

Annual Implementation Plan: for Improving Student Outcomes

School name: Montmorency Secondary College

Year: 2017

School number: 8068

Based on strategic plan: 2015-2018

Endorsement:

Principal Allan Robinson 31st March, 2017

Senior Education Improvement Leader Silvana Sena

School Council President Elaine Major 3rd May, 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	Improvement Priorities	Improvement Initiatives	✓
<p>To improve student learning outcomes:</p> <ul style="list-style-type: none"> Year 7-10 Numeracy and Literacy Year 11-12 results across all pathways <p>To provide all students with a stimulating learning environment through increasing opportunities for higher levels of engagement and challenge</p> <p>To ensure all students experience a consistent pedagogical approach relevant to their learning needs</p> <p>To develop an inclusive, safe, orderly learning environment focused upon building student capacity to be resilient, motivated members of the College community.</p>	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.

Montmorency Secondary College is two years into its current Strategic Plan. The college aims to increase student outcomes and commitment to education and school community through developing a clear mission, a safe environment, a close student-adult relationship, the personalization of instruction, and the flexible use of resources. By creating measurable excellence in teaching and learning, increasing school connectedness for all stakeholders, and building a community that embodies the college values, we aim to create a sustainable learning environment that is valued by all. For us, this means empowering our students and giving them a real voice, setting clear expectations and improving results, creating or encouraging exemplar teaching and learning skills in environments that are safe, nurturing and promote well-being.

Use of a wide range of data is now commonplace; NAPLAN, VCE results, HPSP surveys, Attitudes to school & On-Demand are analysed and as a College we are ensuring more systematic use of our data to lift student performance. Over the last 4 years our results with NAPLAN and VCE have shown steady rises and would indicate we are meeting some targets well ahead of schedule. The same data sets inform us of social and cultural needs; e.g. the current study of our boys' attitudes in middle years is a consequence of data indicating a 'drop' in the school connectedness. reviewed on a regular basis to provide a detailed view of the College as a whole, in year levels, by gender and individually.

Our College embarked on a one to one ICT program to improve student engagement and outcomes and to ensure student access to technology across all year levels. One of our current initiatives will include the development of ICT strategies across all subjects to further improve student engagement and provide a more stimulating learning environment as identified in our school data.



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)
<p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> • Building practice excellence • Curriculum planning and assessment 	<ul style="list-style-type: none"> ▪ Realign and audit curriculum to Victorian AusVels ▪ Develop systematic use of data sets throughout the College ▪ Consistency of assessment practices in line with VicAusVELS and VCE
<p>Positive climate for learning</p> <ul style="list-style-type: none"> • Empowering students and building school pride • Setting expectations and promoting inclusion 	<ul style="list-style-type: none"> • Continuing focus on whole college commitment to Student Voice and Leadership • Develop and monitor ILPs for all Koori and PSD students • Implement whole school approach to student use of ICT to raise engagement and outcomes



Framework for Improving Student Outcomes

Published: March 2017



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 note 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 improve student learning outcomes:						
		<ul style="list-style-type: none"> Year 7 -10 Numeracy and Literacy Year 11 & 12 results across all pathways 						
IMPROVEMENT INITIATIVE		<ul style="list-style-type: none"> Continuing whole school Literacy and Numeracy improvement Strategies Consistency of assessment practices in line with AusVELS and VCE Develop systematic use of data sets throughout the College 						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Ensure all teachers assign accurate AusVELS levels to students 75% of students to perform within Medium and High NAPLAN bands VCE median Study Score to be 30 To increase the % of 40+ VCE Study Scores An increase in the number of students successfully completing Senior VCAL 						
12 MONTH TARGETS		<ul style="list-style-type: none"> KLA audit completed, moderation guidelines established English & Math KLAs to determine data spread in NAPLAN SIT takes over analysis of year 12 Data 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
<ul style="list-style-type: none"> Realign & audit curriculum to Victorian AusVels 	<ul style="list-style-type: none"> PLTs will focus on ensuring 7-10 curriculum is in line with Vic Curriculum and agree on common assessment tasks and standards 	PLTs, KLAs, Teaching & Learning leaders	Term 1-4	6 months: 12 months:	● ● ●	<ul style="list-style-type: none"> Publication of course outlines and agreed assessment tasks VCE teachers to be encouraged to include data goals in PDPs 		
<ul style="list-style-type: none"> Develop systematic use of data sets throughout the College 	<ul style="list-style-type: none"> Teacher focus upon the use of disaggregated data SIT analyses relevant data sets & distributes to Strategic Planning, L&T teams and KLAs for discussion and planning 	<ul style="list-style-type: none"> Leadership & all faculties 	Term 1-4	6 months: 12 months:	● ● ●	<ul style="list-style-type: none"> Reports to staff meetings, published to Council Publish 'protocols' document in 2017 Teachers will demonstrate use of data and Literacy strategies through their Performance & Development review 		
	<ul style="list-style-type: none"> PD focus on Best Practice 							



	<ul style="list-style-type: none"> • SiT meet twice a term and use VCE, NAPLAN, Torch and On Demand data • Publish to staff • Focus on curriculum-based PD offerings and local network PD • SIT, KLA leaders via PLTs 	<ul style="list-style-type: none"> • GBL/CRO 						
Consistency of assessment practices in line with VicAusVELS and VCE	<ul style="list-style-type: none"> • Developing a consistent school wide culture of learning through adoption of agreed protocols • College audit/review of curriculum offerings from year 7-10 to maintain relevance and foster stimulating learning Faculty focus along with local network PD offerings • T&L forms a team to investigate/review curriculum structure and report back findings 	<ul style="list-style-type: none"> • T&L team • PLTs • Leadership & all faculties 	Term 1-3	6 months:	● ● ●	<ul style="list-style-type: none"> • Development of shared protocols and discussion of learning strategies 		
				12 months:	● ● ●	<ul style="list-style-type: none"> • PLTs will document and share protocols and examples of quality teaching Teachers will demonstrate use of data and Literacy strategies through their Performance & Development review 		



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To provide all students with a stimulating learning environment through increasing opportunities for higher levels of engagement and challenge						
		To ensure all students experience a consistent pedagogical approach relevant to their learning needs						
IMPROVEMENT INITIATIVE		<ul style="list-style-type: none"> Continuing focus upon whole College commitment to student Voice and Leadership Continue with the highly effective Restorative Practices approach to student management Ongoing review and evaluation of the College Curriculum programs 						
STRATEGIC PLAN TARGETS		By 2018 there will be an increase in the mean scores for Stimulating Learning in the Student Opinion Surveys.						
12 MONTH TARGETS		<ul style="list-style-type: none"> Creation of focus groups among student body Year 8 camp investigated 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Continuing focus upon whole College commitment to student Voice and Leadership	Expand student voice contributions within college Community <ul style="list-style-type: none"> Encourage year 7-9 participation in SRC, Investigate Well Being initiatives Develop recognition and resilience programs Reconnect with Restorative Practices 	Leadership Team Student Engagement & Well being Leader	On going	6 months:	● ● ●	<ul style="list-style-type: none"> Leadership program expands to include more boys and over 20% of college overall. 		
				12 months:	● ● ●	<ul style="list-style-type: none"> Team to look at other school practices in Well being and report back 		
Develop and monitor ILPs for all Koori and PSD students	Ensure more consistent use of ILPs into middle school to better cater for individual needs with focus on special needs and Koori students Team to design/create template for ILPs, time at lunch and after class for relevant staff	Middle school leader, Coordinators, Education Support staff	Term 1,2	6 months:	● ● ●	<ul style="list-style-type: none"> Staff PD 		
				12 months:	● ● ●	<ul style="list-style-type: none"> ILPs published on T Share and maintained each semester 		



Implement whole school approach to student use of ICT to raise engagement and outcomes	Develop and include ICT strategies into all subjects to improve student engagement <ul style="list-style-type: none"> eSmart audit and development program KLAs to create or incorporate relevant and meaningful use of iPads into all year 7-9 subjects 	L&T team, Leadership eSmart committee	Term 3&4	6 months:	● ● ● ● ● ●			
				12 months:				



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS								
IMPROVEMENT INITIATIVE								
STRATEGIC PLAN TARGETS								
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			

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	Yes	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	Yes	Select status	
	Evidence-based high impact teaching strategies	Yes	Select status	
	Evaluating impact on learning	Yes	Select status	
Professional leadership	Building leadership teams	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	Empowering students and building school pride	Yes	Select status	
	Setting expectations and promoting inclusion	Yes	Select status	
	Health and wellbeing	Yes	Select status	
	Intellectual engagement and self-awareness	Yes	Select status	
Community engagement in learning	Building communities	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	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:				

