

2016 Annual Implementation Plan: for Improving Student Outcomes

8912

Melba College
2016

Based on Strategic Plan 2013- 2016

Endorsements

Endorsement by School Principal	Signed..... Name.....Terry Bennett..... Date.....
Endorsement by School Council	Signed..... Name.....Philippa Rowlands..... Date.....
Endorsement by Senior Advisor	Signed..... Name.....Frank Catalano Date.....

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

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

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

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

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

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

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

Summary page: the school's priorities and initiatives

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

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	✓
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	

Initiatives Rationale:
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p> <p>The establishment of a new school following the merger of two schools has meant much work has been done and is still needed to develop the culture of teaching and learning for Melba College. Bringing the two schools together and also having a significant number of students come to Melba College from the closure of Parkwood SC has impacted on student wellbeing and connectedness. Student data supports this conclusion.</p> <p>Student data indicators show low levels in learning confidence and connectedness to both peers and teachers. Student safety is also scored low by the students but has improved over the 2013-15 period. Staff feedback identifies significant differences in student management across the college. The college needs to build a culture where teachers and students work together and Student Voice is heard and respected. This in turn will build students' confidence and a sense of self-efficacy. Students will then take greater responsibility for their own learning and become more independent, self-aware and develop their own meta-cognitive skills.</p> <p>Student achievement data indicates relative High/Medium growth for students from Years 7 to 9 in Literacy and Numeracy is at expected levels however VCE outcomes are below expected levels. The two campus school has created extra challenges in terms of enabling teaching teams to interact, observe each other and discuss effective teaching. These challenges are being addressed in a variety of ways including the development of the Teaching and Learning Charter. More work is needed including the development and embedding of an instructional model of teaching practice and Peer Coaching and Visible Learning into teacher practice.</p> <p>Significant Curriculum Planning and Assessment has been undertaken in 2015 and needs to be continued in 2016. Teachers are using data sets to inform and reflect on their practice however this needs to be embedded into their daily practice. Further development of Common Assessment Tasks, Assessment Rubrics, Rich Learning Tasks, Scope and Sequence of all curriculum programs, changes to our Reporting system, the development and implementation of an eLearning plan and the move to the Victorian Curriculum all need to be implemented next year.</p> <p>The Performance & Development Framework is well integrated into teacher expectations at the college and building consistency and quality of teaching practice will reduce the instances of school variation on student performance and improve student outcomes overall. Staff Opinion data shows a shared and positive commitment to the College's Professional Learning program. Collective Responsibility for student learning and Teacher Collaboration data is strong.</p> <p>It is very important that the college develops a whole school approach to wellbeing. The school must be seen by students, staff, parents and guardians as inclusive, safe, respectful and orderly. A culture of respectful relationships in the college between staff, students and parents/guardians needs to be further developed. This can be achieved by expanding teachers' capacities and skills through the identification and implementation of strategies for encouraging respectful, inclusive and positive behaviour and interactions by all members of the college community.</p>

Key Improvement Strategies (KIS)

List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Initiative:	KIS
Building practice excellence	<ul style="list-style-type: none">• Develop the capacity of all teachers by implementing Literacy and Numeracy coaching of all teachers by Bastow trained staff• Establish Teaching teams for Years 7 and 9 English and Mathematics• Create an instructional model that is consistently implemented by all teachers and embeds Visible Learning components• Develop a peer observation program across the school from 2016 onwards.• Improve the use of Digital Technologies in Teaching and Learning across the college
Empowering students and building school pride	<ul style="list-style-type: none">• Leadership and staff views of Student Voice and Agency are explored to identify and clarify perceptions, concerns, benefits and challenges• Broaden data collection and dissemination to better understand health and wellbeing needs of our students and inform service planning and delivery• Develop and implement a consistent whole school Wellbeing model• Embed Wellbeing language and processes within class lessons
Curriculum planning and assessment	<ul style="list-style-type: none">• Elicit constructive feedback from students to ascertain their level of understanding within the whole school Instructional model• Develop teachers' data literacy capacity• Create common assessment tools to enable teacher moderation• Plan for consistency and moderation of student assessment

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ACHIEVEMENT					
Goals	Develop high quality junior and senior learning communities	Targets	Improve NAPLAN Literacy and Numeracy Improve VCE scores Improve VCAL and VET completion rates		
		12 month targets	Relative Growth in Reading 75% (Achieved 71.4% in 2015) Relative Growth in Numeracy 70% (Achieved 66.9% in 2015) Relative Growth in Writing 73% (Achieved 70.1% in 2015) VCE All Study 28.0 by 2016 (Achieved 25.0 in 2015) English 29.0 by 2016 (Achieved xx in 2015) Mathematical Methods 27.0 by 2016 (Achieved 20.3 in 2015) Further Mathematics 27.0 by 2016 (Achieved 24.3 in 2015) VCAL completion 82.1% by 2016 (Achieved 85% in 2015) VET participation 27.4% by 2016 (Achieved 39.4% in 2015) VET completion 83.0% by 2016 (Achieved 82% in 2015)		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Develop the capacity of all teachers by implementing Literacy and Numeracy coaching of all teachers by Bastow trained staff	Provide Bastow trained Literacy and Numeracy coaches to work with teachers to embed whole school Literacy & Numeracy frameworks	Two teachers released to coach teachers. (\$70,000) Teachers will meet regularly with coaches to plan and implement Literacy & Numeracy strategies in the classroom. Corrective Reading Program implemented at Year 8.	A Steele (Literacy) N Mammoliti (Numeracy)	Throughout 2016	<ul style="list-style-type: none"> Documentation of classroom practice Consistency of practice Teacher feedback
Establish Teaching teams for Years 7 and 9 English and Mathematics	Allocate time for Year 7 & 9 Maths and English teachers to meet and plan	Year 7 & 9 English and Maths teachers given 1 extra period per fortnight to work with team members and coaches (\$60,000)	N Schoch, A Steele, Year 7 & 9 maths & English teachers	Throughout 2016	<ul style="list-style-type: none"> Teams meet and document practice Teacher feedback
Create an instructional model that is consistently implemented by all teachers and embeds Visible Learning components	Develop an agreed classroom Instructional Model	Staff visit other schools to observe instructional models Staff meetings used to research instructional models. Staff meetings used to agree on Melba College instructional model Teachers to trial instructional models and provide feedback to all staff	Leadership Team (All) All Teachers All Teachers All Teachers	Semester 1, 2016 Semester 2, 2016 Semester 2, 2016 Semester 2, 2016	<ul style="list-style-type: none"> Research and decide upon an Instructional Model Trial of instructional models Obtain agreement around what is effective teaching and use of class time Get agreement on a common planning document
Create common assessment tools to enable teacher moderation	Each Domain Area develops Common Assessment tools for moderation of students work at all year levels so as to provide a 'Curriculum Guarantee' for all students.	Domain teams will use Domain meetings to develop common assessment tools for each year level	D Lees, C Ashton, Curriculum Team	Semester 1, 2016	<ul style="list-style-type: none"> AusVELS linked through Compass portal Common Learning Tasks used by all teachers through the Compass portal New reporting processes implemented across all Domains
Plan for consistency and moderation of student assessment	Each Domain Area will set aside time for moderation of student work	Domain teams will use Domain meetings and professional Conversations to discuss and implement moderation of student assessment	D Lees, C Ashton, Curriculum Team	Semester 1, 2016	<ul style="list-style-type: none"> Year 7 & 9 teams develop and implement assessment rubrics VCE external moderation Partner with other schools for moderation Improved consistency between internal and external assessments
Develop a peer observation program across the school from 2016 onwards.	Trial peer observation for all teachers during 2016	Staff meetings will be used to discuss and develop a peer observation tool and associated protocols	C Lange, C Ashton, Leadership Team	Semester 2, 2016	<ul style="list-style-type: none"> Develop a process and protocols for peer observation Trial peer observation focussed on small teams

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ENGAGEMENT					
Goals	To improve student interest and engagement in school Build student learning confidence and belief in themselves	Targets	Mean student absence rate by 2016 Year 7 13.0 Year 10 16.0 Year 7 – 12 12.0 ATS Data by 2016 Years 7 to 12 – classroom behaviour 2.93 Years 7 to 12 – student motivation 4.20 Years 7 to 12 – learning confidence 3.72 Year 7 – student motivation 4.49 Year 7 – learning confidence 3.88 Year 10 – student motivation 4.25 Year 10 – learning confidence 3.67		
		12 month targets	Years 7 to 12 – classroom behaviour 2.88 in 2015 (2.82 in 2014) 2.91 in 2015 Years 7 to 12 – student motivation 4.14 in 2015 (4.06 in 2014) 4.09 in 2015 Years 7 to 12 – learning confidence 3.63 in 2015 (3.56 in 2014) 3.63 in 2015 Year 7 – student motivation 4.28 in 2015 (4.26 in 2014) 4.34 in 2015 Year 7 – learning confidence 3.79 in 2015 (3.72 in 2014) 3.80 in 2015 Year 10 – student motivation 4.02 in 2015 (3.94 in 2014) 3.97 in 2015 Year 10 – learning confidence 3.43 in 2015 (3.36 in 2014) 3.50 in 2015		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Leadership and staff views of Student Voice and Agency are explored to identify and clarify perceptions, concerns, benefits and challenges	Develop a new model for Student Voice in the college	Staff & student meetings will be used to explore views on Student Voice and Agency	C Lange, D Lees, T Bennett, Leadership Team Student Leaders	Semester 1, 2016 Semester 1, 2016	<ul style="list-style-type: none"> New model for Student Voice developed and implemented
Elicit constructive feedback from students to ascertain their level of understanding within the whole school Instructional model	Develop an agreed set of tools for students to use to give teachers feedback	Staff and student meetings will be used to discuss and agree on a set of feedback tools to be used by students for teachers	B Groves, A Steele, Leadership Team & Curriculum Team Student Leaders	Semester 2, 2016 Semester 2, 2016	<ul style="list-style-type: none"> Agreed feedback tools developed and used by all teachers
Develop teachers' data literacy capacity	All teachers will develop their capacity to use data to inform their practice including student attitudinal data	Staff meeting time will be used to understand, interpret and analyse data	N Mammoliti, C Ashton, Leadership Team	Semester 2, 2016	<ul style="list-style-type: none"> All teachers use data sets in their practice including student attitudinal data
Improve the use of Digital Technologies in Teaching and Learning across the college	All teachers will develop their capacity to use and manage digital technologies in the classroom	Staff meeting time will be used to develop a college eLearning plan	B Groves, N Schoch, Leadership Team	Semester 1, 2016	<ul style="list-style-type: none"> eLearning plan developed and implemented across the college

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WELLBEING					
Goals	To promote and improve the safety, health and wellbeing of our students	Targets	The scores for Student Safety, Student Distress and Student Morale from the Attitudes to School Survey will be at or above the State mean with an upward trend. The Wellbeing Profiler will reflect an increase in the number of students operating in the Good and Excellent Asset Range		
		12 month targets	Student Safety 7-12 to increase from 4.15 (2015) to 4.23 in 2016 Student Distress 7-12 to increase from 4.82 in 2015 to 4.92 in 2016 Student Morale 7-12 to increase from 4.55 in 2015 to 4.64 in 2016		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Improve data collection and dissemination to better understand health and wellbeing needs of our students and inform service planning and delivery	Conduct Wellbeing Survey through the Maroondah City Council's School Focused Youth Service (SFYS) to inform the most suitable wellbeing programs and approaches Analyse local school data sets (ATS, suspensions, Wellbeing referrals, PSD numbers, NCCD data and refugee data) to inform the most suitable wellbeing programs and approaches	<ul style="list-style-type: none"> Wellbeing team to liaise with SFYS to supervise the administration of the survey Teachers administer the survey ensuring anonymity is respected 	D Stacey, E Ricci, Wellbeing team Teachers	Term 1, 2016 Term 1, 2016	<ul style="list-style-type: none"> Survey data informs wellbeing planning
Develop and implement a consistent whole school Wellbeing model	Review the Student Wellbeing and Engagement policy	<ul style="list-style-type: none"> Wellbeing team reports on survey data Staff review Wellbeing and Engagement policy through staff meetings Staff agree on a new whole school Wellbeing model Orderly classrooms established throughout the school 	D Stacey, D Lees, C Ashton, Student Wellbeing Team All staff All staff All staff	Term 2, 2016 Term 2, 2016 Term 2, 2016 Term 2, 2016	<ul style="list-style-type: none"> Data presented to all staff Wellbeing and Engagement policy reviewed and recommendations implemented New Wellbeing model developed and accepted by all staff All staff implement a school wide model of orderly classroom practice
Embed Wellbeing language and processes within class lessons	Develop a more integrated approach to the implementation of wellbeing programs across the college	<ul style="list-style-type: none"> Wellbeing team reports on survey data Staff co-construct rubric for inclusion in peer observations Staff embed language and report on usage via peer observations 	D Stacey, E Ricci, Student Wellbeing Team All staff All staff	Term 3, 2016 Term 3, 2016 Term 4, 2016	<ul style="list-style-type: none"> Appropriate professional learning to build staff capacity and ownership of student wellbeing is established Staff consistently utilise language and model and report against rubric

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PRODUCTIVITY					
Goals	To improve the allocation of resources (human, financial, space and materials) to meet the priorities identified in the 2013-2016 SSP	Targets	To allocate equity funding up to \$250,000 to support the implementation of the SSP		
		12 month targets			
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
To provide structures to support student learning	Allocate equity funding for coaching and teacher release	<ul style="list-style-type: none"> Literacy and Numeracy coaches appointed (\$70,000) Year 7 & 9 Maths and English teachers allocated time per fortnight to meet (\$60,000) Staff allocated to Corrective Reading Program (\$20,000) 	Principal Team Teachers Principal Team	Term 1, 2016	<ul style="list-style-type: none"> Expenditure for coaching and teacher release within equity funding loading obtained by the school
To provide additional support for our EAL students	Allocate funding to employ a MEA	<ul style="list-style-type: none"> MEA employed (Hakka Chin) (\$ 20,000) 	Principal	Term 1, 2016	<ul style="list-style-type: none"> Expenditure for MEA within equity funding loading obtained by the school
To support students' health and wellbeing	Allocate Leading Teacher position to Student Wellbeing Allocate funding to employ a Youth/Social worker	<ul style="list-style-type: none"> Staff member appointed to Leading Teacher position for 2016 (\$10,000) Appointment of Youth/Social worker (\$30,000) 	Principal	Term 1, 2016	<ul style="list-style-type: none"> Expenditure for Student Wellbeing Leader and Youth/Social Worker within equity funding loading obtained by the school
To improve teachers' capacity to use the Compass portal to improve student learning	Allocate funding for Professional Learning for staff on the use of Compass	<ul style="list-style-type: none"> Professional Learning provided to teachers on Learning Tasks and Reporting on the Compass portal (\$15,000) 	Leadership Team	Semester 1, 2016	<ul style="list-style-type: none"> Expenditure for Professional Learning within equity funding loading obtained by the school

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
L & N Coaching	●	Some concerns about the current model			
Extra Periods for Yr 7 & 9 EN & MA teachers	●	Maybe not being used effectively as we had planned. Need to look at use of PC time or other options			
Instructional Model	●	On track			
Common Learning Tasks	●	On track New reporting cycle implemented			
Moderation of student work	●	Occurring at senior levels but needs to be implemented at years 7 to 9			
ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
Student Voice	●	Need to ramp up focus New SV model still being developed			
Digital Technologies	●	Some progress but work needed on elearning plan			
WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
SFYS survey	●	Survey completed. Data quite positive and being used in planning and development of whole school wellbeing model			
Data presentation to staff	●	Data has been presented to staff			
Whole school wellbeing model	●	Looking at implementation of Mindmatters			

PRODUCTIVITY					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
L&N Funding allocated	●	Funds allocated to support Literacy & Numeracy improvement			
MEA employed	●	Extra MEA not employed semester 1. Funds an issue. Consider for semester 2			
Leading Teacher Wellbeing appointed	●	Leading Teacher appointed			
Professional Learning	●	Professional Learning allocated to wellbeing			