

Annual Implementation Plan 2018

Define Evidence of Impact and Activities and Milestones - 2018

East Doncaster Secondary College (7773)



Submitted for review by John Roberts (School Principal) on 08 February, 2018 at 11:58 AM

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Endorsed by Stefan Kazakis (School Council President) on 23 February, 2018 at 03:10 PM

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	<p>Achievement:</p> <ol style="list-style-type: none"> 1. To maximise individual student learning growth across all curriculum areas and year levels, with a whole school focus on literacy. 2. To improve VCE outcomes.
12 month target 1.1	<ul style="list-style-type: none"> • NAPLAN Learning Gain – Over 35% of students making high relative growth between Years 7 and 9 in Reading, over 27% and Writing, and over 40 % in Numeracy. Less than 15% of students making low relative growth between Year 7 and 9 in Reading, less than 20% in Writing and less than 16% in Numeracy • Victorian Curriculum Data Years 7-10: Allocation of at least 2 levels above the expected level to be at least 25% of students in Literacy and 33% in Numeracy • Maintain a VCE Median study score at or above 33 and the percentage of scores of 40+ at or above 12%. • Student Attitudes to School Survey – Continue to seek improvement in Effective Teaching Time, 44.0, Stimulating Learning, 35.0 Teacher Concern, 25.00 • Multiple sources of data to indicate that at least 80% of teachers are consistently and visibly using the Instructional Model. • Staff PDP plans incorporate specific documentation and planning relating to the College Instructional Model • All teachers provide ongoing online feedback, including what the student has achieved and how they could improve, on all common learning domain learning tasks
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	<ul style="list-style-type: none"> • Continue to improve literacy outcomes for all students at all levels of ability, including Non-English Speaking Background (NESB) and English as an Additional Language (EAL) students

<p>Actions</p>	<ul style="list-style-type: none"> • Continue to work with FISO group to improve literacy across the curriculum by sharing exemplars and strategies for use in the classroom across a range of curriculum areas • Continue to develop and refine College Literacy Framework that is to be used to guide teachers of all subject areas in their curriculum development and assessment planning • Teachers who have undertaken Literacy for Learning Training in 2017 continue to work within teams, trialing and sharing strategies from their training <p>Teachers are exploring the use of the Literacy Teaching and Learning Cycle in their classrooms</p> <ul style="list-style-type: none"> • The College Professional Learning plan provides opportunities for teachers to develop their capacity to understand their roles as teachers of literacy via Literacy for Learning Training
<p>Evidence of impact</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to define what genre they are using and what language choices they are making when they write (as evidenced through Learning Walks, student work, peer observations) • Use tools provided to guide self and peer assessment of formative and summative assessment • Use subject metalanguage in written and verbal responses • Be able to independently select scaffolds to guide their writing of subject-specific text-types • Show improved outcomes in NAPLAN, PAT, VCE assessment and learning tasks <p>Teachers will:</p> <ul style="list-style-type: none"> • Provide students with scaffolds of subject text-types • Identify subject-specific language that students must understand and be able to use • Have documented curriculum which incorporates literacy strategies for their subject area • Use evidence and data to inform choice of literacy strategies to cater for individual/cohort needs • Include grammar, punctuation and spelling on rubrics for learning tasks • Continue to develop their understanding of effective literacy strategies through participation in literacy PD and through collaborating with colleagues <p>Leaders will:</p> <ul style="list-style-type: none"> • Abridge and reformat literacy for learning training and conduct PL for staff • Develop and distribute a common literacy framework and provide support for teachers with its implementation • Allocate time for teachers to engage in Literacy for learning PD as well as for opportunities to collaborate and engage in peer observation • Assist in the collection and collation of data to support teachers in making informed decisions about the literacy strategies that need to be implemented in their classroom • Monitor use of literacy strategies and implementation of the College Literacy Framework via PDP discussions and classroom visits

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> FISO group - Joint literacy benchmark tasks for English and Science task to be completed in Terms 1 & 3. Data collated and evaluated. 	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> A whole College approach to teaching literacy across the curriculum, with an explicit focus of EAL learners, has been researched, designed and documented during Term 1 and will be reviewed and evaluated during Term 4 	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Professional Learning Action Plan published in Term 1 enabling a focus and structure of Continuous Professional Learning at the College that will ensure that all staff will complete the 'Literacy for Learning Module' by the end of 2018 	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Teachers to complete 'Literacy for Learning' Training as well as work within teams to implement the Whole School Literacy Framework. 	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$35,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	<p>Achievement:</p> <ol style="list-style-type: none"> To maximise individual student learning growth across all curriculum areas and year levels, with a whole school focus on literacy. To improve VCE outcomes.
12 month target 1.1	<ul style="list-style-type: none"> NAPLAN Learning Gain – Over 35% of students making high relative growth between Years 7 and 9 in Reading, over 27% and Writing, and over 40 % in Numeracy. Less than 15% of students making low relative growth between Year 7 and 9 in Reading, less than 20% in Writing and less than 16% in Numeracy Victorian Curriculum Data Years 7-10: Allocation of at least 2 levels above the expected level to be at least 25% of students in Literacy and 33% in Numeracy

	<ul style="list-style-type: none"> • Maintain a VCE Median study score at or above 33 and the percentage of scores of 40+ at or above 12%. • Student Attitudes to School Survey – Continue to seek improvement in Effective Teaching Time, 44.0, Stimulating Learning, 35.0 Teacher Concern, 25.00 • Multiple sources of data to indicate that at least 80% of teachers are consistently and visibly using the Instructional Model. • Staff PDP plans incorporate specific documentation and planning relating to the College Instructional Model • All teachers provide ongoing online feedback, including what the student has achieved and how they could improve, on all common learning domain learning tasks
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	<ul style="list-style-type: none"> • Further develop the instructional practice of every teacher to ensure a consistent approach to teaching and learning
Actions	<ul style="list-style-type: none"> • Continue to monitor the implementation of the EDSC Instructional Model via learning walks, Compass audits and the Performance and Development Process • Continue to develop teacher knowledge and understanding of the purpose and value of an Instructional Model through targeted professional learning • Establish close links between the EDSC Instructional Model and the College Literacy Framework • Continue to develop teacher capacity to utilise the Instructional Model via peer observation and reflection • Teacher teams review and update curriculum documentation and collaboratively plan lesson sequences with a specific focus on effective pedagogy • Continue professional learning on elements of great teaching, with a specific emphasis on HITS • Continue to make close links between the EDSC Instructional Model and the PDP process
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to articulate the learning intentions and success criteria during learning walks • Use metacognitive language and scaffolds to reflect on learning • Attitudes To School Survey responses reflect positive improvement in stimulated learning and effective teaching time <p>Teachers will:</p> <ul style="list-style-type: none"> • Complete PDP plans which incorporate specific documentation and planning related to the EDSC Instructional Model • Learn and apply a variety of high impact teaching strategies in the classroom

	<ul style="list-style-type: none"> • Regularly seek feedback from students regarding the effectiveness of their teaching • Share lesson plans, resources and engage in peer observation to ensure consistency across classes and to engage in regular discussions about the most effective teaching strategies <p>Leaders will:</p> <ul style="list-style-type: none"> • Support teachers in the use of the Instructional Model via modelling lesson plans on Compass, engaging in peer observation and reflection • Identify teachers who are implementing the Instructional Model effectively so that they can provide support to others • Provide time for teachers to engage in peer observation and reflection • Facilitate professional learning on the Instructional Model and HITS and utilise the PDP to support teachers 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Staff are involved in continuous professional development and professional learning teams focused on improving their instructional practice in line with the College Instructional Model and HITS.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> • Results of Learning Walks shared with the College Leadership Team and staff to further develop the capacity of teachers to use the Instructional Model and to adjust their teaching practices accordingly. 	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Staff PDP plans incorporate specific documentation and planning related to the EDSC Instructional Model.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Engagement: To create a culture of curiosity through providing a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep learning.
12 month target 2.1	Student Attitudes to School Survey – Continue to seek improvement in School Connectedness, 68.00, Effective Teaching Time, 44.0, Stimulating Learning, 35.0 Teacher Concern, 25.00

	<p>Parent Opinion Survey – Effective Teaching 70.0, Stimulating Learning 64.0 and Reporting to equal</p> <p>Student retention – Percentage of Year 7 students who remain at the College through to Year 12 to continue to exceed 70%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	<ul style="list-style-type: none"> Building teacher and leadership capacity: <ol style="list-style-type: none"> 1.1 Build the capacity of teachers to increase student engagement and active participation in learning by adopting strategies to embed critical thinking and deeper learning into pedagogies and curriculum.
Actions	<ul style="list-style-type: none"> Deep Learning PLC from 2017 will share and model the Deep Learning Framework through a variety of professional learning platforms (including PLCs) and peer observation Continue to develop capacity of teachers to analyse, use and model effective use of data Teacher teams use agreed protocols to cross mark, moderate and make consistent judgements about student achievement Year 7 ALPHA teachers will collaborate to plan and trial cross curricular strategies to encourage inquiry and questioning
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> Engage in deep learning tasks that focus on inquiry and questioning Articulate the skills that they are demonstrating Indicate through student surveys and reflections that they are being extended by their teachers Reflect on their experiences of deep learning strategies Provide feedback to teachers about the effectiveness of new strategies <p>Teachers will:</p> <ul style="list-style-type: none"> Collaboratively use data and a cycle of inquiry to measure the impact of deep learning strategies Engage in peer observation and reflect on the use of deep learning strategies Use Deep Learning strategies (Year 7 Alpha) Will trial and document strategies to encourage inquiry and questioning (in domains and Deep PLC) <p>Leaders will:</p> <ul style="list-style-type: none"> Facilitate a professional learning framework for Deep PLC members to conduct deep learning professional development Observe a documented increase in structured peer observation Conduct regular learning walks to identify use of specific teaching strategies which enable deeper learning to occur

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Staff are involved in continuous professional development and professional learning teams focused on improving pedagogical practice to facilitate deeper learning in their classrooms.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used
Professional Learning Action Plan published in Term 1 enabling a focus and structure of Continuous Professional Learning at the College that will ensure that most staff will complete the 'Deeper Learning' PLC module by the end of 2018	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff are involved in continuous professional development and professional learning teams focused on the effective use of data to identify and address the learning needs of their students	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$12,000.00 <input type="checkbox"/> Equity funding will be used
Staff PDP plans incorporate specific documentation and planning related to the VCE Checklist for all VCE teachers and/or action plans based on Year 7-10 data	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Year 7 ALPHA Curriculum will incorporate cross-curricula strategies to embed inquiry and questioning skills	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Engagement: To create a culture of curiosity through providing a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep learning.
12 month target 2.1	Student Attitudes to School Survey – Continue to seek improvement in School Connectedness, 68.00, Effective Teaching Time, 44.0, Stimulating Learning, 35.0 Teacher Concern, 25.00 Parent Opinion Survey – Effective Teaching 70.0, Stimulating Learning 64.0 and Reporting to equal

	Student retention – Percentage of Year 7 students who remain at the College through to Year 12 to continue to exceed 70%			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	<ul style="list-style-type: none"> Building teacher and leadership capacity: 1.2 Build the leadership capacity of teachers in the classroom and the whole school community			
Actions	<ul style="list-style-type: none"> Design and implement a shadowing program to build leadership capacity through observation and reflection Evaluate and refine existing EDSC Leadership Development Program (2012) Introduce Learning Specialist roles to provide opportunities for classroom based leadership. Evaluate these roles after six months Mentor new leaders, including heads of faculty and coordinators, to develop leadership capacity 			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> Provide feedback to teachers in leadership roles via focus groups <p>Teachers will:</p> <ul style="list-style-type: none"> Actively participate in shadowing program Demonstrate evidence of increased leadership capacity via pre and post surveys of shadowing program Display increased understanding of leadership roles and structures evidenced through PDP discussions and documentation <p>Leaders will:</p> <ul style="list-style-type: none"> Document and refine the EDSC Leadership Development Program for implementation in Semester 2, 2018 Complete evaluation of Learning Specialist roles and refine job descriptions as necessary 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leadership Team will engage in professional learning focused on 'Open to Learning Conversations'	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$12,000.00 <input type="checkbox"/> Equity funding will be used
Selected staff will participate in an 'Aspirant Leaders' program	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used

Selected staff will participate in the 'Shadowing and Mentoring' program	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used
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Goal 3	Wellbeing: To continue to foster a safe and supportive environment and culture, one that promotes positive relationships, values diversity and is inclusive, and supports the development of students' optimism, social and emotional skills, so that they are well placed for success now and beyond school
12 month target 3.1	Student Attitudes To School Survey at Years 10 to 12 to continue to improve in Student Distress (Experiences of Bullying) 9%, Student Morale (Student Motivation and Interest) 66.0 and Connectedness to Peers (School Connectedness) 56.0 Parent Opinion Survey to continue to improve in – Student Connectedness 85.0, School Connectedness and General School Satisfaction 83.0
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	<ul style="list-style-type: none"> Support every student to build their social and emotional wellbeing through Positive Futures programs
Actions	<ul style="list-style-type: none"> Analyse Student Attitudes to School Survey data and reflect on areas of concern through a series of student focus groups to provide feedback about Teacher Concern, Stimulated Learning and Effective Teaching Time Investigate pastoral care/mentoring models Publish discussion paper to outline "Positive Futures" principles to further develop all students' social and emotional skills and sense of optimism Provide Professional Learning on the identified Positive Futures foci Students and staff design and implement the Respectful Relationships program Evaluate and review wellbeing programs and services to guarantee relevance and support outcomes and to ensure better communication channels
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> Improve College attendance and engagement in their learning Improve participation in College and extracurricular events Demonstrate greater learning confidence, resilience and respect for diversity <p>Teachers will:</p>

	<ul style="list-style-type: none"> • Contribute to the Positive Futures discussion paper and agenda • Undertake professional learning of identified Positive Futures foci • Use multiple forms of data to inform and guide the Positive Futures approach • Demonstrate changes in practice guided by Positive Futures foci • Use inclusive language within the classroom that encourages respectful classroom relationships <p>Leaders will:</p> <ul style="list-style-type: none"> • Produce the EDSC Positive Futures model • Facilitate the Positive Futures discussion paper via staff and student input • Provide Professional Learning that enables staff to understand and deliver key Positive Futures elements • Implement and Monitor Positive Futures agenda 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
'Positive Futures' discussion paper will be published in Term1 in order for staff to gain a common understanding of intent and direction of the 'Positive Futures' agenda so that they can support its implementation	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used
'Positive Futures' PLT will design a Positive Futures framework which includes explicit strategies for teachers use in and outside of the classroom	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff are involved in continuous professional development and professional learning teams focused on the implementation of 'Positive Futures' strategies	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff develop curriculum that builds an understanding of “Positive Futures” principles to further develop all students’ social and emotional skills and sense of optimism	All Staff	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Wellbeing: To continue to foster a safe and supportive environment and culture, one that promotes positive relationships, values diversity and is inclusive, and supports the development of students' optimism, social and emotional skills, so that they are well placed for success now and beyond school
12 month target 3.1	Student Attitudes To School Survey at Years 10 to 12 to continue to improve in Student Distress (Experiences of Bullying) 9%, Student Morale (Student Motivation and Interest) 66.0 and Connectedness to Peers (School Connectedness) 56.0 Parent Opinion Survey to continue to improve in – Student Connectedness 85.0, School Connectedness and General School Satisfaction 83.0
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	<ul style="list-style-type: none"> Continue to create opportunities to promote student voice, feedback and direct influence on classroom learning, activities and assessment.
Actions	<ul style="list-style-type: none"> Students actively contribute to decisions about teaching and learning programs and policy The school actively develops students' leadership skills, and works with a variety of community stakeholders to provide opportunities for students to practise these - including SRC, Class Captains, House Captains and involvement in extracurricular and community activities Conduct student-led workshops on targeted professional learning foci eg; literacy EAL students or students with learning difficulties discussing what strategies they require Teachers use student feedback to inform teaching and learning Introduce the 'Teach the Teacher' program to enable growth in student voice and agency
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> Provide teachers with regular feedback in multiple ways Increase their active participation in working parties, forums and college events Increase participation in a peer tutoring and mentoring program Plan and lead teacher professional learning workshops <p>Teachers will:</p> <ul style="list-style-type: none"> Undertake professional learning in how to effectively introduce and capture student voice (eg 'Teach the Teacher' program) Collect, analyse and action student feedback to create greater opportunities for student input Facilitate and provide opportunities for students to engage in teaching/learning programs and wider co-curricular activities Participate in student-led professional learning workshops

	<p>Leaders will:</p> <ul style="list-style-type: none"> • Develop a professional learning schedule that caters for student-led workshops • Will provide opportunities for students to participate in forums and working parties • Will engage broader community members and professionals to assist in staff development in leading student voice • Implement and monitor the 'Teach the Teacher' program 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Selected students will undertake "Teach the Teacher" training to increase their capacity to influence teacher professional learning.	Staff Development Coordinator	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Selected teachers work closely with students to develop and deliver professional learning to teachers.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Student leaders will be engaged in leadership development activities throughout the year	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used