

2016 Annual Implementation Plan: for Improving Student Outcomes

8868

Hallam Senior College

2016: Year 2

Based on Strategic Plan 2015-2018

Endorsements

<p>Endorsement by School Principal</p>	 Signed... Name...Anne Martin Date.....Feb 2016
<p>Endorsement by School Council</p>	 Signed..... Name...Geoff Brown Date.....Feb 2016
<p>Endorsement by Senior Advisor</p>	 Signed: Name: Leonie Campbell Date: 23/3/2016

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
<p>Excellence in teaching and learning</p>	<p>Building practice excellence: Teachers, principals and schools will work together</p> <p>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</p>
<p>Professional leadership</p>	<p>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</p>
<p>Positive climate for learning</p>	<p>Empowering students and building school pride: Schools will develop approaches that give students a greater say</p> <p>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</p>
<p>Community engagement in learning</p>	<p>Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering</p>

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

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:

Excellence in teaching and Learning: Building practice excellence: Teachers, principals and schools will work together

Positive Climate for Learning: Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students

Rationale: To be a genuinely inclusive learning environment this means - Every Minute Counts / It's Everyone's Responsibility / Know Our Students Well

- We continue to promote our school as genuinely inclusive. We build on the work of our sub school structure to ensure that all students are valued; and their selected pathways are respected in an inclusive manner. This means that despite data (VELs and On Demand) demonstrating that the ability levels of our students have significantly declined over the last few years we remain an inclusive environment that aims to ensure that "all students, can learn, achieve, succeed and excel" Data and systems to support attendance, retention and completion are high priorities.
- The 2014 Peer Review recommendations included ensuring that we continue to promote the breadth of curriculum and highlight the significant strengths of the school. These include the Hallam Senior College RTO (Registered Training Organisation), one of the largest RTOs in a school in the State; the Hallam Senior College Sports Academy, always looking to expand but constrained by facilities and the Hallam Valley Trade Training Centre, an exceptional facility providing training to hundreds of students.
- There is clear recognition that we need to work on student and teacher efficacy and student confidence/resilience in learning. The school has evolved from a dominantly VCE campus to a year 10-12 Senior Secondary with no direct feeding schools. Currently students come from 70 different locations. We have no Naplan data. We have many students in the VCE who are keen to complete this certificate but when they arrived to us were operating at a very low level. Across all certificate areas there are significant challenges with Literacy and meeting requirements. We have engaged in a long term project with John Munro from Melbourne University to provide quality professional development to teachers to enable them to unpack the need of senior secondary students and their literacy levels
- We continue to improve our Student Support Services and have a well-established process now for supporting students especially with the increasing number of high learning needs alongside the social, emotional and wellbeing concerns. We have engaged additional Speech Pathology

Key Improvement Strategies (KIS)

Initiative:	KIS
<p>Excellence in teaching and Learning</p> <p>Building practice excellence: Teachers, principals and schools will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff.</p>	<p>Strategic Plan 2015-2018: Achievement: Strategic Goal: To achieve successful outcomes for ALL students.</p> <p>Through KIS</p> <ul style="list-style-type: none"> Define and promote an inclusive view of what constitutes successful completion of each year level of senior secondary education. Develop a set of tools for teachers to successfully and consistently implement the IDARE model Develop a whole school evidenced based literacy and numeracy strategy <p>2016 Annual Implementation Plan - Actions</p> <ol style="list-style-type: none"> Continue to develop the capacity of staff to implement practice associated with the IDARE instructional model including the use of the "Effective Learner's Guide" and Peer Observation. The explicit development of Feedback strategies and tools are developed for teachers to enable effective feedback to students. Focus on AITSL standard 5.2 Provide literacy improvement strategies continue to be trialled and begin to form a "school wide literacy strategy" underpinned by IDARE. Improve teacher practice to develop the ability of VCE and VCE/VET students to demonstrate high level understanding of key knowledge and skills as set in VCAA Study Designs.
<p>Positive Climate for Learning</p> <p>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</p>	<p>Strategic Plan 2015-2018: Engagement: Strategic Goal: To build a strong a culture of confidence, success and excellence in learning leading to quality destinations.</p> <p>Through KIS</p> <ul style="list-style-type: none"> Keep the focus of all teachers and the sub schools on attendance through continued use of Compass tools Develop a positive recognition program for students and staff. <p>Strategic Plan 2015-2018: Wellbeing: Strategic Goal: To retain and meet the needs of a diverse range of students across years 10-12.</p> <p>Through KIS</p> <ul style="list-style-type: none"> Research, develop and implement targeted strategies that improve retention at each year level. Research, develop and implement targeted strategies and programs that meet the needs of a diverse range of students under the Mind Matters framework. <p>Strategic Plan 2015-2018: Productivity: Strategic Goal: To prioritise resources enabling ALL students to learn, achieve, succeed and excel.</p> <p>Through KIS</p> <ul style="list-style-type: none"> Improvement strategies designed to support and promote the College's orderly environment with a focus on learning are continued. Implementation of a professional development program to support digital literacies relevant to the College <p>2016 Annual Implementation Plan Engagement / Wellbeing / Productivity- Actions</p> <ol style="list-style-type: none"> Attendance, retention and completion remain the focus of all teachers, Sub Schools and Student Support Services. There is a visible and stronger focus on positive recognition, rigour and higher expectations (learning and student management) for all students in an orderly and purposeful learning environment. Evidence and data are used to inform progress. There is a visible and stronger focus on positive recognition, rigour and higher expectations (learning and student management) for all students in an orderly and purposeful learning environment. All teachers follow school processes and work purposefully to ensure classes are well structured and enable all students to learn, achieve, succeed and excel. Teachers "Know their Students Well" and ensure that "Every Minute Counts" – It is Everyone's Responsibility The Curriculum, Careers and Pathways Hub is better resourced to enable all students' access to high quality support and advice. In school and out of school community programs are enhanced and use of school facilities is broadened. Continue to embed Mind Matters and the SMART class as the over-arching frameworks for student health and wellbeing. Student behaviour and management processes are enhanced to provide more explicit structures for students and teachers The Professional Development program focuses on building teacher capacity to support the strategies in the AIP Equity funding is directed to areas of need.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goal		Targets	<ul style="list-style-type: none"> All staff use IDARE as a basis for instructional practice. Improve literacy and numeracy levels across all year levels. All staff have a shared understanding of what constitutes successful completion of each year level. 		
To achieve successful outcomes for ALL students.		12 month targets			
KIS	ACTIONS	HOW	WHO	WHEN	SUCCESS CRITERIA
Define and promote an inclusive view of what constitutes successful completion of each year level of senior secondary education.	1. Continue to develop the capacity of staff to implement practice associated with the IDARE instructional model including the use of the "Effective Learner's Guide" and Peer Observation.	All teachers demonstrate use of IDARE as it underpins their practice. The Learning and Assessment Team expand the set of tools already developed that use the Effective Learners Guide as a way to have effective conversations about learning with students, parents and teachers. The elements of IDARE are mapped to specific strategies e.g. Marzano, Hattie, Wiliam, and resources and PD are provided to teachers to assist implementation. A structured Peer Observation Program is established and Peer Observation SMART goals are written into the PDP process.	LYA, CAU, BOW And the Learning and Assessment Team	Over the course of the year	Teachers are able to articulate how the strategies are linked to the elements of IDARE and the impact on students learning. Peer Observation protocols are embedded in the PDP process (feedback teacher to teacher) and teachers are able to reflect on their practice. Teachers use the Effective Learners Guide; understand Growth Mindset and follow the established homework policy. Reference: John Hattie – Know thy Impact
Develop a set of tools for teachers to successfully and consistently implement the IDARE model	2. The explicit development of Feedback strategies and tools are developed for teachers to enable effective feedback to students. Focus on AITSL standard 5.2 Provide feedback to students on their learning	The Learning and Assessment Team audits current Feedback (teacher to student and student to teacher) tools that teachers' use, and further develops tools for all teachers to use. The work of the Deakin/Hallam Teaching Academy for Professional Practice has a focus on AITSL 5.2 Provide feedback to students on their learning	CAU, BOW, LYA and members of the Learning & assessment Team; Maree Jarrett	Term 1, 2 Over the course of the year	Having participated in the feedback audit; strategies are compiled, shared and put into practice. Teachers undertake PD on understanding the impact of high quality feedback. The Hallam/Deakin Teaching Academy focus on feedback is practiced by teacher mentors. A professional recognition program is developed.
Develop a whole school evidenced based literacy and numeracy strategy	3. Literacy improvement strategies continue to be trialled and begin to form a "school wide literacy strategy" underpinned by IDARE.	The literacy team develops strategies under the guidance of John Munro. Specialist Speech Pathologist services are expanded to assist teachers. Literacy team member's work together to form a school based coaching team to work with colleagues to reduce in school variability in application of strategies. A core group of teachers is trained to coach other teachers.	LYA and Literacy team; Louise Thorn	Over the course of the year	Data is used to demonstrate the high need factors. Staff PD is conducted early in the year. High Reliability Literacy Teaching Practices are documented. Literacy coaches work with teachers to establish more accessible practice for some students. Speech Pathology services are increased.
	4. Improve teacher practice to develop the ability of VCE and VCE/VET students to demonstrate high level understanding of key knowledge and skills as set in VCAA Study Designs.	The Learning and Assessment team alongside school leadership team drive the VCE and VCE/VET improvement agenda. The VCE and VCE/VET teacher team work together to establish school wide practices, processes and protocols for the effective delivery of Study Designs. SMART goals are established through the PDP process to provide targeted focus. Teachers of Unit 3, 4 subjects are encouraged to participate in the VCAA exam assessor training; with at least 2-3 from high enrolment subjects. Teachers of Unit 3,4 subjects undertake VCAA "Meet the Assessors" training. Teachers of Unit 3, 4 have a meeting with CAU and COX or TIC to unpack their data story with a view to develop a plan for improvement.	CAU, COX, TIC, LYA	Over the course of the year	Staff PD is provided. A VCE teacher handbook is established to ensure common understanding of the administration of the VCE and VCE/VET and expectations. Effective processes, practice and policies include moderation practice; participation in collegiate networks; SAC consistency; Information sharing on best practice is commonly shared. The VCE data stories are unpacked with teachers. VCE study scores would begin to improve. A college wide VCE Assessment timeline is established to coordinate assessment tasks and requirements for students and staff.
ENGAGEMENT					
Goal		Targets	<ul style="list-style-type: none"> Maintain high attendance rates for all year levels. Improve School Connectedness, Teacher Empathy and Stimulating Learning Partnerships and relationships are developed and embedded to enhance the school program and support transitions and pathways. 		
To build a strong culture of confidence, success and excellence in learning leading to quality destinations.		12 month targets			
KIS	ACTIONS	HOW	WHO	WHEN	SUCCESS CRITERIA
Keep the focus of all teachers and the sub schools on attendance through continued use of Compass tools	5. Evidence and data are used to establish actions and strategies and inform progress.	Attendance, retention and completion remain the focus of all teachers, Sub Schools and Student Support Services. Retention and exit data are more purposefully collected and analysed. Baseline data on student subject changes and student exits is collected as they occur over the year. Investigate and trial supportive retention strategies that meet the needs of particular groups of students.	MAR, CAU, BOW, LYA, BUZ, GLA	Term 4 2015; Term 1 2016 and over the course of the year	It is clear that data and evidence form the basis of our decision making processes and actions.
Develop a positive recognition program for students and staff.	6. There is a visible focus on positive recognition, rigour and higher expectations (learning and student management) for all students in an orderly and purposeful learning environment.	The Hallam Student Behaviour Management Guide is developed and implemented by all staff. The positive recognition program becomes part of everyone's practice. All teachers engage with the point system in Compass to monitor student behaviour. Focus on positive recognition of good learning behaviours through e.g. green messages on Compass, postcards, emails, certificates, lunch vouchers, PANDAs etc. Sub Schools work together to instil better practice in recognition of positive behaviours.	LTs		All staff become very familiar with and work to the Hallam Student Behaviour Management Guide. The positive recognition program is documented and continues to grow in the methods of providing positive feedback to students. Compass data is monitored and fed back to staff. Students are surveyed.
Provide quality feedback to all students and staff to improve learning confidence and achievement.	7. The Curriculum, Careers and Pathways Hub is better resourced to enable all students' access to high quality support	The Curriculum, Careers and Pathways Hub is the centre of the school. Students are encouraged to access the resources and develop relationships with the staff. Students and parents can seek advice and participate in programs. Communication tools and events	CAR, MCI, TIK, COX	Over the course of the year	A calendar of events is documented that includes information forums; guest speakers and news items.
A wide variety of partnerships and relationships are researched, documented, supported and					

marketed to enhance the school program and provide opportunities for students and teachers.	and advice.	including guest speakers, information nights and electronic and newsletters are used and enhanced.			
	8. In school and out of school community programs are enhanced and use of school facilities is broadened.	The effective use of school facilities is broadened to a wide group of hirers. The In school and out of school community program is improved with <ul style="list-style-type: none"> Parent Forums are conducted e.g. Drug and Alcohol Forum Classes for students, parents and community that value add to the school experience e.g. RSA; Cooking with the Chef; Community Playgroup. The library offers a range of programs to value add to the school experience for students. The Arts Academy continues to develop and provide enhancement programs to students. 	LYA, CAU, BOW, MUX, WIE, BUZ, TRE/BRO, GOD	Over the course of the year	School facilities are used more broadly. The range of activities are encouraged and documented. The community program grows; is documented and advertised.

WELLBEING

Goal To retain and meet the needs of a diverse range of students across years 10 – 12.	Targets	<ul style="list-style-type: none"> Retention at each year level is above the state average Mind Matters becomes the over-arching framework for the development and implementation of health and wellbeing strategies.
	12 month targets	

KIS	ACTIONS	HOW	WHO	WHEN	SUCCESS CRITERIA
Research, develop and implement targeted strategies that improve retention at each year level.	9. Continue to embed Mind Matters as the over-arching framework for student health and wellbeing and the SMART class is continued to be developed to deliver effective programs.	Staff undertake a number of on line modules under the Mind Matters framework over the course of 2016. Through the SMART class program whole school health and wellbeing strategies will be introduced for implementation and delivery in all subject classes e.g. Resilience - Growth Mindset and Smiling Minds (Year 10). Cyber safety is addressed through the eSmart program in Smart Class.	BOW, BUZ, SST members; other Ps and LTs	Over the course of the year	Staff undertake PD on the Growth Mindset and use the language in their classes Smiling Minds and Cyber Safety are being addressed by teachers in SMART Goals
Research, develop and implement targeted strategies and programs that meet the needs of a diverse range of students under the Mind Matters framework.	10. Student behaviour and management processes are enhanced to provide more explicit structures for students and teachers	The Hallam Student Behaviour Management Guide is developed and implemented by all staff. A point system is established in Compass to enable staff to record persistent breaches of The Basics. A follow up redemption class is conducted. Staff undertake PD to improve understanding of The Staged Response to managing student behaviour.	CAU, BOW, LTs and LELs.	Term 4, 2015, term 1 2016 and over the course of the year.	The Hallam Student Behaviour Management Guide is published and used to guide practice. The point system is established and all teachers and students understand it. It is monitored and reviewed as we move through the year. The professional Development program includes learning on managing students behaviours.

PRODUCTIVITY

Goals To prioritise resources enabling ALL students to learn, achieve, succeed and excel.	Targets	<ul style="list-style-type: none"> Improvement strategies developed over the last Strategic Plan are resourced well, supported, documented and promoted. All teachers improve their digital literacy capacities to support school programs and processes. Student enrolment levels increase beyond 950 students annually.
	12 month targets	

KIS	ACTIONS	HOW	WHO	WHEN	SUCCESS CRITERIA
Improvement strategies designed to support and promote the College's orderly environment with a focus on learning are continued.	11. Establish a Workforce Plan working party in term one to investigate staffing and allotment options for implementation in 2017.	The Workforce Plan working party will model a range of staffing and allotment options specifically to reduce the staffing deficit.	MAR and interested staff	Term 1, 2	A plan is established for reduced deficit
Implementation of a professional development program to support digital literacies relevant to the College.	12. Audit whole school, program and subject marketing strategies with a view to improving exposure throughout the South East.	An audit is conducted. Parents are surveyed. A marketing strategy is purposefully mapped out.	MAR, HOL, APs	Term 1, 2	An improved marketing strategy is established
The College's points of difference are promoted and marketed well in the community.	13. The Professional Development program focuses on building teacher capacity to support the strategies in the AIP	The PD program is built into the meeting schedule. Through the organizational duties an learning and teaching coaches team is established to support teachers in <ul style="list-style-type: none"> Implementing whole school literacy strategies; elearning practices; AVID strategies; Effective use of data	BOW, MAR, Aps, LTs and T&L coaches	Throughout the year	The Professional Development program is documented and has increasing take up by staff. The T&L coach team is established to work with staff.
	14. Equity funding is directed to areas of need.	In the planning phase leading up to the 2016 year the additional Equity Funding enables more targeted work, programs and support for areas of need. Funding is tracked; measures are put in place to establish some success criteria.	MAR and other leaders	2015 and over 2016	A continued breadth of students complete their certificates and have strong destinations.

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	
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	
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	
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	