

# 2016 Annual Implementation Plan: for Improving Student Outcomes

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Suzanne Cory High School

2016

Based on Strategic Plan 2011-2016

## 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	Select
<b>Excellence in teaching and learning</b>	Building practice excellence	
	Curriculum planning and assessment	X
<b>Professional leadership</b>	Building leadership teams	X
<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	

### 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's values of Respect, Aspiration and Contribution provide the basis of the school environment. While Suzanne Cory High School is, by virtue of its select entry nature, an academic school, there is so much more to the education we provide all of our students. Respect of learning, individuals, diversity and community is integral in ensuring the education a student receives at Suzanne Cory High School is a complete and well-rounded education. We encourage Aspiration to encourage and enable students to achieve their best and we aspire to be an exemplar of select education in Victoria. Our aim in providing a high quality education is to enable our students to make a valued Contribution to the local and wider community, along with becoming good international citizens. To paraphrase, from those to whom much has been given, much is expected; this is the philosophy for our students.

A select entry school is a community of like minds; a learning community that fosters academic excellence. However, the education we provide is not purely academic; the benefit of a select entry school is the ability to provide a broad based education that includes a wide range of co-curricular activities including sport, arts, drama and music. This is further enhanced by a House system, which fosters both teamwork and healthy competition in a wide range of activities, such as swimming, athletics, chorals and public speaking.

Based on the concept of the 'Renaissance person', the school provides a broad education for all of our students. While academic success remains at the forefront of the educational aims of the school, there are other important aspects of education. Specifically all of our students participate in sport and Year 9 to 11 students are required to undertake co-curricular activities. We have a rich and diverse school life that enhances the academic outcomes of our students.

Student outcomes are the moral purpose of the school. The community of Suzanne Cory High School will work together to ensure the best possible outcomes for our students.

These are the two main focii for 2016. Firstly, we will be implementing a new leadership team and therefore the year will need to focus on embedding the new positions and ensuring that they achieve the aims set out from the leadership review.

Second, having completed a curriculum review in 2015, 2016 will also focus on implementing the new curriculum structure.

### 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
<b>Leadership</b>	<p>The leadership of the school will be imperative to the success of the year and in ensuring positive student outcomes. After a leadership review in 2015 and the process of selecting a new leadership team based on a new school structure, 2016 will require a focus on the following:</p> <ul style="list-style-type: none"> <li>• development of new leadership positions (6 new LT positions)</li> <li>• realignment of assistant principal positions to tie in with the new LT positions</li> <li>• professional leadership development</li> </ul> <p>The successful conclusion of these three areas will position the school to maximise the outcomes of the reviews and to set the leadership for the future of the school.</p>
<b>Curriculum</b>	<p>To achieve the ideal of the Renaissance person, that is a person with a broad based education, therefore ensuring a well-rounded individual, major changes needed to be made to the curriculum. The review in 2015 has seen a restructure of the curriculum, in particular the Year 10 curriculum. One important aspect in student outcomes is the need to ensure that the students have a high level of learning confidence, and this can partly be achieved through the learning and assessment process. 2016 will require a focus on:</p> <ul style="list-style-type: none"> <li>• implement new curriculum, specifically at Year 10</li> <li>• review of assessment procedures, in particular to improve 'learning confidence' in the SASS</li> </ul>

## Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To support each and every student in achieving their academic potential	Targets	<ul style="list-style-type: none"> <li>• All Year 9 students will achieve above the standard in NAPLAN in Literacy and Numeracy over the four-year period</li> <li>• The median result for all Year 9 students in Literacy and Numeracy will be at least two bands ahead of the state mean.</li> <li>• Median VCE study score will be 37</li> <li>• To achieve greater than 33% of individual study scores of 40+</li> <li>• That teacher judgments for all student outcomes be at the expected level and that teacher judgements for 50% of student outcomes be above the expected level</li> <li>• That every student progresses at the expected rate and that 50% of students progress at greater than the expected rate.</li> <li>• That the student opinion survey data for Learning Confidence be within the fourth quartile</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>1. Improve student learning for the select entry cohort</b>	Embed the new curriculum structure that enables greater breadth in student learning.	All year levels have timetabled sport and co-curricular periods All year 10s studying units across all PLTs.	PLT leaders, Carina Owens, Dean Russ, Martha Goodridge-Kelly	Semester 1 2016	Over 50% of Year 12 students opting into sport and co-curricular in semester 2. Increase in % of students studying at least 1 ADT and/or humanities subject. SASS results-school connectedness in fourth quartile

<p><b>at SCHS through enhanced teacher capacity</b></p>		<p>Work with PLT leaders to ensure choice is enabled for all Year 10 students in all PLTs.</p>			<p>SASS results-connectedness to peers in fourth quartile Teacher behaviour improves in terms of commitment to providing a broad based curriculum-demonstrated in the documented curriculum with an emphasis on student improvement based on realistic levels of ability.</p>
	<p>Review curriculum documentation to move closer to a G&amp;VC where documented and taught curriculum are closely aligned</p>	<p>Review curriculum templates to ensure they focus on essential learning tasks and learning outcomes only Provide time to PLTs to review curriculum and decide upon essential learning tasks Professional development for all PLT leaders to empower them to lead this process</p>	<p>Martha Goodridge-Kelly, PLT leaders</p>	<p>Throughout 2016</p>	<p>All PLTs have documented at least 1 unit at each year level using new curriculum template Staff in PLTs are aligning their classroom practice to the agreed upon essential learning tasks. This will also be noted by teacher behaviour, in particular observing a direct correlation between documented curriculum and what is being taught in the classroom. Peer observation being focussed on assessing curriculum delivery. Student feedback through 'creating conversations' and student focus groups.</p>
	<p>Ensure curriculum is designed to meet the needs of all students</p>	<p>PL for staff on appropriate differentiation and understanding how to design learning tasks to meet the needs of different students</p>	<p>Jason Portelli, Martha Goodridge-Kelly, William Donaldson</p>	<p>This will continue into the next strategic plan</p>	<p>VCE data shows the majority of students achieving above their predicted scores across the ability range. Learning tasks in each PLT are varied and differentiated for all year levels. PL for staff conducted.</p>
	<p>Develop staff understanding of the Victorian curriculum</p>	<p>Training relating to the Australian curriculum for key staff.</p>	<p>Martha Goodridge-Kelly, PLT leaders</p>	<p>This will continue into the next strategic plan</p>	<p>Staff write curriculum based on the Victorian curriculum for implementation in 2017. New curriculum components implemented this year. PL conducted for staff.</p>
	<p>Implement processes within the PDP that ensures all staff engage in documented collegiate classroom activities.</p>	<p>Existing templates redistributed to staff and explained to new staff. Included as part of the P&amp;D process for 2016</p>	<p>Jason Portelli AP overseeing P&amp;D process</p>	<p>All Year as part of the PDP cycle</p>	<p>All staff will engage in collegiate classroom activities, targeting a specific aspect of their practice. All staff participate in classroom observations. Team teaching in Year 10 humanities, HAPE, Science and LOTE</p>
	<p>Engage in structured collegiate classroom activities and observations of each PLT to map literacy, student engagement activities, differentiation, establishment of high expectations.</p>	<p>Organisation with PLTs to observe classes at each year level in order to develop a map of practice at SCHS.</p>	<p>Jason Portelli</p>	<p>Terms One to Three</p>	<p>Map of existing practice produced for PLT leaders / leadership team to use in the planning process for the new SSP and to guide future PL opportunities. Information to feed into the review of the existing Teaching and Learning model.</p>
	<p>Engage student focus groups in reflection and observation of teaching practice with a focus on developing a better understanding of: Stimulating Learning, Teacher</p>	<p>Work with the Learning and Assessment LT in engaging a broad base of students from Year s 9 - 12 in discussions and</p>	<p>Jason Portelli William Donaldson</p>	<p>Semester One</p>	<p>Student panels will be able to present their thoughts on different areas of our practice as well as teaching and learning here at SCHS. Feedback on Learning styles and Preferences as well as Assessment, will be collated and fed back to staff in order to guide their practice.</p>

	Effectiveness and Learning Confidence.	feedback panels on different areas of teaching practice, learning styles and assessment.			Analysis of SASS, in particular teacher empathy and stimulating learning. Emphasis on learning styles and the connection to assessment across all year levels. Year 9 Induction program to identify learning styles for each student and for teachers to then use that information to inform classroom practice and assessment styles.
	Implement school-wide assessment practices that meet the needs of learners and allow for improved learner outcomes	Staff PL on a range of assessment strategies and the use of data from assessments to inform curriculum and teaching.	William Donaldson Martha Goodridge-Kelly PLT leaders	Throughout 2016	PLT leaders will develop sound assessment practices within their various subjects that inform next steps for teaching and learning. In addition, there will be a focus on a variety of assessment modes so that students are not just writing tests or exams. Demonstrated understanding by teachers of different learning styles and connected assessment styles. SASS data improves in teaching and learning, particularly in Year 9 and 10 in 2016.
	Complete an assessment review for Senior school curriculum	Create a tool which PLT leaders can use in their departments to evaluate assessment and quantity of assessment to achieve results.	William Donaldson	Semester One	A report which examines the volume and variety of assessment that is currently being undertaken at SCHS has been completed and shared with staff and PLT leaders to inform next steps. Documented plan for 2017 to implement an improved assessment calendar with improved assessment styles. Develop and document a new assessment model.
	Increase students ownership of their learning	Staff PL on varieties of learning styles. Diagnostic tools created to measure students learning styles. Work with LT Teacher Practice to develop teachers strategies to deliver curriculum.	William Donaldson Jason Portelli	Throughout 2016	SASS-Decrease in student distress and increase in learning confidence Varied classroom practice to meet the needs of our learners at SCHS and to develop their tools for lifelong learning.
<b>3. Improve student learning by continuing to build leadership capacity of middle level leaders (PLT levels) within a distributed leadership model</b>	Engage middle level leadership in professional learning to develop their leadership capacity.	Combination of both external and internal PL opportunities [leadership, coordination]	Jason Portelli Frances Muollo	Term One	Middle level leadership have an increased capacity to lead their teams effectively in the implementation of both curriculum as well as student coordination/wellbeing programs. PL/PD for PLT leaders focussing on building PLC Develop the next step in the formation of cross faculty PLC/PLT.


## Annual Implementation Plan: for Improving Student Outcomes

<b>ENGAGEMENT</b>					
<b>Goals</b>	<p>To create a collaborative, supportive and stimulating learning community that promotes student well-being and uses engagement strategies that enable optimal student learning</p>	<b>Targets</b>	<p>Using 2012 results as a benchmark, show continuous improvement in each of the planning periods in opinion survey variables (staff, parents and students) related to student engagement and well-being</p>		
<b>12 month targets</b>		<p>The Engagement &amp; Enrichment program is focussed on the co-curricular program for 2016. The idea of the 'Renaissance person' is for a broad based education and for students to participate in a wide range of activities, including physical activity. The aim of this approach is to develop more resilient students at a select entry school where they tend to get very stressed; the co-curricular program is a part of reducing that stress and developing student's interpersonal and social skills; improving their social and emotional learning.</p>			
<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>
	Successful implementation of the co-curricular program	Period allowance Staff Meeting time	LT E&E to oversee the program CC staff	3 years to see this fully become embedded within the school's curriculum	Student/staff/parental feedback Connectedness to school data-improvement across all year levels End product – Students working toward an end result i.e. competition, performance, expo School musical-first one at the school
	Increase student participation within extra-curricular activities. House points to become 'live' on Compass	Promotion within house meetings Distributing information utilising Compass	House Leaders, sports coordinator, student leadership, E&E leader	12 months	Participation data-documented and recognised -school colours system Improvement in Student Distress, Connectedness to school and peers data across all year levels House points and Values cards reflected on Compass-collated data

	Increase student led initiatives and activities. Increase in student body representation. - link in with Alumni	Time allocation to student meetings Time allocation to lunch time activities Allow Students to run house meetings Empower students to take ownership of SCHS culture	Student Leadership, E&E leader, Learning and Assessment Leader	12 - 24 months	Implementation of student led activities-how many student led activities started in 2016? Increase in activities from 2015 Increase in connectedness to school data across all year levels. Student leadership feedback-through SRC Staff feedback Increase in use of 'creating conversations' outside of classroom activities
	Leadership camp for current year 9 and 10 students		E&E Leader Middle years leader	12-24 months	Building student capacity-an increase in the number of student applicants for positions of leadership Increase in the number of male students applying for student leadership positions

## Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	<b>To create a collaborative, supportive and stimulating learning community that promotes student well-being and uses engagement strategies that enable optimal student learning</b>		Targets	<b>Using 2012 results as a benchmark, show continuous improvement in each of the planning periods in opinion survey variables (staff, parents and students) related to student engagement and well-being</b>	
		12 month targets	<b>One of the key indicators from the Student Attitude to School Survey data is a decline in learning confidence from Year 9 through to Year 12. This has been identified as being caused by a lack of resilience of the students. Our students arrive having been 'big fish in a small pond' and easily achieving top marks often with little effort. They then arrive here and are suddenly a 'small fish in a big pond' and not getting top marks as easily as they did at their previous school. We need to teach our students how to be effective students.</b>		
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
	Develop and implement a Year 9 induction program to improve the resilience of our students for the long	Develop a 4 week program across classes and curriculum	Head Middle School and Middle School Team	Ready for T1 2016	At the end of 2016 evaluation of student feedback and staff feedback on the induction program- a documented program for 2017 Improvement in SASS data, in particular connectedness to peers, student morale, student distress, learning confidence

	term and to 'teach' them how to be students of SCHS	Curriculum mapped for learning			
	Use of COMPASS to support wellbeing team and student outcomes	Ongoing evaluation of School data to facilitate direction in tutorial and teacher focus	Middle & Senior School team	From commencement of 2016	Improvement in data use and identification of key focuses and improvement in agreed areas of focus Wellbeing data being correlated to SASS data
	Development of agreed practices and structures in newly formed Middle school and Senior School teams	Meeting schedule - common time to meet Agreed roles and responsibilities set out Access to compass - establishing meeting areas and offices	Head MS and Middle School team Head SS and Senior school team	From commencement of Term 1	Clear and agreed processes are communicated to all staff, students, parents Middle School and Senior School team meetings, house meetings and year level meetings Development of wellbeing leaders

## Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
<b>Goals</b>	To maximise the use of physical, financial and human resources in order to achieve the school's strategic plan	<b>Targets</b>	<b>A workforce plan has been developed annually</b> <b>Program budgets are developed and delivered to maximise outcomes for students</b> <b>Compass Manager rolled out to all areas of the school</b> <b>Provide support for those students most in need (Equity Funding \$53000)</b>		
		<b>12 month targets</b>			
<b>KIS</b>	<b>ACTIONS:</b> what the school will do	<b>HOW</b> the school will do it (including financial and human resources)	<b>WHO</b> has responsibility	<b>WHEN</b> timeframe for completion	<b>SUCCESS CRITERIA:</b> Markers of success reflecting observable changes in practice, behaviour, and measures of progress

<b>Equity Funding</b>	Provide financial assistance to students in need to ensure equitable access to all school programs	Establish a specific account with clear expenditure guidelines	Heads of Sub School Business Manager	End of 2016	All students have equal access-guidelines developed to access funds-\$33K Data collected on who, how and why supported SASS-school connectedness
<b>Equity Funding</b>	Provide extra English tutoring	Period allocation to VCE english teachers to support small groups	English PLT Leader	End of 2016	Improved VCE English results Identify students in need \$20K
<b>Compass Manager</b>	Compass Manager is used as the single platform for learning management, assessment and reporting, wellbeing and daily organisation	Roll out of new modules including learning tasks, reporting and transitioning to Edval	Principal class, Daily Organiser, LT Teaching Practice and Network Manager	End of 2016	Compass is being used by all staff Parent Portal is accessed by more than 85% of parents All reporting is completed and accessed through Compass Compass is considered by the community to be the main communication portal-Improvement in Parent Opinion Survey data
<b>Workforce</b>	Develop a flexible and strategic workforce plan that takes into account the needs of the curricular and co-curricular program	Documented workforce plan	Principal class and Consultative Committee	Semester 2	Workforce strategy is developed and communicated to staff

## 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	

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