

2016 Annual Implementation Plan: for Improving Student Outcomes

7995

Lilydale High School 2016

Based on Strategic Plan 2015 - 2018

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... 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>Excellence in teaching and learning: the curriculum needs to be viable and guaranteed - all students have equal opportunity for learning, essential content and skills are being taught, there is adequate time for teachers to teach the content, the curriculum documented is the curriculum being taught and the assessment aligns carefully with the curriculum. This will be achieved when teachers are collaborating regularly with those who teach the same subjects and year levels on a weekly basis.</p> <p>The curriculum content and skills a student is exposed to will not be determined by the teacher they have, it will be determined by the documented curriculum that will be discussed by every teacher working in their team (using AUSVELS and VCE Study Designs) This will ensure there is less variation between classes. Work in relation to the delivery of the content will be discussed in teaching teams using the Instructional Model as a framework.</p> <p>The leadership team will continue to work closely around a shared vision for improvement, moral purpose, their own instructional leadership and 'speaking with one voice' (Vic Zbar). We have agreed that the focus will be: improving student achievement and improving pathways for all students.</p>	
Key Improvement Strategies (KIS)	
<p>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.</p>	
Initiative:	KIS
<p>Excellence in teaching and learning</p> <p>Curriculum planning and assessment</p>	<ul style="list-style-type: none"> Use of the Lilydale High School Instructional Model to engage students and differentiate the curriculum Improved collaboration between teachers of each subject - fortnightly extended planning meetings Building teacher capacity to use data to inform teaching

Building leadership teams	<ul style="list-style-type: none">• Increased responsibility for all leaders to embed the 4 preconditions for school improvement (Vic Zbar)• Leading Teachers and Prins engage in the Coaching for Improvement course• Those with a POR undertake the Coaching for Success program• More regular meetings of the whole leadership team
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Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																																																																						
Goals	<p>Improve student achievement across the whole curriculum, particularly in Literacy and Numeracy</p>	<p>VCE data targets:</p> <table border="1"> <thead> <tr> <th>VCE Data</th> <th>Current (2015)</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>VCE Mean Study Score</td> <td>28</td> <td>Increase</td> <td>Increase</td> <td>Increase</td> <td>30</td> </tr> <tr> <td>% Study scores over 40</td> <td>3.5</td> <td>Increase</td> <td>Increase</td> <td>Increase</td> <td>6.5</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Reading- Growth 7-9</th> <th>Current (2015)</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>33.3</td> <td>31</td> <td>27</td> <td>25</td> <td>25</td> </tr> <tr> <td>Medium</td> <td>46.4</td> <td>47</td> <td>49</td> <td>50</td> <td>50</td> </tr> <tr> <td>High</td> <td>20.3</td> <td>22</td> <td>23</td> <td>25</td> <td>25</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Writing- Growth 7-9</th> <th>Current (2015)</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>34.5</td> <td>31</td> <td>27</td> <td>25</td> <td>25</td> </tr> <tr> <td>Medium</td> <td>45.8</td> <td>47</td> <td>49</td> <td>50</td> <td>50</td> </tr> <tr> <td>High</td> <td>19.7</td> <td>22</td> <td>23</td> <td>25</td> <td>25</td> </tr> </tbody> </table>			VCE Data	Current (2015)	2016	2017	2018	State	VCE Mean Study Score	28	Increase	Increase	Increase	30	% Study scores over 40	3.5	Increase	Increase	Increase	6.5	Reading- Growth 7-9	Current (2015)	2016	2017	2018	State	Low	33.3	31	27	25	25	Medium	46.4	47	49	50	50	High	20.3	22	23	25	25	Writing- Growth 7-9	Current (2015)	2016	2017	2018	State	Low	34.5	31	27	25	25	Medium	45.8	47	49	50	50	High	19.7	22	23	25	25
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KIS	ACTIONS:	WHO	WHEN	SUCCESS CRITERIA:																																																																		
Build teacher capacity to more effectively interpret and use a broad range of data and assessments	Identify and develop improved processes for collection, staff understanding and analysing of student data	Principal	End of 2016	Lead the analysis of growth data from 5 - 9 with all feeder primary schools																																																																		
				Develop a strategy paper for discussion with primary school																																																																		
				Analysis completed with other secondary schools																																																																		
				Data provided to participating schools																																																																		
				Provide/offer PD - primary and secondary																																																																		
		Assistant Principal (SK)	End of 2016	VCAA Analysing Your Schools VCE Results professional learning																																																																		
				Opening VASS access to all VCE teachers																																																																		
				All VCE teachers participate in previous 2015 data reviews for their classes & subject area																																																																		
				Review and analyse current data and identify areas for improvement																																																																		
				Evaluate 2016 PL on data and assessment and develop program for 2017																																																																		
				Create induction program for new staff on schools data and assessment approaches																																																																		
				Coordinate staff participating as VCE exam markers																																																																		
		Time allocated to those who are selected as a VCAA assessor and/or NAPLAN assessor																																																																				
		Assistant Principal (MM)	End of 2016	Conduct professional learning for all teachers for On Demand testing interpretation (MM & KLA)																																																																		
				Oversee administration of TORCH test																																																																		
				Evaluate and develop literacy strategy based upon review of On Demand & NAPLAN testing																																																																		
				Coordinate the selection of appropriate data management system																																																																		
				Training program around selected data management system (\$6,000)																																																																		
Professional learning around diagnostic assessment (\$3,000)																																																																						
Head of Senior School (CG)	Term 2	Coordinate VCE data reviews with all VCE teachers & LTs and followed up in weekly collaborative planning meetings of same subject teachers																																																																				
		Handover of all data to classroom teachers																																																																				
Head of Curriculum (SY)																																																																						

				Ensure discussion of student data is a feature of KLA collaborative planning teams
				Teachers are skilled in judging AusVels
		KLA Leaders		Ensure ongoing moderation of teacher judgements and vels on demand for reporting in all workshop meetings
				Ensure ongoing collaboration to triangulate teacher judgements, vels on demand - as appropriate
		All teaching staff		Staff can discuss the needs of individual students based on data and other evidence and can describe how this can be used in to inform their classroom practice
				Use of targeted literacy strategies in all their classes
				Build student data knowledge into all lessons
				Actively participate in student data discussions in collaborative teams
				All teachers can articulate strategies to address data issues
Create a skill based collaborative guaranteed and viable curriculum that is consistently applied by all staff	Develop a deep knowledge of and implement the Victorian Curriculum across the school Staff to work in collaborative planning teams to plan curriculum, assessments, moderate and reflect	Assistant Principal (SK)		New meeting schedule distributed to all teachers/longer meetings to be included
				Plan professional learning to support collaborative planning, analysis of student data, formative assessment
		Principal Team (All)		Principal Team meeting with 2 KLA leaders fortnightly (discussions focuses on KLA collaborative planning, observations)
				All teaching staff participate in Vic Zbar Professional Learning: Whole School Improvement and improving student outcomes
				PD to reinforce understanding of data use - Vic Zbar (\$7,200)
		Curriculum Head (SY)		Meet with each KLA fortnightly, assist to implement Victorian Curriculum and key school improvement strategies
				Lead current curriculum planning documents against Victorian Curriculum
				Lead audit current assessment program against Victorian Curriculum
				Build teacher capacity to understand and accurately report against AusVels
				Oversee Big Day Out agendas and evaluate outcomes
		KLACS (All)		KLACs select new triad members depending on their subject/year level allotment to perform peer observations
				KLAC send detailed meeting agendas in the week prior to the meeting
				All leading teachers attending their KLA meetings to assist KLACs and Assistant KLACs
				Victorian Curriculum documents and VCE Study design to be a regular feature of KLA collaborative planning subject teams
				Improved collaboration by all teachers to plan curriculum content and delivery, as well as, reflection of effectiveness
				Participate in professional learning to support the implementation of collaborative planning teams
		Teaching staff (All)		Meet with collaborative teams to ensure planning documents meet requirements as outlined by the Head of Curriculum
				Staff collaborate in their planning using the collaborative planning document during KLA workshops
				Units consistently audited, adjusted in KLA workshop
				Units planned in line with Victorian Curriculum documents
	Unit planners incorporate Victorian Curriculum based learning goals and success criteria			
		Staff can describe the relevant achievement standards of the Victorian Curriculum to their teaching area and know appropriate assessment strategies		

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT		Targets																																													
Goals	Create a stimulating learning environment for students where there are increased opportunities for higher levels of active engagement in their learning	12 month targets		Cohort Retention Rate																																											
		Year 7-12 Retention (5 year period)	2007-2012	2008-2013	2009-2014	2010-2015	2011-2016	2012-2017	2013-2018																																						
		Base Year	293	320	312	404																																									
		5 Years Later	127	145	152	196																																									
		Exits	166	175	160	208																																									
		Retention %	43.3%	45.3%	48.7%	48.5%	Increase above state average	Increase above state average	Increase above state average																																						
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Curriculum is differentiated to better cater for individual learning needs.	Teachers plan and implement practices to support individualised student learning	Assistant Principal SK	End of 2016	Teachers discuss their experiences of implementing the Instructional Model at Teaching Labs and in triads and Professional Learning Teams																																											
				Teachers to have an improved understanding of differentiation following the Vic Zbar School Improvement Model professional learning																																											
				Student learning needs identified by greater understanding of data - curriculum modified to accommodate																																											
		Head of Curriculum (SY)		Meet fortnightly with each KLA to guide their curriculum planning to incorporate differentiation into the curriculum																																											
				The instructional model to be included in the collaborative workshop																																											

				Participation in Triads be reflected in PDP Induct new staff - partner them with a mentor
		All Teachers		Learning goals and success criteria are observable on whiteboards Discuss how to differentiate curriculum within KLA collaborative teams Teachers use data to inform differentiation of their lessons. Teachers participate in triad observations with colleagues – 2 per term Teachers meeting for pre observation and post observation debrief
Further enhance student pathways and transitions as students move through the school.	Consultant to be employed from equity funding to work with Box Hill to improve pathways	Principal Head of Senior School (CG)	End of 2016	Industry Themed Pathways set up complete ready for start in 2017 - Building and construction ITPs introduced at Information Evening in July Documentation completed with the MOU Documentation for students/parents completed by July
	Themed subject sets ready up for 2017	Assistant Principal (YN)	July 2016	Student subject choices are 'themed' Documentation ready for school community by July 2016 Careers counsellors
	Improve hand over of student information to every teacher. Improved entry of student information on Compass.	Assistant Principal (TM)	Feb 2016	Every teacher has collected and discussed information/data about their students from year level teams at the beginning of Feb Information on Compass for teacher access

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING								
Goals	Foster a culture that promotes resilience, positive relationships and the development of students' social and emotional skills Implement new processes to improve student attendance	Targets	Attendance (year 7 – 12 mean) decrease from 21.12 (2014) full time equivalent days absent to below 18 days over the course of the 4 year strategic plan.					
		12 month targets	Student Absences - Days per Full Time Equivalent by Year Level	Current (2015)	State Average 2015	2016	2017	2018
		Year 7	16.32	16.16	At state average	Decrease	Below State Average	
		Year 8	21.23	20.15	At state average	Decrease	Below State Average	
		Year 9	20.24	21.29	Decrease	Decrease	Below State Average	
		Year 10	19.09	19.83	Decrease	Decrease	Below State Average	
		Year 11	15.54	18.14	Decrease	Decrease	Below State Average	
		Year 12	15.33	16.30	Decrease	Decrease	Below State Average	
KIS	ACTIONS: what the school will do	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress				
Improve student attendance, particularly across Years 7-10.	Increase the leadership team's exposure to regular attendance data (weekly) Improved process of tracking attendance and requiring students to make up time lost	Assistant Principal TM Sub school Heads TM/CG/RK	Ongoing - beginning in Feb 2016	Leadership team aware and taking responsibility for the data				
				Calls to parents/guardians taking place regularly on Mondays by the year level teams to check on attendance				
				Time Counts class to begin in each sub school - sub school teams and volunteer staff				
Strengthen the school's wellbeing programs with a focus on resilience and a positive school culture	Introduce wellbeing retreats at every year level Work with Resilient Youth Australia to implement positive language throughout the teaching staff	Assistant Principal YN	End of term 3	All students participated in the day retreats with health teachers, home group teachers and coordinators				
				Resilience team to organise survey and present results to staff				
				Students have completed the annual survey conducted by Resilient Youth Australia				
				Teachers are using the positive language to build resilience in their interactions around the school with all students				
				Resilience team to conduct regular professional learning at staff meetings				
	Implement a cross age tutoring program in numeracy and literacy	Head of Maths MO Head of English TA	Throughout 2016	Training session for year 11 tutors (February, 2016)				
				Year 11 students are regularly working in the Language Learning classes and in small teams with the year 7 students				
				Student tutors involved in year 7 tutoring				
Enhance student leadership	Improve the student leadership team profile	Assistant Principal MM	End of 2016	Students leading regular year level assemblies				
				Students meeting regularly as a leadership team to plan activities and programs				

opportunities.				Students feeling more connected to the school as per internal surveys
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Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY							
Goals	Build the capacity of the leadership team to implement strategies that will transform the school.	Targets					
		12 month targets	School Staff Survey	% endorsement 2015	2016	2017	2018
			Leading change	63.7%	increase	increase	>80%
			Cultural Leadership	65.3%	increase	increase	>80%
			Intellectual stimulation	72.2%	increase	increase	>85%
			Instructional leadership	54.5%	increase	increase	>70%
			Parent and community Involvement	57.00%	increase	increase	>70%
			Leaders support for change	60.9%	increase	increase	>80%
KIS	ACTIONS: what the school will do	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress			
Invest in leadership development and staff professional learning as a priority	Build the capacity of the whole leadership team including principals, leading teachers and those with a position of responsibility	Principal	End of year	PDP for all Leaders aligns with the AIP			
				PORs complete the Coaching for Success \$14000			
				Leading teachers complete an emerging leaders program Bastow \$3000			
				Leaders to regularly present to teachers in all manner of PD			
				Source an in house emerging leaders program - JB			
				Leadership meetings - weekly with all leaders presenting an aspect of the agenda			
Review the school's structures to better ensure achievement of the specified goals and strategies outlined in the new SSP.	Review the role and responsibilities of Education Support (ES) staff - ensure role clarity and provide PD if required	Assistant Principal YN HR Manager - Jenny Richards	End 2016	ES staffing in all areas will support teachers in their roles			
				ES staff will be clear about their roles and responsibilities			
				Each ES role is reviewed to ensure it supports the goals identified in the strategic plan			
				PD provided to ensure staff are sufficiently skilled in their area			
	Review the roles and responsibilities of all leaders	Principal	End term 3	Review the role descriptions of all Leading Teacher positions to reflect Instructional Leadership/ensure role clarity			

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	
Identify and develop improved processes for staff understanding and analysing data					
ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
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