Annual Implementation Plan: for Improving Student Outcomes

School name: Mooroolbark College   Year: 2017

School number: 8071   Based on strategic plan: 2013 - 2017

Endorsement:

Principal   Ann Stratford   Senior Education Improvement Leader   Jeremy Beard   [date]

School council   Carol Wells   21 March 2017

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
1. Students are able to reflect/articulate/ demonstrate an understanding of their own learning.
2. There is a level of teacher skill and knowledge that enables adaptive practices to engage students.
3. Consistent, clear and concise class behaviours/learning approaches/structures exist for and are understood by students/teachers for all learners at Mooroolbark College
4. Learning rather than teaching will be the major focus: students must be involved more in their learning and the teaching and learning at Mooroolbark College must allow and en able every student to achieve to their highest level.
5. A strong focus for student voice, student empowerment to improve student learning and teaching in the classroom.
6. Demonstrated teacher empathy through, listening to, understanding and assisting students.
7. Establish structures and practices within the College which support an agreed common set of principles and practices of teaching and learning.
8. Develop a sense of rigor and urgency in all practices which supports curriculum delivery.
9. Curriculum planning which implements the agreed policies and for teaching and learning across the College

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.

2017 will see a continued focus on improving literacy and numeracy across the College. As a result of the work completed by the 'Whole School Literacy Team' in 2016, 'reading' has been identified as the starting point for this work as the 'low growth data' remains unchanged over a 3 year period. In 2016, staff indicated that 'Applicability of Professional Learning' has grown considerably since 2014.   Therefore, in 2017 continuing to use the PLT structure in existence to roll out literacy professional learning and the use of staff meetings to agenda professional learning will continue.

Whilst in 2016 there was an improvement in numeracy data, Mooroolbark College will continue its work with a maths coach with the aim of embedding a consistent and mathematical problem solving approach to the teaching of numeracy.

Mooroolbark College 'Attitudes to Schools' survey results saw an improvement in all areas. Student Safety, Connectedness to Peers and School Connectedness have consistently been the best achieving areas over a three year period. Conversely Teacher Empathy and Stimulating Learning continue to be the areas which students consistently are rating below the desired achievement level.

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In 2016 the Mooroolbark College Professional Principles were released after an extensive consultation program which included peer observation, literature review and instructional rounds. In 2017 the embedding of the Mooroolbark College Professional Principles is essential for continued growth in these areas.

Both the parents and students have identified classroom behaviour as a concern with 'classroom behaviour' being in the first quartile of the parent opinion survey and students identifying it as an area concern. As a result looking at structured options is part of the 2017 AIP.

As the demographic of the College's Leadership Team changes, resourcing of leadership coaching has been implemented for 2017.

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	• Maintain a whole school approach to literacy. • Develop a consistent approach to improving numeracy outcomes within the Maths KLA.
Setting expectations and promoting inclusion	• Embed the Mooroolbark College Professional Principles into every classroom to improve student learning outcomes. • Develop processes and programs that promote positive behaviour and respond to the physical, emotional and academic needs of all students • Develop a whole school approach to respectful relationships.
Building Leadership Teams	• Work together as a leadership team to improve student learning 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	• Build the capacity of the staff at Mooroolbark College to support students to achieve to their potential. (Strategic goals 1, 2 and 3)
IMPROVEMENT INITIATIVE	**Building practice excellence**

12 MONTH TARGETS	Victorian Curriculum Data				
	Increase the Reading and Viewing results achieving above the expected level:	**2016**	**2017**		
	Level 7	13.3%	Greater than 15%		
	Level 8	9.7%	Greater than 15%		
	Increase the combined average of all strands of Mathematics above the expected level:	Last 3 year average	2017		
	Level 7	11.2%	Greater than 15%		
	Level 8	14.4%	Greater than 17%		
	NAPLAN				
	Decrease the % of students with 'low' relative growth between Year 7 and Year 9.	2015	2016	2017	
	Reading	33.0%	33.9%	< 30.0%	
	Numeracy	40.5%	30.8%	< 30.0%	
	Staff Survey – Professional Learning (Percentage Endorsement)				
		2014	2015	2016	2017
	Collective focus on student learning	52.0%	57.3%	71.2%	Remain above 70%
	Applicability of Professional Learning	41.4%	NA	63.5%	Remain above 63%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	SUCCESS CRITERIA	MONITORING			
				Progress Status	Evidence of impact	Budget	
						Estimate	YTD
Maintain a whole school approach to literacy.	Use the Whole School Literacy Team to steer Literacy Professional Development in 2017.	Principal	• Resource (time/money/leadership) of PLTs and relevant professional learning (ie. Leading Literacy) • Be an active member of a PLT • Lead PDP process to include relevant literacy goal • Highlight importance of literacy for improving student learning outcomes with staff, students and the wider community • Provide resourcing for Literacy Leader in the College • Provide Staff Meeting Time for literacy professional learning • Undertake Leading Literacy PD	🔴🟡🟢	Teachers will be: • undertaking regular literacy professional learning • implementing a variety of tools to focus on literacy in the class room i.e. vocab lists, questioning techniques, sentence structure analysis • reflecting on their own data in PLTs • using literacy data (ie. Naplan/on demand) to inform their teaching and learning program (English teachers) • Modelling reading and writing • Explicitly teaching grammar & punctuation (English Teachers)	$165,900	
		Assistant Principals (Grant and Adam)	• Develop an Action Research based model for PLTs with each group identifying and investigating a literacy interest.	🔴🟡🟢			
		Assistant Principals (Rachael and Adam)	• Be part of the Whole School Literacy Team • Support the Literacy Coordinator • Identify relevant data and provide access for the development of a 4 year literacy plan	🔴🟡🟢			

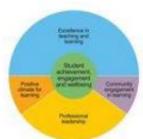| | | Assistant Principal - Professional Learning (Sam) | • Incorporate Literacy PD into the 2017 PD Plan
• Work with Literacy Coordinator to source literacy professional learning opportunities | 🔴🟡🟢 | Students will be:
• writing in every class
• using literacy strategies in the classroom to improve their understanding of key knowledge
• reading every day as part of the independent reading program (Year 7 and 8 students)
• will be writing and reflecting on their reading everyday as part of the independent reading program (Year 7 and 8 students)
• borrowing an increased number of books from the library | | |
		Literacy Coordinator	• Support PLT Leaders • Source appropriate readings for PLTs • Steer Whole School Literacy group with meetings approximately 2 times per term • Identify and implement data collection • Monitor data - especially impact of independent reading program (term by term) • Plan and source professional learning for whole school	🔴🟡🟢			
		PLT Leaders	• Facilitate PLT meetings – with a focus on literacy • Document findings from PLT group	🔴🟡🟢			
		KLA Leaders	• Embrace the independent reading program, with the emphasis of role modelling reading and encouraging students with their reflections • In KLA meetings discuss literacy strategies learnt in staff meetings/PDs • In KLA Meetings focus vocabulary lists to display in classrooms • On-Demand testing is completed in a timely fashion and is coordinated between Year 7 IT classes and Year 7 English classes. (Technology KLA) • English KLA Leader will be part of the Whole School Literacy Team • Provide feedback to the Whole School Literacy Team				
		Teaching Staff	• Attend and actively to all aspects of the PLT (Undertake peer observations, implement strategies in the classroom, evaluate results based on data, present findings) • Attend literacy PD and implement strategies to improve reading and comprehension in all classes • Implement independent reading program in classes for Year 7 & 8 • Incorporate a 'reading' PDP goal into PDP plan	🔴🟡🟢			
Develop a consistent approach to improving numeracy outcomes within the Maths KLA.	Use the Numeracy Leadership Team to steer the Numeracy Professional Learning within the Mathematics KLA in order to build teacher capacity.	Principal	• Support the Numeracy team by being a member of the Numeracy Leadership Team • Provide resources (time/financial) for a Numeracy Coordinator/Numeracy Coach and PL for the Year 7 & 8 teachers. • Lead PDP process to include relevant numeracy goal	🔴🟡🟢	Teachers will be: • be reflecting on their teaching and learning program with Peter Sullivan, trialling problem solving activities with classes and reflecting on results (Year 7 and 8 Maths teachers). • Creating new problem solving resources to share. • Be using NAPLAN/on demand data to inform their teaching and learning program (Maths) Students will be: • undertaking extended problem solving tasks (Year 7 and 8 students) • more resilient in the maths classroom to "have a go" Year 7 and 8 students • will be able to transfer mathematics techniques between different styles of problems (Year 7 and 8 students)	$99,000	
		Assistant Principals (Sam and Grant)	• Be part of the Whole School Numeracy Team • Support the Numeracy Coordinator	🔴🟡🟢			
		Numeracy Coordinator/Numeracy Leadership Team	• Run 2 family Maths Nights (Num Co) - Sem 1 and Sem 2 • Identify future areas of growth in numeracy • Identify strategies to assist improve numeracy from Years 9 - 12 • Organise for On Demand Testing to be used to gather data to evaluate success of the change in pedagogy (start of term 1, start of term 2 & end of term 2) • Evaluate data	🔴🟡🟢			
		Maths KLA Coordinator	• Be part of the Whole School Numeracy Team • Work cooperatively with the Numeracy Coordinator	🔴🟡🟢			
		Maths Teaching Staff	• Attend and contribute to professional learning	🔴🟡🟢			

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			• Implement activities consistently in Year 7 & 8 classes as identified by the numeracy coach • Include a numeracy based goal in PDP • Use On Demand Testing to gather data regarding numeracy growth				
		Other KLA Areas	• Liaise with the Maths KLA to see how we can integrate more Maths skills in the Technology KLA, developing cross curricula learning opportunities. • On-Demand testing is completed in a timely fashion and is coordinated between Year 7 IT classes and Year 7 Maths classes. (Technology KLA)	🔴 🟡 🟢			

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	- To provide a stimulating and productive learning environment where students feel they belong and enjoy participating at school. - Develop programs across the College which supports the Respectful Relationships curriculum. (Strategic Goals 3, 6 & 7)
IMPROVEMENT INITIATIVE	Setting expectations and promoting inclusion

12 MONTH TARGETS

Student Opinion Survey (Mean factor score)

Percentile		2014	2015	2016	Region 3 year average	2017
Teacher Effectiveness	MC Student Survey 1	3.58	3.47	3.63	3.61	3.65
Student Motivation		4.21	4.13	4.28	4.24	4.30
Teacher Empathy	MC Student Survey 2	3.51	3.45	3.62	3.61	3.65
Learning Confidence		3.67	3.60	3.72	3.70	3.75
Student Safety		4.44	4.37	4.43	4.33	4.45

Staff Survey – Professional Learning (% endorsement)

	2014	2015	2016	Region 3 year average	2017
Collective Responsibility	71.2	70.0	70.2	71.4	71.4

Attendance Data

Increase the percentage of students with the absences with less than 10 days absence	2014	2015	2016	2017
Year 7	27%	30%	25 %	>35%
Year 8	20%	21%	17 %	>25%
Year 9	13%	14%	4 %	>15%
Year 10	29%	33%	18%	>35%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	SUCCESS CRITERIA	MONITORING Progress Status	Evidence of impact	Budget Estimate	YTD
				🔴🟡🟢		$71,200	
Embed the Mooroolbark College Professional Principles into every classroom to improve student learning outcomes.	Incorporate a Professional Principle goal into the 2017 Performance and Development process which encompasses a comprehensive range of actions from the Mooroolbark College Professional Principles.	Principal	- Resource ongoing publications of MC Professional Principles - Review MC Professional Principles at the beginning of the year - Lead PDP process to include relevant Professional Principles goal	🔴🟡🟢	Teachers will: - Follow policies and procedures - Write and reflect on the learning intention - Provide constructive and positive feedback - Use a variety of methods in their teaching and learning program - Check for understanding - Give explicit instructions - Challenge students - Maintain a fair and equitable working environment - Document curriculum - Embrace professional development - Communicate respectfully - Create a positive learning environment		
		Ass Principal (Sam)	- Incorporate MC Prof Prin into 2017 MC Professional Learning Plan - Incorporate MC Prof Prin into the Induction Program for new staff	🔴🟡🟢			
		KLA Coordinators	- At KLA Meetings agenda for discussion and implementation the MC Prof Prins. - Provide educational leadership to KLA teams to ensure a guaranteed and viable curriculum for all students.	🔴🟡🟢			
		Teaching Staff	- Incorporate MC Professional Principles into teaching and learning program - Use student opinion surveys to receive feedback from students - Evidence of consideration of survey results on teaching and learning - Incorporate appropriate goal into PDP	🔴🟡🟢			

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				• Prepare thoroughly for class Students will • Work in a fair and equitable environment • Understand why they are learning • Reflect on feedback • Be engaged in their learning • Seek clarification and receive clarification in relation to their learning • Understand what is required • Be working at a level which is challenging for them			
Develop processes and programs that promote positive behaviour and respond to the physical, emotional and academic needs of all students.	Investigate school-wide processes and practices that promote a positive climate for learning (School Wide Positive Behaviour).	Principal	• Provide time for staff to investigate SWPB	🔴🟡🟢	Staff will: • Have gathered information and data for evaluation of SWPB and its fit for Mooroolbark College	$4000	
		Ass Principal (Grant)	• Lead investigation of School Wide Positive Behaviour investigation	🔴🟡🟢			
		SWC & House Leaders	• Visit schools using SWPB • Determine suitability for Mooroolbark College • Develop time line for implementation	🔴🟡🟢			
Develop a whole school approach to respectful relationships.	Implement a year level respectful relationships/resilience focus at each year level.	Principal	• Provide funding for programs	🔴🟡🟢	Staff will: • Undertake respectful relationships PD • Interact with each other in a respectful way Students will be: • Undertaking Respectful Relationships curriculum • Actively involved in resilience and respectful relationships activities at all year levels • Develop strategies to be resilient learners	$31000	
		SWC	• Lead team of House Leaders and Ass Prin to develop a plan for each year level which is grows on previous years	🔴🟡🟢			
		House Leaders	• Operate a respectful relationships/resilience which connects whole year levels in 2017	🔴🟡🟢			
	Staff are provided with adequate professional learning to promote respectful relationships across all aspects of the College.	Principal	• Communicate the importance of a safe and respectful place of work and study • Model respectful behaviour to all times • Resourcing for PL	🔴🟡🟢			
		Ass Principal (Sam)	• Incorporate respectful relationships pd into the 2017 PD Plan	🔴🟡🟢			
		KLA Coord (PE and Hums)	• Implement and encourage the principles of the college's respectful relationship ideals. • Attend professional learning on respectful relationships and determine where it would be best implemented in the curriculum. • In KLA meetings discuss this respectful relationship units in health classes – evaluate the activities we do and how the students respond to them.	🔴🟡🟢			

STRATEGIC PLAN GOALS	• To develop the educational leadership capacity of college leaders to effectively drive teams to improve student learning outcomes. (Strategic Goal 2)
OTHER IMPROVEMENT MODEL DIMENSIONS	Building Leadership Teams

Staff Survey – School Leadership (Percentage endorsement)

	2016	2017
Cultural Leadership	65.9%	>70%
Instructional Leadership	51.1%	>55%
Leading Change	62.6%	>65%

KEY IMPROVEMENT STRATEGIES	ACTIONS		WHO	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Work together as a leadership team to improve student learning outcomes.	Implement a professional learning program in educational leadership.		Principal	• Resource time and funding for Leadership Coaching for extended Leadership Group • Work with Tracey Ezard to develop plan for 2017 (2018?)	🔴 🟡 🟢	Staff will be: Delivering a guaranteed and viable curriculum to students Staff reflecting on their leadership Meetings with an educational outcomes focus Students will be: Undertaking a guaranteed and viable curriculum	$34500	
			Ass Principal (Sam)	• Incorporate into the 2017 PD Plan	🔴 🟡 🟢			
			Ass Principal (Adam)	• Work with College Leaders to develop a Leadership Goal for PDP	🔴 🟡 🟢			
			College Leaders	• Attend and actively engage in the Leadership Professional Learning • Implement strategies into my leadership of my Community of Practice (House/KLA/Team) • Develop a Leadership Goal for PDP	🔴 🟡 🟢			

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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	
OTHER IMPROVEMENT MODEL DIMENSIONS	
STRATEGIC PLAN TARGETS	[**Drafting Note** these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
12 MONTH TARGETS	[**Drafting Notes** the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[**Drafting Notes** report here the KIS from the previous summary page]	[**Drafting Notes** report here what the school will do and how - including financial and human resources]	[**Drafting Notes** report here the person responsible]	[**Drafting Notes** report here the timeframe for completion]	6 months: [**Drafting Notes** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	🔴 🟡 🟢	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
					🔴 🟡 🟢			
					🔴 🟡 🟢			
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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]

Considerations for 2018:

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