2018 Annual Implementation Plan

for improving student outcomes

Montmorency Secondary College (8068)

MONTMORENCY
SECONDARY COLLEGE

Submitted for review by Allan Robinson (School Principal) on 20 December, 2017 at 12:51 PM
Endorsed by Silvana Sena (Senior Education Improvement Leader) on 23 February, 2018 at 11:34 AM
Endorsed by Shane Penrose (School Council President) on 03 March, 2018 at 12:33 PM

Education
and Training

Self-evaluation Summary - 2018

Montmorency Secondary College (8068)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Embedding

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving moving towards Embedding

Positive climate for learning		
	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

Community engagement in learning		
	Building communities	Evolving moving towards Embedding
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Evolving moving towards Embedding

Enter your reflective comments	We have learned that while many of our goals are becoming embedded in the college culture, there are clearly areas to improve or encourage in order that they too become a 'natural' part of the way education is conducted here.Our 2017 Attitudes to School data show that we are in the third and fourth quartiles for attendances, transition and personal safety, and teacher-student relationships. Especially strong is transition of year six into year seven. This is a direct result of our strong Pastoral Care program and network activities with our 'feeder' schools. Evidence based high impact teaching strategies are making an impact at all levels, with NAPLAN and On Demand data showing significant gains in literacy and numeracy. This has partly been a consequence of professional learning teams being tasked with developing sets of curriculum strategies and moderated assessments. Extensive use of data sets to analyze student learning and engagement levels within strategic leadership groups like the SIT also contributed in a very positive way. Data is widely shared and discussed both at a personal and faculty level and staff are well practiced in working collaboratively with relevant data sets to improve student outcomes.

| Considerations for 2019 | The information from the middle school focus groups has shown that the College needs to develop strategies for engaging boys in greater numbers. It also has implications for Teaching & Learning; faculties will need to reflect on courses and teachers need to consider how to differentiate more effectively and include more students in decisions about their learning.

Further work needs to be done with developing a set of agreed teaching and learning protocols College-wide, and in supporting staff through mentoring. Collegiate observation is currently part of staff performance plans and in 2018 will extend to a more structured program of peer observation.

Differentiation of curriculum and building Resilience and Respectful Relationships are identified as priorities within the student body.

The school will establish teaching teams dedicated to challenging and improving each other's practice. Student feedback will be routinely sought and inform school improvement. |
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| Documents that support this plan | |

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Montmorency Secondary College (8068)

| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target

Outline what you want achieve in the next 12 months against your Strategic Plan target. | FISO initiative |
|---|---|---|---|---|
| To improve student learning outcomes:

•   Year 7-10 Numeracy and | • Ensure all teachers assign accurate VicAusvels levels to students | Yes | Raise middle years engagement of boys from the second quartile to the third quartile. Improve | Building practice excellence |

Literacy • Year 11-12 results across all pathways	• 75% of students to perform to Medium and High Naplan bands • VCE median Study Score to be 30 • Increase the % of 40+ VCE study scores • Increase the number of students successfully completing VCAL • Maths and English KLA to investigate data spread in Naplan • SiT takes over analysis of VCE data		Stimulating Learning for boys in the ATOS from second quartile to third quartile.	
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	• Continuing focus upon whole College commitment to student Voice and Leadership • Continue with the highly effective Restorative Practises approach to student management By 2018 there will be an increase in the mean scores for Stimulating Learning in the Student Opinion Surveys • Creation of focus groups among student body • Year 8 Camp to be reviewed	Yes	Increase in student perceptions on ATOS will be targeted to improve to the Third Quartile by 2018.	Curriculum planning and assessment
To develop an inclusive, safe, orderly learning environment focused upon building student capacity to be	By 2018, there will be an increase in the mean scores for Student Motivation and Learning Confidence in the student opinion surveys	Yes	Implementation of a College-wide recognition and understanding of the	Empowering students and building school pride

resilient, motivated members of the College community.	Attendance levels across all years to average 92% or greater • School attendance monitored and at risk students followed up • Improve year 8-9 attendance with view to increase it to above state average • MIP's plans introduced for all Year 7 to 9 students • •		Resilience and Respectful Relationships program.	
To ensure all school operations and allocations of College resources is focused upon optimizing the achievement and wellbeing of our students.	Continuing investment in Staff Professional Learning Formation of Building Management Group to oversee the scope of works for the building project Effective storage organisation and access of Student Data to facilitate increased student learning outcomes • All staff will incorporate at least one College goal within their Performance Plan • All staff to be provided with multiple opportunities to participate in rebuilding discussions via staff meetings and KLA groups • College Portal (Xuno) will be fully functional for all staff, students and parents to access and use	Yes	All staff will incorporate at least one College goal within their Performance Plan All available student data made available and accessible to all staff.	Building communities

Improvement Initiatives Rationale	

We want to ensure that the school's professional teaching and learning approach has well-articulated purposes that are focused on student outcomes into the future, derived from the analysis of student data. We believe that is central to improving overall student outcomes and embedding a culture of continual improvement. Teachers' individual plans have strong line of sight to the school's goals and targets. We use High Performing School's data (years 7-12 whole school), Attitudes to School (whole school), NAPLAN (years 7 & 9, On Demand (year 7-9) and Teachers make links between students' progress data and their own professional learning needs.

We need to ensure that all teaching staff have professional learning aligned with FISO improvement strategies. Creating a 'common' language of educational practice will focus energies on achieving better outcomes. Establishing best practice and agreed protocols of teaching are a necessary next step.

Goal 1	To improve student learning outcomes: • Year 7-10 Numeracy and Literacy • Year 11-12 results across all pathways
12 month target 1.1	Raise middle years engagement of boys from the second quartile to the third quartile. Improve Stimulating Learning for boys in the ATOS from second quartile to third quartile.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Hold student focus groups that focus on student engagement and stimulating learning to guide review of the middle years curriculum.
KIS 2	Review student engagement programs, including Year 8 camp
KIS 3	Protocols of teaching will be created leading to improving teacher qualities

Goal 2	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

12 month target 2.1	Increase in student perceptions on ATOS will be targeted to improve to the Third Quartile by 2018.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	All courses will have been audited and made compliant with Vic Standards by 2018.
KIS 2	Professional Learning Teams will establish sets of agreed moderation and teaching protocols for all subjects. SIT to do presentation to staff re: NAPLAN and On Demand for the time of the strategic plan.

Goal 3	To develop an inclusive, safe, orderly learning environment focused upon building student capacity to be resilient, motivated members of the College community.
12 month target 3.1	Implementation of a College-wide recognition and understanding of the Resilience and Respectful Relationships program.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Set up a working party on Resilience and Respectful Relationships with the view to incorporating this into the wider curriculum.
KIS 2	Develop a database of individual student's co-curricula involvement with the school. This data will be used to identify students receiving awards at our Awards Night

Goal 4	To ensure all school operations and allocations of College resources is focused upon optimizing the achievement and wellbeing of our students.
12 month target 4.1	All staff will incorporate at least one College goal within their Performance Plan All available student data made available and accessible to all staff.
FISO Initiative	Building communities

Key Improvement Strategies	
KIS 1	Investigate best practice in storage and access of student data
KIS 2	Xuno will store all relevant student data including On Demand, NAPLAN and course assessment. These will be discretely available to staff and parents. In 2018, On Demand testing results of all students at years 7 to 9 in Literacy and Numeracy will be added and made available to all staff.
KIS 3	Establishing a process to enable staff to select professional practice days and allign them with college resources

Define Evidence of Impact and Activities and Milestones - 2018

Montmorency Secondary College (8068)

Goal 1	To improve student learning outcomes: • Year 7-10 Numeracy and Literacy • Year 11-12 results across all pathways
12 month target 1.1	Raise middle years engagement of boys from the second quartile to the third quartile. Improve Stimulating Learning for boys in the ATOS from second quartile to third quartile.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Hold student focus groups that focus on student engagement and stimulating learning to guide review of the middle years curriculum.
Actions	Initiate focus groups of year 8 & 9 boys to investigate falling levels of engagement according to ATOS
Evidence of impact	Raise middle years engagement of boys from second to third quartile in 2019 by initiating focus groups to determine necessary changes to curriculum. In particular we would like to see an increase in the Differentiated learning of our male students and that staff will engage students through ensuring that course outlines include a variety of learning styles. This will be evaluated by our High Performing School survey and Attitudes to School survey to show any improvement.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Focus groups established at years 8 & 9 boys	Curriculum Co-ordinator (s)	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Findings will be recorded and released to teaching & learning for further discussion and deliberation	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 1	To improve student learning outcomes: • Year 7-10 Numeracy and Literacy • Year 11-12 results across all pathways
12 month target 1.1	Raise middle years engagement of boys from the second quartile to the third quartile. Improve Stimulating Learning for boys in the ATOS from second quartile to third quartile.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Review student engagement programs, including Year 8 camp
Actions	Year 8 camps will be evaluated and a report prepared by sub schools delivered to staff. Our Attitudes to School Survey results for 2017, identified that the Sense of Connectedness of males is considerably lower than that of the females. Student anecdotal feedback was that they were wanting a Year 8 Camp to form stronger relationships with one another and with their teachers. We are hoping that the camp will further engage and be a factor in increasing the overall Year 8 student connectedness results in 2018.
Evidence of impact	ATOS measures of student engagement for Stimulating Learning ATOS to move from second quartile to third quartile for 2019/2020

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Sub school analysis through surveying students will reveal whether the camps contribute to well being and inclusion	Sub School Leader/s	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 1	To improve student learning outcomes: • Year 7-10 Numeracy and Literacy • Year 11-12 results across all pathways
12 month target 1.1	Raise middle years engagement of boys from the second quartile to the third quartile. Improve Stimulating Learning for boys in the ATOS from second quartile to third quartile.
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Protocols of teaching will be created leading to improving teacher qualities
Actions	PLTs will focus on Powerful Learning and forming protocols of best practice from years 7-10, record and publish by 2019
Evidence of impact	Agreed teaching protocols shared with major KLAs

Activities and Milestones	**Who**	**Is this a Professional Learning Priority**	**When**	**Budget**
Published guidelines for agreed best practice in English, Maths, Science	PLT Leaders	☑ Yes	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	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

12 month target 2.1	Increase in student perceptions on ATOS will be targeted to improve to the Third Quartile by 2018.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	All courses will have been audited and made compliant with Vic Standards by 2018.
Actions	PLTs and Faculties will investigate 'best practice' in their areas of teaching and develop agreed protocols of teaching based on FISO
Evidence of impact	Increase understanding of how students learn and how high impact teaching strategies increase student engagement and outcomes. Evidence will be through documentation of protocols and evidence of student outcomes through survey data (Higher Expectations and higher levels of Learning Confidence) within our Attitudes to Student survey for 2018.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PLTs will document agreed protocols and incorporate these into performance plans. Evidence will also be measured by student survey responses in term 3	PLT Leaders	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

| Goal 2 | 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 |
|---|---|
| 12 month target 2.1 | Increase in student perceptions on ATOS will be targeted to improve to the Third Quartile by 2018. |
| FISO Initiative | Curriculum planning and assessment |
| Key Improvement Strategy 2 | Professional Learning Teams will establish sets of agreed moderation and teaching protocols for all subjects. SIT to do presentation to staff re: NAPLAN and On Demand for the time of the strategic plan. |
| Actions | PLTs form teaching protocols and assessment as major goals for 2018; SiT to present to staff in meeting time. |

Evidence of impact	All members of faculties will follow agreed teaching and learning protocols			

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Agreed moderation, assessment processes in each faculty	PLT Leaders	☑ Yes	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 3	To develop an inclusive, safe, orderly learning environment focused upon building student capacity to be resilient, motivated members of the College community.
12 month target 3.1	Implementation of a College-wide recognition and understanding of the Resilience and Respectful Relationships program.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Set up a working party on Resilience and Respectful Relationships with the view to incorporating this into the wider curriculum.
Actions	We have planned a guest speaker to introduce all staff to the idea of Resilience and Respectful Relationships; a working party will investigate and report back to all staff on techniques for embedding this into the general curriculum and advise our Professional Learning Teams on strategies for including initiatives within course outlines for 2019.
Evidence of impact	We acknowledge how important respect for diversity and personal resilience is in students attaining the most from their education; the culture of our college is based on shared values of inclusion and acceptance. This project will enhance and embed these behaviours as part of our culture. It should be reflected in improving Attitudes to School survey results, especially notions of school safety and engagement, perhaps even attendance.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Staff PD in student-free days at beginning of term one; course outlines of HHR at years 7 and 8 will include elements of RRRR into curriculum. Working party will report to staff at staff meetings or take up a full on-site PD day	School Leadership Team	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 3	To develop an inclusive, safe, orderly learning environment focused upon building student capacity to be resilient, motivated members of the College community.
12 month target 3.1	Implementation of a College-wide recognition and understanding of the Resilience and Respectful Relationships program.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Develop a database of individual student's co-curricula involvement with the school. This data will be used to identify students receiving awards at our Awards Night
Actions	Form small team - Investigate best practice
Evidence of impact	Report to leadership team of best practice outcomes in other schools

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
2 school visits and report	Curriculum Co-ordinator (s)	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 4	To ensure all school operations and allocations of College resources is focused upon optimizing the achievement and wellbeing of our students.
12 month target 4.1	All staff will incorporate at least one College goal within their Performance Plan All available student data made available and accessible to all staff.

FISO Initiative	Building communities
Key Improvement Strategy 1	Investigate best practice in storage and access of student data
Actions	Create Digital Learning responsibility positions, allocate them to task of incorporating accessible data into Xuno.
Evidence of impact	To increase teacher and parent access to relevant individual student data to inform better teaching practice and include parents as partners in their student's learning.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
On Demand test results available for staff access by term 2. Discussion with SIT about degree of parent accessibility to more data than is currently available	School Leadership Team	☑ Yes	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 4	To ensure all school operations and allocations of College resources is focused upon optimizing the achievement and wellbeing of our students.
12 month target 4.1	All staff will incorporate at least one College goal within their Performance Plan All available student data made available and accessible to all staff.
FISO Initiative	Building communities
Key Improvement Strategy 2	Xuno will store all relevant student data including On Demand, NAPLAN and course assessment. These will be discretely available to staff and parents. In 2018, On Demand testing results of all students at years 7 to 9 in Literacy and Numeracy will be added and made available to all staff.
Actions	IT staff to download OnDemand and NAPLAN data onto XUNO
Evidence of impact	XUNO offers teacher access to all data sets

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
XUNO more accessible to staff for data evaluation	School Leadership Team	☑ Yes	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

Goal 4	To ensure all school operations and allocations of College resources is focused upon optimizing the achievement and wellbeing of our students.
12 month target 4.1	All staff will incorporate at least one College goal within their Performance Plan All available student data made available and accessible to all staff.
FISO Initiative	Building communities
Key Improvement Strategy 3	Establishing a process to enable staff to select professional practice days and allign them with college resources
Actions	Senior Leadership team to meet with Daily organiser to determine appropriate process for staff selection of PPD's
Evidence of impact	Development of a booking system and process whereby staff can select their PPD day's

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Process developed and published to all staff early in Term 1	School Leadership Team	☑ Yes	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Professional Learning and Development Plan - 2018

Montmorency Secondary College (8068)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Focus groups established at years 8 & 9 boys	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ SEIL ☑ VCAA Curriculum Specialist ☑ Teaching partners	☑ On-site
Findings will be recorded and released to teaching & learning for further discussion and deliberation	Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Sub school analysis through surveying students will reveal whether the camps contribute to well being and inclusion	Sub School Leader/s	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Published guidelines for agreed best practice in English, Maths, Science	PLT Leaders	from: Term 2 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist	☑ On-site
PLTs will document agreed protocols and incorporate these into performance plans. Evidence will also be	PLT Leaders	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Curriculum development	☑ Professional Practice Day ☑ Communities of Practice	☑ VCAA Curriculum Specialist ☑ Literacy expertise	☑ On-site

measured by student survey responses in term 3			☑ Peer observation including feedback and reflection	☑ PLC/PLT Meeting	☑ Learning Specialist	
Agreed moderation, assessment processes in each faculty	PLT Leaders	from: Term 2 to: Term 4	☑ Preparation ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Staff PD in student-free days at beginning of term one; course outlines of HHR at years 7 and 8 will include elements of RRRR into curriculum. Working party will report to staff at staff meetings or take up a full on-site PD day	School Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ Communities of Practice	☑ Leadership partners ☑ Internal staff	☑ On-site
2 school visits and report	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Professional Practice Day	☑ Internal staff	☑ Off-site find two schools working best practice and organize visits
On Demand test results available for staff access by term 2. Discussion with SIT about degree of parent	School Leadership Team	from: Term 2 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site

accessibility to more data than is currently available				☑ Communities of Practice		
XUNO more accessible to staff for data evaluation	School Leadership Team	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Process developed and published to all staff early in Term 1	School Leadership Team	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Professional Practice Day	☑ Internal staff	☑ On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

2018 Annual Implementation Plan
    2017 g8 pt2.docx (0.22 MB)
    2017 g8.docx (0.17 MB)
    2017 Student Attitudes to School Survey.pdf (1.36 MB)
    G8 data 2017.pdf (0.29 MB)
    MSC Strategic Plan 2015-2018.pdf (0.55 MB)
    School Summary Report_7.pdf (0.14 MB)
    School Summary Report_9.pdf (0.14 MB)