Annual Implementation Plan: for Improving Student Outcomes

School name: Wangaratta High school   Year: 2017

School number: 8425   Based on strategic plan: 2016-2019

Endorsement:

Principal Gary Fletcher   [date]   Senior Education Improvement Leader Alby Freijah   [date]

School council Andrew Gibson   [date]

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
Achievement: to maximise the learning growth for all students in Victorian Curriculum, VCAL and VCE   **Wellbeing:** to create a safe, secure environment that fosters a positive climate for learning and teaching.

Improvement Priorities	Improvement 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	

Improvement Initiatives rationale:
Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Data from 2015-16 shows

- **Student learning for NAPLAN,**
- **VCE**
- **VCAL achievement rates and learning gains for NAPLAN still below state average, like schools and AIP targets from those years.**
- **Our Attitudes to School survey and Parent and Staff Opinion Survey results are mainly in the first quartile**
- **Declining enrolments (Priority Review finding 2015)**
- **Lack of understanding and inconsistent implementation of the school's instructional model (Priority Review finding 2015)**
- **Our priority review findings found confusion and inconsistency in behaviour management**

Diagnosis of issues requiring particular attention:

To improve student achievement we have examined research to identify and understand most effective ways of improving student learning outcomes. Hattie's top 3 effect sizes are 'teacher estimates of achievement' (teachers are confident of their teacher judgements and how to plan interventions to differentiate), 'collective teacher efficacy' (staff being confident they have the capacity to be effective change agents), and 'self-reported grades' (students have the capacity to form meaningful goals based on an understanding of their current achievement level combined with a growth mindset).

Framework for Improving Student Outcomes

Key improvement strategies (KIS)
List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	• **At all levels of the school build practice excellence in curriculum, assessment and pedagogy.** • **Develop and build an informed and agreed understanding of effective learning pedagogy as it applies to flexible learning strategies**
Empowering students and building school pride	• **Create an orderly learning environment which fosters a positive climate for learning and teaching**

Framework for Improving Student Outcomes

Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please not that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	To maximise the learning growth for all students in Victorian Curriculum, VCAL and VCE.
IMPROVEMENT INITIATIVE	Building Practice excellence

| STRATEGIC PLAN TARGETS | •   VCE All Study score mean to be at 29 by 2019.
•   VCE English Study Score mean to be at or above 28.
•   VCE Further Maths Study Score mean to be at or above 28.
•   No more than 20% of students achieving low relative growth in all areas of NAPLAN.
•   Increase % of students achieving at or above expected levels against Victorian curriculum achievement standards based on 2017 benchmark data in English, Mathematics and Science.
•   95% student completion rate for both VCAL and VET programs by 2019.
•   At least 25% of students achieving high relative growth in all areas of NAPLAN.
Student Attitudes Survey:
•   Stimulating Learning (at or above 3.5).
•   Teacher Effectiveness (at or above 3.7)
Parent Opinion Survey: Stimulating Learning and Learning Focus to be at or above state mean |

12 months Targets

VCE
- VCE All Study score mean to be at 28
- VCE English Study Score mean to be at or above 28
- VCE Further Maths Study Score mean to be at or above 27

NAPLAN.

NAPLAN 7-9	2016 low relative growth	2017 Target
Numeracy	41%	35%
Reading	28%	23%
Writing	27%	22%
NAPLAN 7-9	**2016 high relative growth**	**2017 Target**
Numeracy	16%	21%
Reading	23%	25%
Writing	28%	30%

VCAL/VET
- 80% student completion rate for both VCAL and VET programs.

Student Attitudes Survey:
- Stimulating Learning (from 2.93 to 3.2)
- Teacher Effectiveness (from 3.43 to 3.6)

Parent Opinion Survey:
- Stimulating Learning (from 3.87 to 4.0)
- Learning Focus (from 4.02 to 4.5)

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop and build an informed and agreed understanding of effective learning pedagogy as it applies to flexible learning strategies	Undertake Curriculum review and timetable structure	AP – T&L LT – Curriculum, assessment and reporting	Term 2	6 months: Working party established	● ● ●			
				12 months: Review completed and recommendations forwarded to principal	● ● ●			
	Collaborative planning and modelling and moderation incorporating enhanced use of e-learning tools	LT – instructional Practice LT – Elearning Domain leaders	2017	6 months: Collaborative planning, Modelling of effective practices and enhanced use of e-learning tools is established in FLC	● ● ●			
				12 months: Collaborative planning, Modelling of effective practices and enhanced use of e-learning tools is visible in FLC	● ● ●			
At all levels of the school build practice excellence in	Implement an Assessment Schedule 7-10	LT – Curriculum, assessment and reporting	Term 1	6 months: Working party established Data in spa for staff use-on compass where appropriate	● ● ●			

curriculum, assessment and pedagogy.	Use of data to craft student and teacher targets on achievement **inform and improve teaching practice	LT – Literacy and numeracy	ongoing	12 months: Assessment and Reporting review completed and recommendations to principal Staff use of data to set targets and improve practice	● ● ●			
	Embed instructional model, introducing peer observations around the instructional model	AP – T&L LT – instructional Practice	ongoing	6 months: PLTs established and visible evidence of model being used in each classroom	● ● ●			
				12 months: Peer observations around the PLT groups to have been undertaken	● ● ●			
	Review the VCAL program that meets the needs of students	LT – Pathways VCAL coordinator	Term 1 2017	6 months: VCAL working group established	● ● ●			
				12 months: Recommendations made and planning for 2018 completed	● ● ●			
	PLTs to continue active research modelled on the successful 2016 Bastow Leading Pedagogy group	AP – T&L LT – Instructional Practice	Ongoing	6 months: Pedagogy group distributed amongst PLTS	● ● ●			
				12 months: Staff have embedded pedagogical practice in their classroom including LI/SC, Formative assessments and Reciprocal teaching	● ● ●			

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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	**To create a safe, secure environment that fosters a positive climate for learning and teaching.**
IMPROVEMENT INITIATIVE	**Empowering students and building school pride**

| STRATEGIC PLAN TARGETS | Student Attitudes Survey:
• Classroom Behaviour (at or above 3.10)
• Student Safety (at or above 4.32)
• School Connectedness (at or above 3.62)
School Staff Survey:
• Overall School Climate (at or above 67.52)
• Overall School Leadership (at or above 64.04)
Parent Opinion Survey: *Approachability*, *Student Safety* and *Classroom Behaviour* to be at or above state mean | **12 month targets**

Student Attitudes Survey:
• Classroom Behaviour (from 2.83 to 3.0)
• Student Safety (from 4.03 to 4.10)
• School Connectedness (from 3.31 to 3.5)
School Staff Survey:
• Overall School Climate (from 56.58 to 60)
• Overall School Leadership (State in 2016 64.84, WHS 2015 34.64 to 50)
Parent Opinion Survey:
• Approachability (from 4.4 to 5.0)
• Student Safety (from 4.63 to 5.0)
• Classroom Behaviour (from 2.52 to 3.0) |

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
Create an orderly learning environment which fosters a positive climate for learning and teaching.	Staff agree on the values and vision for teaching spaces and protocols for dealing with each other	Principal AP – W&E AP – T&L	Term 1	6 months: Protocols established for the use of the teaching spaces	🔴🟡🟢	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: Protocols evident in all classrooms and in collaborative practice	🔴🟡🟢			
	Establish consistent and high expectations at all levels around student management	AP – W&E SYCL MYCL YLCs	On-going	6 months: Student management plan reviewed and put in place	🔴🟡🟢			
				12 months: All teachers implementing the agreed student management plan	🔴🟡🟢			
	Develop school-wide Behaviour Management Plan and Processes to ensure common understanding	AP – W&E SYCL MYCL	Term 2	6 months: School wide behaviour management plan reviewed and put in place	🔴🟡🟢			
				12 months: School wide behaviour management plan implemented by staff	🔴🟡🟢			
	House structure for academic and sport	AP – W&E LT – Inclusion SYCL MYCL	Term 2	6 months: Proposal for house structure developed and recommendations to staff	🔴🟡🟢			
				12 months: House structures for academic and sport be developed and trialled in 2017 for full implementation in 2018	🔴🟡🟢			
	Student leadership framework developed	AP – W&E Lt – inclusion SYCL MYCL	Term 1	6 months: Junior leadership team developed	🔴🟡🟢			
				12 months: Junior leadership team developed	🔴🟡🟢			

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| | Enhance inclusive practices and support for PSD students within the school | Aps LTs Inc/Eng | Ongoing | 6 months: Review of integration aide support ILPs completed | 🔴🟡🟢 | | | |
| | | | | 12 months: ILPS enacted | 🔴🟡🟢 | | | |

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	**To build and strengthen engagement and connection within the school and broader community.**
OTHER IMPROVEMENT MODEL DIMENSIONS	**Building communities**

STRATEGIC PLAN TARGETS	Parent Opinion Survey: Student Motivation and School Connectedness to be at or above state mean. School Staff Survey: Teacher Collaboration and Academic Emphasis to be at or above state mean Student Absence rates to be below state mean	**12 month targets** **Parent Opinion Survey:** • Student Motivation from 3.87 to 4.3 • School Connectedness from 4.33 to 4.8 **Increase response rate >25%** **School Staff Survey:** Teacher Collaboration (mean factor score 50.94 to 55) Academic Emphasis (from 50.49 to 54.50) **Student Absence rates Y7-12 (from 25.48 to 22 FTE)**

| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | Budget | |
					Progress Status	Evidence of impact	Estimate	YTD
Develop strong school community and broader community relationships to enhance student outcomes.	Peer support program to build better links between Middle and Senior Communities	LT- Inc/eng SYCL MYCL AP – W&E	Term 1 2017	6 months: Peer support leaders program developed	🔴🟡🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: Peer support leaders/mentors established	🔴🟡🟢			
	More interaction between external agencies and internal wellbeing team and MYLC and SYLC leadership	SYCL MYCL LT-Inc/Eng AP – W&E	On-going 2017	6 months: W&E AP to lead review of current practice	🔴🟡🟢			
				12 months: Recommendations made that leads to more interactions between external agencies and wellbeing team.	🔴🟡🟢			
	Building staff community to build the culture of the school – 7-12 as one community	Principal AP's	2017	6 months: Better use of shared staff spaces to occur	🔴🟡🟢			
				12 months: Improved staff survey data	🔴🟡🟢			
	Improve the communication with parents particularly around positive achievements	AP – W&E SYCL MYCL LT-Inc/Eng	Ongoing	6 months: Postcards developed around school values	🔴🟡🟢			
				12 months: Postcard practices used by all staff	🔴🟡🟢			
	Development of Career Action Plans	AP – W&E LT-Pathways	Ongoing	6 months: CAP developed for each student	🔴🟡🟢			
				12 months: CAP completed for each student	🔴🟡🟢			
	Reduce student absence rates	Prin Team	On-going	6 months:	🔴🟡🟢			

		Aps LTs YLCL		Review of attendance data to be undertaken and current practices reviewed			
				12 months: Reduction in number of student absences	🔴 🟡 🟢		
Build and enhance leadership capacity and practice	Establish role clarity and accountability Leadership team coaching through Bastow	Leadership team	Ongoing	6 months: Bastow leadership program undertaken by Leadership team	🔴 🟡 🟢		
				12 months: Program outcomes implemented	🔴 🟡 🟢		

Section 4: Annual Self-Evaluation

[**Drafting Note** Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	**Building practice excellence**	Select	Select status	[**Drafting note** For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	**Building leadership teams**	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	**Empowering students and building school pride**	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	**Building communities**	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	

Reflective comments: [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

Confidential cohorts analysis: [**Drafting note** This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Next Steps:

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