2016 Annual Implementation Plan: for Improving Student Outcomes

School No. 7115

Based on the School Strategic Plan 2016-2019

Approved by School Council on 18/5/2016
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):

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

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.

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**Endorsements**

**Endorsement by School Principal**

Signed: Graeme Holmes  
Name:  
Date: 18/5/2016

**Endorsement by School Council**

Signed: Tim Ferrier  
Name:  
Date: 18/5/2016

**Endorsement by Senior Advisor**

Signed:  
Name:  
Date: 18/5/2016
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.

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Initiatives</th>
<th>Rationale</th>
</tr>
</thead>
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<td>Building practice excellence</td>
<td>The school self-assessment, the achievement data for 2012 to 2014 and the Reviewers’ Report indicate a series of strengths and positives across Daylesford Secondary College along with a series of areas requiring attention. The College lacks a guaranteed and viable documented whole school curriculum with appropriate scope and sequence across all learning domains and requires a clear, widely accepted and implemented Teaching and Learning strategy. Changes in school leadership have resulted in no clear curriculum plan designed to lift student achievement. The Year 9/10 electives program lacks rigour and there is little consistency in assessment and reporting processes. The Learning and Teaching variables in the Student Attitude to School Survey have all trended down over the past three years leading many to believe there is scope for improvement in a safe and orderly environment. These findings, along with supplementary evidence gathered through the review process and through data analysis, have led to the identification of the following as the key initiatives and strategies for improvement.</td>
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Initiatives Rationale:
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.

The school self-assessment, the achievement data for 2012 to 2014 and the Reviewers’ Report indicate a series of strengths and positives across Daylesford Secondary College along with a series of areas requiring attention. The College lacks a guaranteed and viable documented whole school curriculum with appropriate scope and sequence across all learning domains and requires a clear, widely accepted and implemented Teaching and Learning strategy. Changes in school leadership have resulted in no clear curriculum plan designed to lift student achievement. The Year 9/10 electives program lacks rigour and there is little consistency in assessment and reporting processes. The Learning and Teaching variables in the Student Attitude to School Survey have all trended down over the past three years leading many to believe there is scope for improvement in a safe and orderly environment. These findings, along with supplementary evidence gathered through the review process and through data analysis, have led to the identification of the following as the key initiatives and strategies for improvement.

Excellence in teaching and learning
1. Curriculum planning and assessment
2. Building practice excellence
3. Professional Leadership

Positive climate for learning
4. Setting expectations and promoting inclusion

Key Improvement Strategies (KIS)
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.

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<th>KIS</th>
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<td>Develop and support programs to extend students and support students at risk in their learning.</td>
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<td>Building practice excellence</td>
<td>Build teaching excellence through a culture of collaboration and feedback.</td>
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<td>----------------------------</td>
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<tr>
<td>Professional leadership</td>
<td>Build the capacity of Leadership across the college.</td>
</tr>
<tr>
<td>Setting Expectations and promoting inclusion</td>
<td>Improve policies and practices in student support and management. Develop enhanced relationships with external providers Raise aspirations of students and expectations of teachers. Increase student voice in their learning. Focus on time-on-task. Enhance student leadership. Improve student attendance.</td>
</tr>
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</table>
# Annual Implementation Plan: for Improving Student Outcomes

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<tr>
<th>ACHIEVEMENT</th>
<th>Goals</th>
<th>Targets</th>
<th>12 month targets</th>
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<td></td>
<td>By the end of 2019 we will improve the learning growth of every student particularly in the key areas of literacy, numeracy and science.</td>
<td>All students deemed capable will demonstrate at least 12 months growth in 12 months in literacy, numeracy and science.</td>
<td>NAPLAN growth data Year 7-9 On Demand data showing growth from May to November</td>
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|     |                                 | • Establish working party to develop draft proposals for peer observation and feedback protocols.  
• Consultation with staff and develop agreed position.  
• Visits to exemplar schools to observe processes and procedures of exemplary teaching including peer observation and feedback processes. | SW/KB | Term 2  
Term 4 | Agreed protocols documented and accepted by staff.  
Peer observation and feedback commenced on a voluntary basis. |
|     |                                 | • Provide professional learning sessions for English KLA on the teaching of reading.  
Eight sessions spread over terms 2, 3 and 4.  
Staff meeting time as well as teacher release. | KB | Terms 2 and 3. | Pilot reading professional learning program implemented. |
|     |                                 | • Develop and implement a Professional Learning Plan which supports the initiatives in our AIP as well as supports teacher PDPs.  
Develop and adopt agreed model.  
Incorporate school priorities and teacher PDP plans. | SW | By end term 2 | Professional Learning Plan completed on time.  
Staff accessing appropriate PD and providing feedback on changes to their practice. |
|     |                                 | • Develop and document curriculum scope and sequence from Years 7-10 aligned to VicCurric.  
Employ a consultant (Lisa Sperling) to work alongside teachers, KLA leaders and the leadership team.  
Provide appropriate release time for KLA leaders to work with consultant.  
Ensure curriculum policy is coherent and aligned with Victorian Curriculum.  
Semester 1 and 2 plans developed.  
Publish on school website as PDF document. | SW GH  
SW | May 2016  
Terms 2 and 3  
End Term 2, 2016 | Curriculum audit completed.  
Scope and sequence documented. |
|     |                                 | • Align assessment practices within KLAS as well as across year levels – use of Common Assessment Tasks wherever there are multiple classes in each KLA.  
Review reporting policies and align with the new approaches to reporting.  
Move all reporting to an online platform to enable continuous reporting.  
Implement PAT in 2016 to establish benchmark data.  
Use On Demand, NAPLAN and teacher judgments for tracking student growth in learning.  
Develop process for the collection and dissemination of student achievement data. | SW KB  
MP | By end of term 2 | Student performance in English and Maths benchmarked using PAT, On Demand, NAPLAN growth 7-9 and VicCurric.  
Assessment schedule updated.  
Common Assessment Tasks implemented across the curriculum in Years 7-10.  
Reduced variability in assessments. |
|     | Review of Middle Years Elective Structure | • Establish a representative committee to assess the information gathered in priority review.  
Ensure alignment with VicCurric | SW | By end of term 2 | Elective program restructured to meet the requirements of VicCurric.  
Baseline data established using PASS/ACER measuring student attitude. |
| 3. Build the capacity of Leadership across the college. | **Make recommendations to staff for changes where required.**  
**Implement the agreed changes** | Terms 3 and 4 | Student Attitudes to School showing improvements in school connectedness and student motivation. |
|---|---|---|---|
| **3. Build the capacity of Leadership across the college.** | **Develop the human, technical and educational leadership capacity of the Leadership Team.**  
- Development and delivery of a series of in-school professional learning activities including fortnightly professional reading and professional dialogue around leadership issues. | GH | Improvement survey in June and November showing improved knowledge and understanding of leadership. |
| | **Build the capacity of KLA Leaders and Learning Community Managers.**  
- Include in Professional Learning Plan  
- Use consultant to assist developing and supporting KLA leaders and LCMs. | SW/PE | Term 2  
Professional Learning Plan developed and published. Collation of data indicating professional learning accessed. Teacher reflections on their professional learning showing growth in their professional knowledge and practice. |
| 4. Develop and support programs to extend students and support students at risk in their learning. | **Students At Risk**  
Introduce MacqLit  
- Purchase of MacqLit program.  
- Employment of teacher aide  
- Implementation of program  
- Review of progress  
| **KB** | Data showing improved student learning based on Placement Tests, WARP and On Demand results. |
| | **Continue to implement QuickSmart for students at risk in numeracy.**  
- Employment of teacher aide  
- Implementation of program  
- Review of progress  
| **MP** | Data showing improved student learning based on effect size from Progressive Achievement Test (PAT). |
## ENGAGEMENT

### Goals

By the end of 2019 we will empower students in their learning, enhance student voice, build a growth mindset, increase attendance and enhance pride in the school.

### Targets

<table>
<thead>
<tr>
<th>Attitudes to School</th>
<th>2015</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning confidence</td>
<td>3.60</td>
<td>3.8</td>
</tr>
<tr>
<td>School connectedness</td>
<td>3.35</td>
<td>3.8</td>
</tr>
<tr>
<td>Connectedness to peers</td>
<td>3.87</td>
<td>4.1</td>
</tr>
<tr>
<td>Student motivation</td>
<td>4.07</td>
<td>4.3</td>
</tr>
</tbody>
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### 12 month targets

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### KIS

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</table>
| 1. Increase student voice in their learning. | Growth mindset developed amongst students and staff. | • Activities scheduled and conducted during mentor groups.  
• Continue presentations at staff meetings and professional dialogue. | Shayna, Nat, Steve | 2016 | Improved student data  
Student survey results  
Improved attendance  
Improved documentation on XUNO |
| 2. Enhance student leadership. | Year 10 Leadership | Develop Year 10 Leadership program working with Year 7 students. Mentor groups. Lunchtime activities. | Elaine Junior LCM | Terms 1 & 2 | Process in place for Year 10/Year 7.  
Increased school connectedness at Year 7 level. |
| | Year 9 Leadership | Year 9 Leadership (Dinner Plain & China) program | Sean Coleman | Term 2 | Increased number of applications |
| | Broaden Leadership Opportunities | | Steve & Penny | Term 3 | Increased number of formal leadership positions.  
| 3. Improve student attendance. | Support the Bridging the Barriers project in association with Federation University and Student Focused Youth Services. | | GH | 2016 | Literature review drafted.  
Students and families identified for interview.  
Interviews collated.  
Preliminary research findings listed and discussed.  
Planning completed for 2017 implementation. |

### Attendance

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<tr>
<th>Student Attendance</th>
<th>2015</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total student absences</td>
<td>26</td>
<td>18</td>
</tr>
<tr>
<td>Unexplained absences</td>
<td>12</td>
<td>6</td>
</tr>
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<td>12</td>
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### ACTIONS

- Introduce ‘Attendance Olympics’
- Monitor students arriving at school on-time and in class on time.
- Improve systems for monitoring and following-up student absences.
- Support meetings implemented for chronic absenteeism.

### Success Criteria

- Improved attendance data tracked on a term-by-term basis.
- Monitoring system in place and operating effectively.
- Support meetings and written plans in place.
<table>
<thead>
<tr>
<th>Transition</th>
<th>• Transitions program across Learning Communities</th>
<th>PE LCMs Terms 3 and 4</th>
<th>Timeline developed. Review of process.</th>
</tr>
</thead>
</table>
| Hands on Learning | • Investigate the possibility of implementing the Hands on Learning Program for students in need.  
  • Check alignment of HoL approach with DSC policies.  
  • Explore funding models.  
  • Investigate staffing  
  • Identify extent of need. | MP & GH Terms 2 & 3 | Decision made on implementation or abandon Hands on Learning. |
## WELLBEING Goals

By the end of 2019 we will have developed a safe, inclusive and orderly learning environment with high expectations and self-regulating behaviour.

### Targets

<table>
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<tr>
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<th>2019</th>
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<tr>
<td>Student Morale</td>
<td>4.36</td>
<td>4.9</td>
</tr>
<tr>
<td>Student Distress</td>
<td>4.82</td>
<td>5.3</td>
</tr>
<tr>
<td>Student Safety</td>
<td>4.15</td>
<td>4.4</td>
</tr>
<tr>
<td>Classroom Behaviour</td>
<td>2.81</td>
<td>3.2</td>
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## ACTIONS:

**School Wide Positive Behaviour Program introduced across the College.**

- Revise student management policy and procedures
- Provide guidance and support to improve wellbeing through the development and implementation of a Mentor Group structure
- Training of school leaders, LCMs and Wellbeing staff.
- Implement TFI survey.
- Behaviour metrics developed with staff.
- Identify minor and major infractions
- Engage external facilitators.

**Clarify procedures for identifying and monitoring at risk students.**

- Develop clear policy guidelines for students at social and emotional risk.
- Ensure approved programs and supports are provided to assist students at risk.
- Monitor access to Wellbeing services.
- Identify at-risk students through agreed survey (e.g. PASS/ACER)
- Employment of teacher 0.4 time fraction to provide additional support for at risk students.

**KIS**

- **Term 2**
  - Staff can identify behaviour expectations.
  - Staff can identify behaviour management steps.
  - Data collected and used for decision making.
  - Calm and orderly school environment in place measured by survey data.
  - At-risk students identified and supported.
  - Reduction of XUNO misbehaviour reports on identified students.

** WHEN timeframe for completion **

- Term 3
- Term 2

**SUCCESS CRITERIA:**

- Markers of success reflecting observable changes in practice, behaviour, and measures of progress

**PE & MP**

- PE & MP
- MP

**Wellbeing staff LCMs**

- PE/Wellbeing
- MP/GH

**MP**

- All staff

**EA & SB & Sarah**

- All staff
| Continue to implement quality student support programs | • Junior Girls Friendship Group  
• Year 9 Health Classes  
• Drug and Alcohol, Year 9  
• Smart ASSK  
• Youth Think  
• Getting Dirty (Junior boys) | Wellbeing staff  
Aligned with Mentor Program | Programs implemented, documented and reviewed. |
|---|---|---|---|
| Continue to build the capacity of wellbeing staff through team meetings and targeted professional development. | • Include in Professional Learning Program  
• Ensure alignment with school goals and staff PDP plans. | PE & SW  
Terms 2-4 | Wellbeing developing SMART goals.  
Professional Learning Program documented as part of the whole school PLPlan, and implemented. |
| 2. Develop enhanced relationships with external providers | Continue to build links with external providers such as Hepburn Health Service, Springs Medical.  
• You The Man implemented for Year 9 students.  
• Youth Wellness Centre Monitor and support implementation of the program. Increase publicity promoting the availability of the services. | PE  
PE  
2016 | Review conducted by Hepburn Health indicating levels of satisfaction and improved attitude of students.  
Increased attendance/appointments with Drug/alcohol worker and GP. |
## PRODUCTIVITY

### Goals

By the end of 2019, ensure that all resources are utilised strategically and in a sustainable manner to fulfil the overall goals of the college.

### Targets

- Asset management plan in place.
- Identifiable increase in funding for building staff capacity and leadership.
- Increased parent/community access of XUNO and school website.

### 12 month targets

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| 1.  | Improve asset management across the College | Develop and implement a sustainable stocktake schedule. Improve storage of administration records | • Policy  
• Program  
• Funding allocated.  
• Employ asset stocktake company.  
• Investigate shipping container and shelving.  
• Consider application for funding for 2016 cycle. | GH  
GH | Term 2  
Term 3 & 4 | Plan and funding approved by School Council. |
| 2.  | Ensure significant funding is allocated towards building staff capacity and leadership | Allocate the $5,000 Equity Funds to supplement professional learning program. Apply for additional funding through budgetary process. Ensure realistic and cohesive Professional Learning Plan is developed. | • Allocate funds during budget process.  
• Application for funding  
• Update Professional Learning Policy  
• Develop agreed Professional Learning Plan aligned to school needs, DB&T priorities and individual teacher PDPs. | GH  
GH  
GH/SW | Term 1  
Terms 2 & 3 | Additional funding allocated to PD above the 2015 figure.  
Plan developed collaboratively and tabled at Council. |
| 3.  | Improve communication with parents and the broader community. | Review the school promotion and communication strategies | • Policy Committee allocate policy reviews to appropriate staff and sub-committees.  
• Determine role of new Engagement Committee. | GH  
Paul/SC | Term 2 & 3 | Role statement developed and approved. |
| 4.  | Continue to develop the agreed ICT platform. | Continue to add enhancements to XUNO as they become available. Newsletters online. PTI bookings online. Assessment tasks begin to be shifted online. Update school website | • Ensure we purchase the full suite of XUNO packages.  
• Website refreshed regularly. | Steve  
Steve | Throughout 2016 | Increased use of technology to communicate directly with parents as evidence by XUNO log-on data.  
Increased use of website as evidence by the number of hits. |
## Monitoring of Annual Implementation Plan: for Improving Student Outcomes

### ACHIEVEMENT

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<tr>
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<th>Budget Spending to date</th>
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