

# Annual Implementation Plan: for Improving Student Outcomes

School name: Hopetoun P-12 College

Year: 2017

School number: 8904

Based on strategic plan: 2017-2019

Endorsement:

Principal Mr Graeme Holmes 8/3/2017

Senior Education Improvement Leader Mr Brendan Ryan [date]

School council Mr Simon Cook 8/3/2017

Approved by School Council on 8/3/2017

## Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> <li>To Improve student learning gain for every student in all domains</li> <li>To establish and embed a Hopetoun P-12 College Culture</li> <li>To ensure students feel safe, positive and motivated to learn</li> </ul>	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	

**Improvement Initiatives rationale:**  
 Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

The school peer review report from 2016 highlighted that the College refocus on the Visible Learning initiative already commenced and implement an assessment schedule to facilitate better monitoring of student performance and inform teaching practice. To create a positive climate for learning the review also recommended continued implementation of the School Wide Positive Behaviour Support (SWPBS) program. The Annual Implementation Plan seeks to prioritise these two key recommendations from the review that will also assist in embedding the Framework for Improving Student Outcomes (FISO) at Hopetoun P-12 College.

**Key improvement strategies (KIS)**  
 List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
<b>Excellence in Teaching and Learning</b>	<ul style="list-style-type: none"> <li>Build staff capacity to recognise and implement an agreed Instructional Model.</li> <li>Build staff capacity to identify and use a range of data sets to inform both teaching and assessment for every student</li> </ul>
<b>Professional Leadership</b>	<ul style="list-style-type: none"> <li>Develop the roles and responsibilities of each member of the Leadership Team, each member of staff and School Council</li> </ul>
<b>Positive Climate for learning</b>	<ul style="list-style-type: none"> <li>Build staff and student capacity to promote positive interactions and behaviours through development and implementation of programs such as School Wide Positive Behaviours</li> </ul>



## Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		To Improve student Learning gain for every student in all domains																																																																																																					
IMPROVEMENT INITIATIVE		Development of and agreed Instructional Model (incorporating visible learning) and promote the use of data																																																																																																					
STRATEGIC PLAN TARGETS		NAPLAN relative Growth to have 80% in High/Medium Category Yrs 3-5 in Reading, Writing, Spelling, Grammar and Numeracy				NAPLAN relative Growth to have 80% in High/Medium Category Yrs 7-9 in Reading, Writing, Spelling, Grammar and Numeracy																																																																																																	
		PAT Testing Growth – effect size of 0.4 for Reading, writing and maths				Attitudes to School Teacher effectiveness – improve Yr5/6 to at least 4.3 and maintain Yr 7-12 to at least 3.85 or better																																																																																																	
12 MONTH TARGETS		<b>NAPLAN</b> <table border="1"> <thead> <tr> <th>Growth H/M</th> <th>2016 achd</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60</td> <td>80</td> <td></td> <td>80</td> </tr> <tr> <td>Writing</td> <td>60</td> <td>80</td> <td></td> <td>80</td> </tr> <tr> <td>Spelling</td> <td>60</td> <td>80</td> <td></td> <td>80</td> </tr> <tr> <td>Grammar</td> <td>80</td> <td>80</td> <td></td> <td>80</td> </tr> <tr> <td>Numeracy</td> <td>60</td> <td>80</td> <td></td> <td>80</td> </tr> </tbody> </table> <b>PAT Test</b> <table border="1"> <thead> <tr> <th>Growth H/M</th> <th>2016 achd</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td></td> <td></td> <td></td> <td>0.4</td> </tr> <tr> <td>Reading</td> <td>0.13</td> <td></td> <td></td> <td>0.4</td> </tr> <tr> <td>Maths</td> <td></td> <td></td> <td></td> <td>0.4</td> </tr> </tbody> </table>				Growth H/M	2016 achd	2017	2018	2019	Reading	60	80		80	Writing	60	80		80	Spelling	60	80		80	Grammar	80	80		80	Numeracy	60	80		80	Growth H/M	2016 achd	2017	2018	2019	Writing				0.4	Reading	0.13			0.4	Maths				0.4	<b>NAPLAN</b> <table border="1"> <thead> <tr> <th>Growth H/M</th> <th>2016 achd</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>85</td> <td>77</td> <td></td> <td>80</td> </tr> <tr> <td>Writing</td> <td>57</td> <td>77</td> <td></td> <td>80</td> </tr> <tr> <td>Spelling</td> <td>85</td> <td>77</td> <td></td> <td>80</td> </tr> <tr> <td>Grammar</td> <td>85</td> <td>77</td> <td></td> <td>80</td> </tr> <tr> <td>Numeracy</td> <td>100</td> <td>77</td> <td></td> <td>80</td> </tr> </tbody> </table> <b>Teacher Effectiveness</b> <table border="1"> <thead> <tr> <th>School/state</th> <th>2016 achd</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>5-6</td> <td>3.60/4.38</td> <td>4.38</td> <td></td> <td>4.3</td> </tr> <tr> <td>7-12</td> <td>3.79/3.63</td> <td>3.63s</td> <td></td> <td>3.85</td> </tr> </tbody> </table>			Growth H/M	2016 achd	2017	2018	2019	Reading	85	77		80	Writing	57	77		80	Spelling	85	77		80	Grammar	85	77		80	Numeracy	100	77		80	School/state	2016 achd	2017	2018	2019	5-6	3.60/4.38	4.38		4.3	7-12	3.79/3.63	3.63s		3.85
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<b>INSTRUCTIONAL MODEL</b> Build staff capacity to recognize and implement an agreed instructional model.	<ul style="list-style-type: none"> <li>Develop a structure and role for the Curriculum Team. Invite teachers to join the Curriculum Team.</li> <li>Professional reading on instructional models is made available to leadership team and staff electronically on the staff drive.</li> </ul>	Viv Penman & Maxine Wright	T1	6 months: <ul style="list-style-type: none"> <li>Curriculum team have developed, and there is staff agreement on, an instructional model.</li> <li>Curriculum meetings include staff professional development on the instructional model.</li> <li>Staff feedback is sought on the process.</li> <li>All three stages of the instructional model is <i>evolving</i> across the school in all domains.</li> <li>Professional reading on instructional models completed by members of the leadership team.</li> </ul>																																																																																																			
	<ul style="list-style-type: none"> <li>Curriculum team create an instructional model that incorporates elements of Visible Learning from 2016 feedback and initial staff forum 2017.</li> <li>Staged implementation of the instructional model focused on component parts of the learning model. Start, middle and end. Each treated individually over the first six months of the year. Conducted in PLTs.</li> <li>Introduce Professional Learning Teams (PLTs) to the College. Teachers are supported in the implementation of the instructional model through the PLT</li> </ul>		T2 Curric Day week 1	12 months: <ul style="list-style-type: none"> <li>Three elements of the instructional model are</li> </ul>																																																																																																			

	approach.			<i>embedded</i> in 100% of classrooms through learning walk throughs.				
	<ul style="list-style-type: none"> <li>Introduce learning walk throughs to observe the three elements of the model</li> </ul>		T3 – T4	<ul style="list-style-type: none"> <li>Student survey demonstrates trend data towards targets for 2019 in teacher effectiveness.</li> <li>NAPLAN 2017 indicates trend data towards 2019 targets.</li> </ul>				
	<ul style="list-style-type: none"> <li>External consultancy support to implement a rigorous literacy block in Primary School.</li> </ul>	Viv Penman	T1-4					
<b>DATA</b> Build staff capacity to identify and use a range of data sets to inform both teaching and assessment for every student	<ul style="list-style-type: none"> <li>Staff briefing on assessment and moderation policy schedule and requirements for 2017.</li> <li>Item analysis from 2016 NAPLAN and PAT.</li> <li>Analysis of previous year's VCE results (term 1) and monitoring of VCE student progress through VCE PLT, including using a case study approach and chaired by Assistant Principal.</li> </ul>	Viv Penman & Maxine Wright	T1  T1-4	6 months: <ul style="list-style-type: none"> <li>Primary data collected and professional development provided to teachers.</li> <li>Staff briefed on assessment schedule 2017 and requirements of staff across all domains.</li> <li>Staff briefing on NAPLAN completed.</li> <li>Analysis of VCE data completed and professional development provided to VCE staff.</li> </ul>				
	<ul style="list-style-type: none"> <li>All Staff briefed on NAPLAN preparation and use of NAPLAN data at Curriculum Day at start of term 2 (1.5hours).</li> <li>Professional development conducted on data sets contained in assessment policy.</li> <li>Primary Prep to 6 staff collect data in term one and in PLTs discuss the implications of the data for teaching and learning.</li> <li></li> </ul>		T2	12 months: <ul style="list-style-type: none"> <li>Professional Development on data sets used in schools Assessment Plan completed.</li> <li>NAPLAN 2017 data analysis completed with whole staff. Focus on growth data and teacher judgement comparisons with semester one reports.</li> <li>Assessment schedule completed for 2017 and reviewed.</li> <li>Semester one 2018 assessment tasks submitted for all domains and reviewed by curriculum committee.</li> </ul>				
	<ul style="list-style-type: none"> <li>Item analysis from 2017 NAPLAN and PAT.</li> <li>All staff submit assessment tasks and success criteria for all domains to curriculum committee for feedback.</li> </ul>		T4					

## Section 2: Improvement Initiatives

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IMPROVEMENT INITIATIVE		Implementation of School Wide Positive Behaviour Program: FISO Domain Positive Climate for learning																																														
STRATEGIC PLAN TARGETS		Attitudes to School Connectedness to peers, Student Morale, school connectedness, student motivation – 5-6 & 7-12 <table border="1"> <tr><td>5-6 / 7-12</td><td>2019</td></tr> <tr><td>Peers</td><td>4.30 / 4.10</td></tr> <tr><td>Student Morale</td><td>5.60 / 4.85</td></tr> <tr><td>connectedness</td><td>4.00 / 3.70</td></tr> <tr><td>motivation</td><td>4.50 / 4.25</td></tr> </table>				5-6 / 7-12	2019	Peers	4.30 / 4.10	Student Morale	5.60 / 4.85	connectedness	4.00 / 3.70	motivation	4.50 / 4.25	Attendance Data <table border="1"> <tr><td></td><td>2019</td></tr> <tr><td>P-Yr6</td><td>17.0</td></tr> <tr><td>Yr7 – Yr12</td><td>19.0</td></tr> </table>				2019	P-Yr6	17.0	Yr7 – Yr12	19.0																								
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<b>Positive Interactions</b> Build staff and student capacity to promote positive interactions and behaviours through development and implementation of programs such as School Wide Positive Behaviours	<ul style="list-style-type: none"> <li>Consolidate membership of SWPB team.</li> <li>Establish school values through visual representations around the school identified by staff and students.</li> <li>Develop teacher handbook.</li> <li>Student behaviour matrices displayed in all classrooms and understood by students.</li> <li>Professional Development with staff on teaching expected behaviours associated with school values.</li> </ul>	David Baulch  SWPBS Team of Mick, David R., Viv, Dave B & Suzi	Term 1	6 months: <ul style="list-style-type: none"> <li>Teachers SWPBS handbook completed.</li> <li>Rewards system for students reviewed and modified for senior students.</li> <li>Student participation in rewards scheme.</li> <li>Visual representation of school values displayed throughout the school, including behaviour matrices.</li> <li>Membership of SWPBS team finalised and meetings conducted.</li> </ul>																																												
	<ul style="list-style-type: none"> <li>Review and modify the acknowledgement system for students to increase student engagement in the program.</li> <li>Collect SWIS data. Compass.</li> <li>Improve data collection process of student behaviour.</li> </ul>		Term 2	12 months: <ul style="list-style-type: none"> <li>Demonstrated communication of school values through newsletter / face book and website</li> <li>Bank of pastoral care lessons created.</li> <li>Professional development of staff on teaching school values and resources collected.</li> </ul>																																												
	<ul style="list-style-type: none"> <li>Explicit teaching of expected behaviours through pastoral care program.</li> <li>Continue to build benchmark data on student behaviour.</li> <li>Develop a bank of pastoral care lesson plans.</li> <li>Audit progress against 2016 Staff</li> </ul>		Term 4	<ul style="list-style-type: none"> <li>SET audit completed and reported to staff and school council, showing favourable trend in 2017 from 2016.</li> <li>Students familiar with school values and expected</li> </ul>																																												

	<p>Evaluation Tool (SET) data.</p> <ul style="list-style-type: none"> <li>•</li> </ul>		<p>behaviours outlined on the matrix.</p> <ul style="list-style-type: none"> <li>• Comparison of 2015, 2016 and 2017 student survey dat. Data collected and presented to staff with analysis.</li> <li>• At least half day or equivalent Professional Development day on SWPBS.</li> <li>• Student survey demonstrates trends towards stated targets.</li> </ul>				
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# Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		<b>To establish and embed a Hopetoun P-12 College Culture</b>																																														
<b>IMPROVEMENT INITIATIVE</b>		<b>Develop Leadership Structure and role descriptions</b>																																														
<b>STRATEGIC PLAN TARGETS</b>		<b>Staff Opinion Data</b> School Climate and School Leadership to maintain levels higher than state <table border="1"> <tr><td>School/state</td><td>2019</td></tr> <tr><td>Climate</td><td>71</td></tr> <tr><td>Leadership</td><td>71</td></tr> </table>				School/state	2019	Climate	71	Leadership	71	<b>Parent Opinion Data</b> School Improvement, Approachability, Parent Input and General Satisfaction to maintain or exceed state levels <table border="1"> <tr><td>School/state</td><td>2019</td></tr> <tr><td>Improvement</td><td>5.65</td></tr> <tr><td>Approachability</td><td>5.75</td></tr> <tr><td>Input</td><td>5.80</td></tr> <tr><td>General Satis</td><td>5.80</td></tr> </table>			School/state	2019	Improvement	5.65	Approachability	5.75	Input	5.80	General Satis	5.80																								
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<b>LEADERSHIP</b>  Develop the roles and responsibilities of each member of the Leadership Team, each member of staff and School Council	<ul style="list-style-type: none"> <li>Roles and responsibilities for all staff duties and positions of responsibility revised.</li> <li>Leadership team responsibilities detailed in new role statement and aligned to the four priorities of instructional model, data, SWPB and leadership for 2017.</li> <li>Development of instructional leadership capacity indicated by leading the development and implementation of an instructional model, leading staff in the use of data to inform practice, implementing classroom observations and building a positive school culture.</li> <li>Development of leaders' capacity to promote the vision, values and culture of the school.</li> <li>Coaching of leadership team by Brian Collins focusing on instructional leadership and developing school culture.</li> <li>All leadership team PDPs plans to incorporate a leadership development component.</li> </ul>	GH	Semester 1	6 months: New role statements distributed and enacted.	● ● ●																																											
			Semester 1	Roles and responsibilities of leadership positions reviewed for relevance in completion of strategic plan priorities. Leadership team satisfaction survey completed and benchmarked against 2016 data, showing improved scores. PD plans completed and professional development on consistent approach completed. Leadership team coaching sessions taken as per annual plan																																												
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	<ul style="list-style-type: none"> <li>Professional reading based on leading thinkers in educational leadership</li> <li>Explore a range of tools leaders use to support the implementation of FISO, such as decision making, consultation, planning, capacity building, innovation and the school improvement continua in a high reliability school.</li> </ul>		<p>Terms 2 and 3</p> <p>Throughout the year</p>	<p>stated targets for 2019.</p> <p>Leadership improvement survey showing growth in leadership capacity.</p>				
				<p>12 months:</p>	<p>● ● ●</p>			

## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>		Building Refurbishment Program - \$246K PMP (CARS) funding						
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>		Positive Environment for Learning						
<b>STRATEGIC PLAN TARGETS</b>								
<b>12 MONTH TARGETS</b>								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<b>PHYSICAL RESOURCES</b> To successfully allocate the \$246K PMP funding allocated in 2016	<ul style="list-style-type: none"> <li>Meet with Project Manager and Department officials to determine the scope of works and a priority order</li> <li>Approve plans of works in line with current College Grounds Master Plan</li> <li>In conjunction with the Project Manager negotiate timelines and areas of work to be conducted</li> </ul>	GH GH GH/SC GH	Semester 1	6 months: Project Manager appointed and Scope of works approved by School Council and signed off	● ● ●			
				12 months:	● ● ●			



# Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	<b>Building practice excellence</b>	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
<b>Next Steps:</b>				