

# 2016 Annual Implementation Plan: for Improving Student Outcomes

8708

Reservoir High School  
2016

Based on Strategic Plan 2016-2020

## Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

## Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

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*):

Priority	Initiatives
Excellence in teaching and learning	<b>Building practice excellence:</b> Teachers, principals and schools will work together
	<b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say
	<b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	<b>Building communities:</b> Schools will strengthen their capacity to build relationships with the broader community by partnering

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.

## 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.

Priorities	Initiatives	
<b>Excellence in teaching and learning</b>	Building practice excellence	✓
	Curriculum planning and assessment	✓
<b>Professional leadership</b>	Building leadership teams	
<b>Positive climate for learning</b>	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	
<b>Community engagement in learning</b>	Building communities	

<b>Initiatives Rationale:</b>	
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.	
<p><b>Reservoir High School has selected the following initiatives - Building practice excellence, Curriculum Planning &amp; Assessment and Empowering Students and building school pride based on evidence driven data, Peer Review process and our Strategic Plan. Reservoir High School continues to invest in Excellence in teaching and learning through Building practice excellence and Curriculum planning through our Student Learning committee and is reflected throughout our new Strategic Plan.</b></p> <p><b>Evidence data is gathered and subsequently analysed from NAPLAN, On Demand testing, Student Attitudes towards School Survey, Staff Survey and Parent Opinion surveys, Teacher Judgements and VCE data to reflect the ongoing nature of improving Professional Leadership, Student Learning and Creating positive climate for learning. Student focus groups are set up based on Student feedback from Student Attitudes towards School survey and measurements are put in place to address strengths and areas of improvement.</b></p>	
<b>Key Improvement Strategies (KIS)</b>	
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.	
<b>Initiative:</b>	<b>KIS</b>
Building practice excellence	<ul style="list-style-type: none"> <li>• <b>KLA Audit of Literacy and Numeracy strategies used across the curriculum</b></li> <li>• <b>Ongoing analysis and reflection of data to inform literacy and numeracy practice</b></li> <li>• <b>Modified Work policy – inclusion of all students incorporating differentiated learning</b></li> <li>• <b>Ongoing documentation of our Guaranteed and Viable Curriculum</b></li> </ul>
Empowering students and building school pride	<ul style="list-style-type: none"> <li>• <b>Developing sub group looking at Student Work Ethic across the school</b></li> <li>• <b>Developing Code of Cooperation</b></li> <li>• <b>Improving areas of Classroom management through ongoing Professional Development, DMA &amp; Behaviour Management strategies</b></li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To build an outstanding Teaching & Learning environment that develops enthusiastic, reflective and resilient learners who strive for excellence	Targets	<ul style="list-style-type: none"> <li>Documentation of a viable and guaranteed curriculum that includes an emphasis on literacy &amp; numeracy</li> <li>All students improve at least one AusVELS level per year from year 7 to 10</li> <li>To achieve a Study Score of 28 for VCE for the duration of the Schools Strategic Plan</li> </ul>		
		12 month targets			
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
<b>To develop teacher capacity and whole school processes to improve student outcomes</b>	Conduct a KLA Audit of literacy and numeracy strategies currently used	All KLA areas to commence an audit Units of Work for literacy & numeracy skills	KLA Leaders working with teachers	End of term 3	Documentation of literacy & numeracy skills currently in use
	Analysis of student data	Gather and interpret data such as On Demand, NAPLAN & teacher judgements that can inform better literacy and numeracy learning needs	LOP, RTJ & KLA Leaders	Completed End of Term 4	KLAs are beginning to use data to inform literacy & numeracy practices
	Differentiate literacy and numeracy learning strategies	Provide PD for KLA Leaders with an overview of differentiated learning KLA Leaders begin to provide PD to KLAs with an overview of differentiated learning	LOP & RTJ KLA Leaders	Term 3 Term 4	Staff develop an understanding of differentiated learning
	Plan for how to effectively implement literacy & numeracy in the classroom	Establish a Pilot Team	RTJ, LOP & Pilot Team	Term 4	Documented literacy & numeracy strategies
	Develop a Modified Work Policy	Reconvene the Modified Work Sub-committee of Student Learning	Sub-Committee	Term 3 & 4	A completed Modified Work Policy
	Pilot program run on Modified Work	Class(s) selected to trial modified work	Sub-committee	Term 3 into Term 4	Feedback (student and teacher) to be gathered by sub-committee & presented to Student Learning & KLA leaders Teams
<b>To develop teacher capacity and whole school processes to effectively build an outstanding teaching and learning environment</b>	Begin to develop, where applicable, UPs that include literacy, numeracy & ICT strategies	Teachers investigate possible inclusion of literacy & numeracy strategies in UPs	All teachers	Term 4	Examples of UPs containing literacy, numeracy and ICT strategies
	Plan and set up a process to evaluate UPs	KLA Leaders discuss and build upon a consistent mechanism to review UPs	KLA Leaders	Term 4	Documented Template
	Implement VCAA changes to curriculum in all KLAs	Work on alterations to curriculum content to meet VCAA changes Year 7- 10 and VCE	KLA Leaders / All Teachers	Ongoing	Documented Course Outlines that meet VCAA requirements
	Explore compass as a vehicle for documenting Curriculum material such as UPs	Populate the compass site with worked examples of curriculum content. Trail process only	LOP, EPJ	Term 3 and 4	Presentation to Student Learning re COMPASS documented curriculum content
	Plan for EAGER model implementation	KLA Leaders to facilitate the implementation of the EAGER model in classrooms	KLA Leaders & all Teachers	Term 4	P & D Peer Observations of EAGER model in practice

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To provide pathways and opportunities for all learners and an environment that promotes excellence and success.	Targets	Attendance and Lateness data to continue to track positively / hold ground each year until 2019. To maintain attendance figures better than or in line with state averages.		
		12 month targets			
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
To develop a learning environment that enhances student engagement and work ethic.	To establish a sub group looking at Student work ethic.	Time, Staff discussion at staff meetings	VAN, TRZ, FOD  LOP, Student Learning	Sem 1 sub group developed	Work Ethic Sub group developed and findings presented.
	Review the current structure of student engagement and wellbeing programs across all year levels.	Time, Meeting Time	LAM, ROA, Rachel Farmer  FOD, VAN, TRZ	Term 2 & 3	Overview of Engagement & Wellbeing programs presented and agreed upon.
	Year level case management information set up across sub schools.	Meeting Time	YLC's, Sub school managers  LAM, BAS, ROA	Ongoing	Consistent and efficient template created for successful handover.
To evaluate and refine whole school processes to effectively counsel and transition students through the school.	Evaluate Year level transition information preforma.	Meeting Time	YLC's	Term 2/3 for 2017  Ongoing Evaluation	Whole school processes agreed upon and implemented consistently.
	Evaluate and refine course counselling process for Year 9, 10 & 11.	Time, Careers meeting time, Resources for booklets	VAN, GUE, DIT, TRZ, RON, CRO, DEP, HMC, GAM, LOP, BAS  Student Learning	End of Term 2 for 2016 Process  Ongoing Evaluation	New Course counselling structure implemented for 2016
	Develop a process for subject information exchange between year levels and sub schools including development of IEP/ILP's.	Time, Staff groups	YLC's, Staff	Ongoing	Established process for Case management and exchange of information between year levels including documented IEP/ILP's.
	Evaluate Transition process of 6-7, and through other year levels of the school.	Time, Cluster meetings	FOD, PIR, LAM, JEM, VOL, BAI  Cluster Feeder schools staff	Ongoing	Incorporated recommendations from 6-7 audit into transition process.

## Annual Implementation Plan: for Improving Student Outcomes



<b>WELLBEING</b>					
<b>Goals</b>	<b>To ensure a safe, diverse community where people support and empower others and are known, nurtured and encouraged to succeed.</b>	<b>Targets</b>	<b>In relation to 2015 SATSS: Classroom behaviour and Student Safety are below the Region and State averages.  By 2019 these areas to be above Region and in line or better than State Average.</b>		
		<b>12 month targets</b>			
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>
To develop a whole school approach that supports a culture of respect - being kind, fair and safe in the school environment.	Develop Code of Cooperation throughout school.	Time / Meeting Time  Resources	BAS, RON, FOD  Student Wellbeing Committee	Completed for 2017  Ongoing evaluation	Code of Cooperation posters in every room and promoted throughout school and promoted to families.
	Develop sub group looking at Classroom management strategies / DMA model - booklet	Time / Meeting Time  Resources  Professional Development	FOD, VAN, TRZ  PIR, GUE, RON  RTJ / Other interested staff	Sub group -T2  Booklet –T3  Presented – T4  Ongoing	Sub group established and behaviour management strategies published.
	Develop shared understanding of Student wellbeing across whole school, including educating students and developing strategies and practices relating to aspects such as hygiene, mental wellbeing etc	Time / Meeting Time  Resources  Professional Development	LAM, ROA  Student Wellbeing team / Committee	Term 4 2016  Ongoing	All staff aware of personal responsibility in monitoring and reporting student wellbeing concerns.
To develop a whole school approach to Student Wellbeing, including use of school data to ensure an environment where people are supported and empowered.	Develop detailed process for analysing school data related to Staff and Student wellbeing.	Time / Meeting Time  Formation of groups	JEM, VOL  LAM, ROA, Student Wellbeing team,  Student Wellbeing Committee, YLC's, Sub school managers, all Staff	Term 3, 2016	Annual focus groups established looking at Students Attitudes to School Survey results / Staff Opinion survey results

# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To ensure the effective development and use of resources (people, time, space, funding etc.) to achieve the school vision.	Targets	<ul style="list-style-type: none"> <li>By 2019 we have 150 year 7 students.</li> <li>By 2019 Reservoir High will have a student population over 700.</li> <li>By 2019 our real retention rate is at least 55%.</li> <li>By 2019 are deficit has not increased.</li> <li>By 2019 all parents &amp; Guardians are using Compass.</li> </ul> <p>Maintain or improve current staff opinion survey.</p>		
		12 month targets			
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
To develop effective polices, processes and procedures to achieve the school vision.	Use of resources to further develop a school marketing plan to optimise school resources (appropriate procedures and policies)	Integrated approach.  Use of external companies	TAS, JEM, VOL  FOD, ARA	Term 3	Documented four year marketing plan for the continued growth of the school.  Integrated marketing plan / Website
To develop the whole school capacity in shared leadership and accountability.	Role Clarity – job descriptions of teaching and Educational Support Staff more clearly defined.	Time, Planning Time, Resources	TAS, RTJ, JEM, VOL, ARA  LCC	Ongoing	Clear job descriptions for positions of responsibility and Education Support staff roles.
	Clear induction process for new staff and staff new to positions within the school.	Time, Resources  Induction Time	RTJ, TAS  JEM, VOL	Ongoing	Induction booklet is distributed and timelines established – Teaching / ES
	Explore current and future ways of using resources across the school- for example rooms and assets including pilot group to look at ICT Roadmap.	Computers & Computer Rooms	TAS, JEM, VOL  BAG, IT team	Term 3 and Term 4 for 2017.	Clear process of Computer rooms, computer policy by Term 3, 2016 – including ICT Roadmap documented.
	Better use of Compass across the school.	Training, Meeting time	John Epifano, IT team,  Subschool managers	Ongoing	All staff familiar with roll marking, event module etc  Clearer lines of communication
	Evaluation of existing Literacy and Numeracy programs.	Outsource expertise to evaluate  Meeting, Planning time	External expertise  LOP, Student Learning	Ongoing	Literacy and Numeracy programs evaluated.
	Evaluation of the use of computers around the school and develop a computer room policy.	Evaluation, Planning, Resources  Brainstorm options across the school	VOL, LOP, BAG  TAS, Damian	End Term 3	Computer room policy has been developed / Location of computer rooms
	Manage School recurrent expenditure as aligned to school strategic plan	Planning, Meeting Time to resource	TAS, JEM, VOL	Ongoing	School finances effectively managed.
	Continue to develop and improve our Performance & Development Processes.	All staff part of communication / Time / Planning	RTJ, TAS, JEM, VOL	Ongoing	Performance & Development processes outlined to all staff - continual.

	Investigate and deliver whole school PD to increase the expertise of staff.	Professional Development for ES staff	RTJ, TAS, VOL, JEM, LOP, all staff	Ongoing	Targeted PD for curriculum needs – Plan for 2016/2017
	Identify the specific expertise of staff across the school and develop a process for sharing this expertise across the school.	Investigate staff strengths Resources, Planning	RTJ	Ongoing	List of staff expertise & staff willing to run optional PD's
	Continue to invest in leadership development for staff Professional Development.	Budget Planning Time	RTJ, TAS, JEM, VOL, LT's	Ongoing	

# Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence		
ENGAGEMENT						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence		
WELLBEING						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence		
PRODUCTIVITY						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence		