

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 | Building practice excellence: Teachers, principals and schools will work together |
| | 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 |
| Professional leadership | Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence |
| Positive climate for learning | Empowering students and building school pride: Schools will develop approaches that give students a greater say |
| | Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students |
| Community engagement in learning | Building communities: 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 | |
|--|---|---|
| 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 | |

| 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. | |
| <p>Reservoir High School has selected the following initiatives - Building practice excellence, Curriculum Planning & 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.</p> <p>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.</p> | |
| 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. | |
| Initiative: | KIS |
| Building practice excellence | <ul style="list-style-type: none"> • KLA Audit of Literacy and Numeracy strategies used across the curriculum • Ongoing analysis and reflection of data to inform literacy and numeracy practice • Modified Work policy – inclusion of all students incorporating differentiated learning • Ongoing documentation of our Guaranteed and Viable Curriculum |
| Empowering students and building school pride | <ul style="list-style-type: none"> • Developing sub group looking at Student Work Ethic across the school • Developing Code of Cooperation • Improving areas of Classroom management through ongoing Professional Development, DMA & Behaviour Management strategies |

Annual Implementation Plan: for Improving Student Outcomes

| ACHIEVEMENT | | | | | |
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| 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"> Documentation of a viable and guaranteed curriculum that includes an emphasis on literacy & numeracy All students improve at least one AusVELS level per year from year 7 to 10 To achieve a Study Score of 28 for VCE for the duration of the Schools Strategic Plan | | |
| | | 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 teacher capacity and whole school processes to improve student outcomes | 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 |
| | | | | | |
| To develop teacher capacity and whole school processes to effectively build an outstanding teaching and learning environment | 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 | | | | | |
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| 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. |

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


| WELLBEING | | | | | |
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| Goals | To ensure a safe, diverse community where people support and empower others and are known, nurtured and encouraged to succeed. | Targets | 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. | | |
| | | 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 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 | | | | | |
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| 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"> By 2019 we have 150 year 7 students. By 2019 Reservoir High will have a student population over 700. By 2019 our real retention rate is at least 55%. By 2019 are deficit has not increased. By 2019 all parents & Guardians are using Compass. <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. |

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| | 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 | |
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| 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 | |
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| WELLBEING | | | | | |
| Actions: | 6 month progress against success criteria and /or targets | | 12 month progress against success criteria and /or targets | | Budget Spending to date |
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| 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 | |
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