary years is higher than most measures across years 7-12 In examining our self-evaluation against the FISO continuum we recognise that activating student voice, choice, agancy and leadership is a key component of our work in 2020.

Define Actions, Outcomes and Activities

Goal 1	To improve the literacy levels and ensure growth of every student across all domains, with a particular focus on reading
12 Month Target 1.1	2020 NAPLAN Top Two Bands targets: Year 3 70%, Year 5 50%, Year 7 20% and Year 9 20%
KIS 1 Building practice excellence	Teachers actively seek student and peer feedback and collaborate to improve their teaching practice.
Actions	Build teacher capacity through a whole-school approach to peer observations, feedback and reflection as a high-impact approach to improving teacher practice.
Outcomes	Leaders will: • Engage with staff to establish protocols, procedures and structures that support peer observation, feedback and reflection • Implement a staged approach to peer observations protocols and procedures with opportunities to reflect, adjust and improve processes over time • Ensure that all students regardless of disadvantage have equitable access to relevant technology to support literacy outcomes Learning Specialists/PLT Leaders will: • Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies. (AITSL Standard 5.2) • Assist peers to develop protocols for peer observation and its application in enhancing teacher practice • Model effective use of technology within their classes Teachers will: • Engage in the development of peer observation processes and protocols and use feedback from peers and students (i.e. Pivot) to improve professional practice • Regularly partake in, and seek feedback on their practice, reflecting and engaging in professional conversations with their peers on the implementation of evidence-based teaching practices • Expose students to multiple forms of texts, including written, spoken, visual and multi-modal text • Provide students with access to multiple forms of timely feedback including verbal, written and online forms (i.e. via Compass rubrics & Google Apps for Education), using a range of devices relevant to students' year level and need

	Students will: • Provide regular feedback to teachers and peers through methods such as Pivot, attitudes to school survey, questionnaires, exit/entry tickets
Success Indicators	Leaders: PLT meeting minutes, Staff PL schedule/minutes, observation schedules Learning Specialists/PLT Leaders: Observation protocols, observation notes, PLT meeting minutes Teachers: Pivot data, observation protocols and notes, professional practice goals, PDP, Professional learning documentation
KIS 2 Evidence-based high-impact teaching strategies	Professional learning teams undertake evidence based research to ensure growth of students in the top two bands.
Actions	Build the capacity of leaders and teachers to identify and use evidence so as to implement high-impact strategies to ensure the learning growth of all students, with a particular focus on those in the top two bands.
Outcomes	Leaders will: • Provide time and forums for teacher conversations about student learning, developing school PLT meeting schedules and associated professional learning for all staff. • Demonstrate an unwavering pursuit of student learning growth and focus on high expectations for all students. • Support PLT leaders to develop a deep understanding of the Victorian DET Professional Learning Community inquiry model. • Use multiple forms of evidence to track student progress and determine learning growth • Provide opportunities for teachers to share their learning, teach, question and challenge each other. Learning Specialists/PLT Leaders will: • Lead teams of teachers to develop a collective responsibility for the learning of all students. • Model exemplary practice and engage in professional conversations about highly effective teaching and learning practices. • Work with leadership to ensure a consistent application and implementation of the college's vision for teaching and learning. • Use multiple forms of evidence to track student progress and determine learning growth Teachers will: • Will participate in recurring cycles of PLT inquiry, diagnosing student learning needs, planning, implementing and evaluating teaching responses to them. • Engage collaboratively in evidence-based and data-driven, professional learning with a focus on improved student learning growth. • Use multiple forms of evidence to track student progress and determine learning growth

	• Utilise department professional learning resources to amplify the learning of students, intervening at the point of need using resources and strategies including LLI and ES support.
Success Indicators	Leaders: Minutes of meetings (Leadership/PLT), meeting schedules, school-wide & cohort data tracking sheets, professional learning documentation, assessment/reporting schedules Learning Specialists/PLT Leaders: Whole school/cohort/student data tracking sheets, inquiry cycle documentation, curriculum documentation (i.e. scope and sequence, unit and weekly plans), professional learning goals, minutes of PLT meetings Teachers: Year level/grade data tracking sheets, inquiry cycle documentation, curriculum documentation (i.e. scope and sequence, unit and weekly plans), professional learning goals
Goal 2	Deepen student agency, engagement, collaboration and motivation within a rich learning community
12 Month Target 2.1	in measures of the Staff Opinion survey that relate to feedback and peer observation, components to be 75% and above. In 2020, Attitudes to School Survey: Percentage endorsement inclusion and Student voice and agency indicator to be 75%.
KIS 1 Empowering students and building school pride	Implement and cultivate a learning culture that promotes student choice, voice and leadership.
Actions	Empower students through the provision of opportunities for increased voice, agency and student leadership.
Outcomes	Leaders will: • Analyse a range of data to evaluate the school's SVAL effectiveness. • Provide professional learning for staff to develop a shared understanding of students voice, agency and leadership using the Framework for Improving Student Outcomes • Access community resources to support students educational engagement and wellbeing Learning Specialists/PLT Leaders will: • Will investigate the meaning and importance of student voice, agency and leadership. • Support colleagues to ensure regular and evaluated opportunities for SVAL • Access community resources to support students educational engagement and wellbeing Teachers will: • Engage their students in intentional learning activities guides by DET Amplify practices

	• Provide authentic learning experiences where students collaborate in their learning participate in regular feedback practices and co-design learning experiences. • Actively seek feedback from students • Implement HITS to advance SVAL, in particular: collaborative learning, feedback, questioning, setting goals • Access community resources to support students educational engagement and wellbeing Students will: • Set high expectations for themselves to be agents of their learning • Establish and monitor own learning goals • Provide feedback to teachers via Pivot, AToSS and school-based tools • Access community resources to support students educational engagement and wellbeing
Success Indicators	Leaders: Professional Learning documentation, whole-school Pivot data, student forum schedules/notes Learning Specialists/PLT Leaders: KLA Pivot data, PLT meeting minutes, classroom observation notes Teachers: Students learning goals, unit plans, CCT units, Pivot data (self), PLT meeting minutes Students: learning goals, self-evaluations, surveys

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$214,357.00	$214,357.00
Additional Equity funding	$0.00	$0.00
Grand Total	$214,357.00	$214,357.00

Additional Equity spend

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Pivot Professional Learning	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ School improvement partnerships ☑ Internal staff	☑ On-site
Technological resources	☑ Student(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS) ☑ MYLNS initiative professional learning	☑ On-site
Professional Learning for leaders (i.e.Bastow)	☑ Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ Communities of Practice	☑ PLC Initiative ☑ Bastow program/course ☑ Departmental resources	☑ Off-site Bastow, RLC

				☑ PLC/PLT Meeting ☑ Regional Leadership Conferences	Amplify, Professional Practice notes, HITS, MYLNS ☑ High Impact Teaching Strategies (HITS) ☑ MYLNS initiative professional learning ☑ MYLYNS Improvement teacher ☑ MYLYNS Network teacher	
Professional learning for PLT leaders regarding PLC Inquiry model	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLT Leaders	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Learning Specialist ☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS) ☑ MYLNS initiative professional learning	☑ On-site
Literacy resources including LLI	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS)	☑ On-site

			☑ Collaborative Inquiry/Action Research team		☑ MYLNS initiative professional learning	
Literacy Intervention teacher	☑ Leading Teacher(s) ☑ Literacy Improvement Teacher	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ MYLYNS Improvement teacher	☑ On-site
Berry Street Education Model classroom resources and reference materials	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ School improvement partnerships ☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site