

# 2016 Annual Implementation Plan: for Improving Student Outcomes

8823

Templestowe College  
2016

Based on Strategic Plan 2014 - 2016

## Endorsements

Endorsement by School Principal	Signed..... Name: Peter Hutton Date: 15/03/2016
Endorsement by School Council	Signed..... Name: Jo Skuse Date: 24/03/2016
Endorsement by Senior Advisor	Signed..... Name: Mark Flack Date: 15/03/2016

## 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	✓

### 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.

In 2016, Templestowe College will be in the 3<sup>rd</sup> year of its current strategic plan, with the vision "being a supportive community, empowering students to manage their individualised learning and turn ideas into reality".

The school has made good progress in relation to its SSP targets over the past 2 years, with all being met. It is therefore important to meet the 3<sup>rd</sup> year targets at the same time as managing the continued growth of the school. An important part of this planning is ensuring that the structures put in place are built for the school to grow into, rather than put in place when issues associated with growth arise. Many of the KIS below cross over priority areas.

These targets have been created using NAPLAN data, Students OnDemand data, AUSVELS levels, student opinion survey data and Parent Satisfaction Data.

### 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
Curriculum planning and assessment Building practice excellence	<ul style="list-style-type: none"> <li>To rigorously use and evaluate On Demand testing and PAT Maths tests each semester to ensure high levels of student in-class effort and put in place remediation for those students not making at least 1 years progress, providing that they are not already testing at 12 months ahead.</li> <li>To further develop the Individualised Learning Plans already used by each student based on their passions and interests. Completing and maintenance of the ILP is largely a student responsibility at TC, but we want to develop automated ways to see that students are regularly referring and adding to it.</li> <li>To ensure that staff continue to provide engaging lessons, timely feedback and ensure that students are fully informed about their progress</li> </ul>
Empowering students and building school pride	<ul style="list-style-type: none"> <li>To review 2 way feedback taking place in the school, focusing on quality and the ways that the feedback is used.</li> <li>Development of the student leadership models within the school, specifically focusing on the leadership academy and the role of the SRC.</li> </ul>
Building communities	<ul style="list-style-type: none"> <li>Build vibrant and exciting relationships amongst the school community by strengthening the House system. This will also include putting in triage measures to ensure that no student at TC "fails"</li> </ul>
Building practice excellence Building communities Building leadership teams	<ul style="list-style-type: none"> <li>To develop a range of for profit businesses and social enterprises businesses that will encourage students to build and develop their entrepreneurial skills.</li> <li>To continue to raise revenue that will act as additional funding for student programs</li> <li>To effectively use Equity Funding assigned to the school</li> <li>To develop links with external experts and supporters</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT Goals		Targets																			
		12 month targets																			
To improve student learning outcomes by putting students in charge of ensuring their own progress.		<p>For all students under VCE level to make an average of at least one year's gain over 2015 (provided that they are not already 12 months ahead) in On Demand Testing in each of;</p> <p>Literacy – Reading Mathematics – Number &amp; Algebra</p> <p>For all students to continue to monitor and modify their Individualised Learning Plan.</p>																			
		<p>To continue the good progress made by students in literacy and numeracy, using NAPLAN as data. Current matched cohort growth is shown below. Current Data for those students sitting the year 9 NAPLAN tests is:</p> <table border="1"> <tr> <td colspan="3">Numeracy</td> </tr> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> <tr> <td>19.6.</td> <td>54.9.</td> <td>25.5</td> </tr> <tr> <td colspan="3">Reading</td> </tr> <tr> <td>16.3.</td> <td>59.2.</td> <td>24.5</td> </tr> </table> <p>Target for 2016 to be: Low Growth 15% and high growth 30%.</p> <p>For programs to be in place that support students who are not making progress as identified in English and Maths. In 2015 there were programs running such as English Communication and Practical Maths, for 2016 these programs should be extended.</p> <p>For all OnDemand data to be available through the online parent portal to parents and students and updated at the beginning, middle and end of the year.</p>	Numeracy			Low	Medium	High	19.6.	54.9.	25.5	Reading			16.3.	59.2.	24.5				
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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 rigorously use and evaluate On Demand testing and PAT Maths tests each semester to ensure high levels of student in-class effort and put in place remediation for those students not making at least 1 years progress, providing that they are not already testing at 12 months ahead.	<p>Review of On Demand Monitoring Process</p> <p>Review of PAT Maths as an assessment tool</p> <p>Ensure regular testing of students using OnDemand testing and PAT Maths</p>	<p>A review process carried out by the curriculum committee (comprising of the Assistant Principal. Learning area leaders, students and staff)</p> <p>Continue to explore alternatives to On Demand testing as a form of tracking students progress</p> <p>Continue to use OnDemand testing regularly</p> <p>Continue to use PAT Maths to assess students level of achievement and suitability to progress to their next Maths level</p>	<p>Assistant Principal PEL MDAL Learning Development Leaders (LDLs)</p> <p>Assistant Principal MDAL Literacy Consultant</p>	<p>12 Months</p> <p>2 times per year 12 months</p> <p>12 Months</p> <p>Term 1, end of term 2 and end of term 4</p> <p>Mid year and end of year</p>	<ul style="list-style-type: none"> <li>A documented discussion analysing the use of On Demand data</li> <li>OnDemand testing carried out for those students at Pre VCE level at least two times per year</li> <li>A document produced for students and parents on how to use and analyse OnDemand and PAT Maths data</li> <li>OnDemand data being available to all students and parents through Compass. This should be updated at the beginning, middle and end of the Academic year.</li> <li>Those students that have been identified as not making 6 months progress at the middle of the year to receive counselling on strategies to improve on their progress being made. Alternative courses, additional support in the form of tutoring and liaison with parents will be some of those support strategies in place. These sessions will be led by the Head of House and supported by the Learning mentors.</li> </ul>																
To further develop the Individualised Learning Plans already used by each	Continue to develop the ILP process. All students at TC have an ILP and this process will be refined to make the document more relevant to the students career plan.	<p>A new Assistant Principal has been employed for 2016 with the specific role of looking at Transitions through the School. This role is heavily related to the ILP.</p> <p>The school will seek out feedback from students, parents and staff on how the ILP process can be improved.</p>	<p>Assistant Principal LDA</p> <p>Learning Development Leaders</p>	<p>Twice per year</p> <p>Twice per term</p>	<ul style="list-style-type: none"> <li>A feedback survey carried out at least twice per year to seek out parent and student levels of satisfaction on the ILP process. All parties should have a high degree of satisfaction with their career plan.</li> <li>Sessions to take place as part of Learning Mentor sessions after release of WASHI (Work and Study Habits Index) two times per term. An additional box</li> </ul>																

<p>student based on their passions and interests. Completing and maintenance of the ILP is largely a student responsibility at TC, but we want to develop automated ways to see that students are regularly referring and adding to it.</p>		<p>Incorporate regular student self assessments and “What I need to do next” into the ILP monitoring and feedback process.</p> <p>Identify and trial ways of more efficiently conducting careers education</p>	<p>Heads of house All staff</p> <p>Assistant Principal LDA</p>	<p>Ongoing</p>	<p>added to ILP (how can I improve?). At the end of each term an automated email will be sent home based around the contents of this section of the ILP.</p> <ul style="list-style-type: none"> <li>Carry out a careers audit in line with guidelines produced by Careers Victoria to produce a document recommending changes to our Careers program to be implemented as soon as practically possible.</li> </ul>
<p>To ensure that staff continue to provide engaging lessons, timely feedback and ensure that students are fully informed about their progress</p>	<p>Ensure that the learning taking place within classrooms is engaging, and at the correct level of cognitive involvement for students. The difficulty of work should continually be modified for each individual student to ensure that an appropriate level of challenge exists within the classroom.</p>	<p>Introduce a student feedback survey created by staff and students that is released to students for staff to get feedback on their teaching.</p> <p>Create a TC learning statement and a typical lesson structure to give guidance on what a typical lesson at TC looks like.</p> <p>Collect and modify resources based on student feedback and suggestions against the TC "good curriculum" standards. Ensuring that there are a range of resources that can cater for different students.</p> <p>Increase the proportion of active class activities that involve direct student participation.</p> <p>Continue to give students feedback on a three week cycle on their Work and Study Habits (called the WASHI).</p>	<p>Assistant Principal PEL MDA Learning Development Leaders</p> <p>Assistant Principal MDAL LDLs</p> <p>Assistant Principal PEL</p>	<p>2 times per term</p> <p>End of year</p> <p>2 times per term</p> <p>Monthly</p>	<ul style="list-style-type: none"> <li>A student feedback survey released twice per term that gives students an opportunity to give feedback to staff. The data gathered to be released to staff to implement strategies as part of the PDP process.</li> <li>A documented policy on Learning@TC produced by the end of the year and then released to all students, staff and parents. The document will be produced alongside consultation in at least two curriculum committee meetings.</li> <li>Student feedback on resources collected through the student feedback survey twice per term.</li> <li>The Work and Study Habits Index (WASHI) released every 4 weeks to give feedback to students and parents.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT Goals		Targets				
To improve the engagement of students and support students to use their time productively and to maximum effect.			Student Opinion data has already passed targets set in the SSP. New targets are based around the implementation of TC measures. These are: All staff to use feedback from students to identify areas for improvement in their Practice. This should take place two times per semester. Increased student satisfaction in the role of the SRC, as measured through a student opinion survey.			
		12 month targets	Maintain Parent Satisfaction in these areas. Current levels are Connected to peers (74 <sup>th</sup> percentile), Student Motivation (97 <sup>th</sup> Percentile) and School Connectedness (98 <sup>th</sup> percentile). Review of ILPs complete including student, staff and parental feedback. ILPs are currently completed by 100% of students. For the SRC to meet at least three times per term as a group who move beyond student voice to student action. SRC met twice per term in 2015.			
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 review 2 way feedback taking place in the school, focusing on quality and the ways that the feedback is used.	Students and staff should be using data to improve their practice within school.	Regular review with school leadership group  Introduce a student feedback survey created by staff and students that is released to students for staff to get feedback on their teaching.  Teacher time assigned to individual/group conferencing  On Demand Assessment used until suitable alternative discovered  High quality feedback PD for staff	Principal  Literacy Consultant  Assistant Prin SHO  Assistant Principal MDAL  LDLs	Monthly  12 months  12 months  Monthly  Twice per term	<ul style="list-style-type: none"> <li>Actions implemented from leadership meeting</li> <li>Dyslexia Screener, PAT English Assessments added to program in 2016 and all students to be screened for Dyslexia. On Demand still being used at least twice per year.</li> <li>Staff allocated time to give feedback in English, Maths and Science. This time is to be available to all students and staff are to be available for 100% of this time.</li> <li>At least 1 PD session per term to be based on giving high quality feedback to students.</li> <li>Student feedback collected twice per term and staff PD session used to give staff guidance on using this data.</li> </ul>	
Development of the student leadership models within the school, specifically focusing on the leadership academy and the role of the SRC.	Leadership Academy to be guided by the SRC and also expanded to include students from other schools  Revamp the SRC, with a focus on it being student led	Link with other school with similar school vision  Revamp of Leadership academy led by the Principal and School Captains  Leadership Academy to work with external providers and students in the school to create a program	Principal  Principal School Captains  Heads of House  Leading Teacher VPE	Twice per term  Mid year  By Term 3  By Term 2	<ul style="list-style-type: none"> <li>SRC to meet at least twice per term as a group led by the School Captains, whilst being mentored by the Principal</li> <li>A document to be produced titled Leadership @ TC documenting the different leadership possibilities at TC. This will be shared with all students, staff and parents.</li> <li>A survey of all students to assess whether their needs for their leadership development are being met. This should take place at the beginning, middle and end of year.</li> <li>A student satisfaction survey produced to analyse whether students needs for their education are being met. This will be reviewed by the SRC at their meetings to aim for an increase in the base level collected from the first survey.</li> </ul>	

# Annual Implementation Plan: for Improving Student Outcomes

<b>WELLBEING</b>					
<b>Goals</b>		<b>Targets</b>	TC already has very high levels of engagement within the school (currently above the 90 <sup>th</sup> percentile in the parent opinion survey) having exceeded targets set in the strategic plan. Current targets are now to maintain levels above the 90 <sup>th</sup> percentile as well as meet the targets set below.		
		<b>12 month targets</b>	To carry out Student Attitude to School Survey in 2016. In 2014 when the survey was last carried out the data averaged at 4.0. Aim for student Opinion data to be at: School Connectedness to 4.15 Connectedness to Peers to 4.20 Teacher Empathy to 4.00 Build opportunities for parents to be involved in House Activities Develop leadership opportunities for students through the Leadership Academy and the SRC. In 2015 the Leadership worked as a separate body to the SRC, whereas in 2016 the two will be linked together.		
<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>
Build vibrant and exciting relationships amongst the school community by strengthening the House system. This will also include putting in triage measures to ensure that no student at TC "fails"	Build opportunities for parents to be involved in House Activities  Build on the links with the local community	Group set up to plan for events and activities to run  Liaison between House, students and parents to be co-ordinated by the House team  Increased link between House system and Learning Mentor system  College Council input	Assistant Principal PEL College Council  Assistant Principal SHO Leading Teacher VPE Heads of House	Termly after being created through term 2  12 Months	<ul style="list-style-type: none"> <li>A TC version of the parent opinion survey created that measures parents feeling to their involvement within the house system. This will give a base level to which to form a plan to increase engagement</li> <li>A documented plan produced with planned initiatives to increase involvement within the house system.</li> </ul>



# Annual Implementation Plan: for Improving Student Outcomes

<b>PRODUCTIVITY Goals</b>		<b>Targets</b>				
To maximise the use of the school's financial resources to enable us to maximise the amount of funds to be spent on special educational projects		<b>12 month targets</b>	To develop independent income sources that will enable \$500K per year to be spent on special educational projects			
		Expenditure tracked on special educational projects Partnerships formed with business mentors An increased and documented knowledge of our communities' skills, passions and interests.				
<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 range of for profit businesses and social enterprises businesses that will encourage students to build and develop their entrepreneurial skills.	Expenditure tracked on special educational projects	Employment of Entrepreneur in Residence  Invite speakers from Industry to speak at lunchtime sessions  Students to form partnerships with businesses and mentors external to the school  Students supported by their learning mentors to develop business ideas.	Principal PHU  Assistant Principal LDA Staff	1 per term Ongoing  End of term 3	<ul style="list-style-type: none"> <li>Lunchtime lectures given at least once per term from term 2 onwards</li> <li>Up to 10 seed grants of \$2500 to be awarded to students based upon their applications to this process.</li> <li>All students to have a "plan C" or a business that they could set up by the end of the year. This will be recorded in their Individualised Learning Plan</li> </ul>	
To continue to raise revenue that will act as additional funding for student programs	Analysis of minor expenditure to see if savings possible	Principal to work with the Business Manager and then working with the rest of the school staff to implement	Business Manager Principal	End of Term 3	<ul style="list-style-type: none"> <li>Revised predicted expenditures for 2017</li> <li>A larger proportion of the financial planning available for students "bigger" projects</li> </ul>	
To effectively use Equity Funding to raise achievement of students.	Use of Equity Funding	Employment of Literacy Consultant to work with all staff developing strategies to improve strategies for students with lower levels of literacy.  Forming a class to support students with dyslexia to improve upon their literacy	Literacy Consultant Assistant Principal All staff	Term 1 Term 1  End of term 2  End of term 3	<ul style="list-style-type: none"> <li>All students to be screened for dyslexia by the end of term 1</li> <li>All students studying at a level lower than VCE to have been OnDemand tested in both Literacy and Numeracy.</li> <li>Staff to have been trained with support for those students with Dyslexia through at least 2 staff PD sessions, including one session run by an external agency.</li> <li>Staff training to be placed into the staff PD calendar with topics based around strategies to support low levels of literacy.</li> </ul>	
To develop links with external experts and supporters	Continue to develop the links formed with experts.  Use the wealth of experience and expertise within the school community  Sharing of passions and interests within the community  Promote the Take Control style of education	Community sharing of passions and interests Student and community tutors  Develop a bank of community volunteer mentors through organisations, such as Rotary, who can offer support for those students and parents who require support with the monitoring process.  To develop a bank of approved out of school activity providers including scouts, sporting clubs etc. Actively promote and support the development of the Take Control model of student empowerment to the broader educational community	Principal  Leading Teacher Community  All staff	End of year  End of year End of year Each term	<ul style="list-style-type: none"> <li>By the end of the year a list will be available of passions and interests of parents and those interested in working with the school</li> <li>Have a list of community volunteer mentors who want to work with students</li> <li>Have a list of approved out of school activity providers</li> <li>Worked with other schools. At least two schools per term, but this will depend on the demand from other schools that we cannot control.</li> </ul>	

# 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	