

Annual Implementation Plan: for Improving Student Outcomes

School name: Fountain Gate Secondary College

Year: 2017

School number: 8870

Based on strategic plan: 2015-2018

Endorsement:

Principal  (date) 28/02/2017.

Senior Education Improvement Leader 

School council  (date) 28/2/2017

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 |
|---|
| <p>Achievement: To improve student achievement across the College To improve student growth across the College</p> <p>Engagement: To improve student attendance to be at or above the state average of the number of days absent To increase student involvement and participation in their learning through making a whole school commitment to student voice and leadership. To increase the role of student leaders in the school. To improve school spirit and culture to create a stimulating environment that aims to improve school connectedness for the entire school community To maintain strong connections to our feeder primary schools to ensure stable enrolment each year To develop and implement improved elective pathways processes from Year 8 to Year 9 To ensure that all new staff and students engage in induction To build positive relationships and connections between students, staff, the school and the community with a focus to improve student wellbeing and connectedness</p> <p>Productivity To align the College's resources to achieve the goals and targets of the Strategic Plan</p> |

| Improvement Priorities | Improvement Initiatives | |
|---|---|-------------------------------------|
| Excellence in and learning | Building practice excellence | <input checked="" type="checkbox"/> |
| | Curriculum planning and assessment | |
| Professional leadership | Building leadership teams | <input type="checkbox"/> |
| Positive climate for learning | Empowering students and building school pride | <input type="checkbox"/> |
| | Setting expectations and promoting inclusion | |
| Community engagement in learning | Building communities | <input type="checkbox"/> |

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.



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We have selected to focus on Building Practice Excellence and Curriculum Planning and Assessment. Our rationale for this is:

Lower than desirable student outcomes across literacy and numeracy require continuing attention through establishment of a whole school instructional model and professional learning toward improved point of need teaching and learning. Growth data indicates the need for students from all starting points to be engaged through appropriate learning tasks and instruction to maximise outcomes. One year growth for one year in school is a moral imperative. Reading, writing and numeracy growth data in particular, indicate a need for substantial focus in developing teacher capacity to scaffold student learning needs. From each Year 7 starting band (low, medium, high) 25% or better high growth was achieved only in spelling. Low growth from the middle starting band exceeded 25% across all dimensions (36% reading, 41% writing, 35% grammar and punctuation). Threshold data indicate that reading is at the margin with regard to meeting threshold requirements.

Working towards improved Excellence in teaching and learning is our key focus. This is in line with feeder primary schools, also with a strategic focus on teaching and learning.

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) |
|------------------------------------|---|
| Building practice excellence | <ul style="list-style-type: none"> • The teachers and leadership team will work together to develop and implement teaching and learning framework, involving an agreed instructional model and an explicit approach to teaching literacy and numeracy • We will build teacher capacity in data analysis and use • We will build teacher capacity in giving effective feedback • The performance and development process/goals will reflect the work being done to build practice excellence • We will build on existing relationships with the feeder primary schools, particularly in relation to literacy and numeracy practices |
| curriculum planning and assessment | <p>We will undertake an audit of curriculum unit documentation and development processes within the College and explore best practice with a view to future alignment and improvement.</p> <p>We will improve our assessment and reporting understandings and practice</p> |
| | |



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 achievement across the College To improve student growth across the College | | | | | | |
|-------------------------------|---------|---|------|------------------|-----------------|--------------------|--------------|-----|
| IMPROVEMENT INITIATIVE | | Building Practice Excellence | | | | | | |
| STRATEGIC PLAN TARGETS | | 1/ By 2018, the difference in achievement between college mean and state mean in the NAPLAN data will be less than 10 2/ By 2018 the average student growth to be at or above State mean in all 7-9 NAPLAN data 3/ By 2018 the NAPLAN band 6 and above data on the Year 9 'Relative Growth' table will show an increase in 'high' growth compared to the 2013 data results 4/ By 2018, 80% of Years 7-10 students' AusVELS growth will be at or above 1.0 for each year of teaching. | | | | | | |
| 12 MONTH TARGETS | | 1/ SSP Target unrealistic - We have shown consistent deterioration in the comparison between college and state mean 2014-2016. (Examples Yr 7 2016 : Difference -38.74 reading, -36.21 numeracy) 12 month target - to reduce the discrepancy between state and college means, arresting the pattern of deterioration, aiming towards a discrepancy of less than 25 across dimensions 2/ To increase the percentage of students gaining high growth from 17% to 20% in reading, from 20% to 23% in numeracy and from 23% to 25% in writing To decrease the percentage of students gaining low growth from 30% to 27% in reading, from 27% to 24% in writing and from 27% to 24% in numeracy 3/ To increase high growth from bands 8 & 9 (high starters) to 25% or greater 4/ To gain at least one year growth for one year teaching | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estima to | YTD |



| | | | | | | |
|---|--|---|---|---|---------------------------|---|
| <ul style="list-style-type: none"> The teachers and leadership team will work together to develop a Teaching and Learning Framework, involving an agreed instructional model and an explicit approach to teaching Literacy and Numeracy | <p>Develop a teaching and learning framework, with an agreed instructional model</p> <p>Literacy team established</p> <p>Fountas and Pinnell Levelled Literacy Intervention introduced to Year 7</p> <p>Whole staff Professional learning in Literacy for Learning</p> <p>Develop an explicit model for teaching literacy, based on 'Literacy for Learning' and using explicit vocabulary teaching and scaffolding of reading across domains</p> <p>Develop an explicit approach to teaching numeracy One lesson a fortnight Years 7-10 will engage in an explicitly taught Numeracy lesson. Release staff to undertake critical work within the Mathematics Domain such as professional development and curriculum development.</p> | <p>Prin Team/ Visible Learning Team (Impact) support from Jenny W</p> <p>Literacy Team</p> <p>Literacy Team</p> <p>Math/Numeracy Leaders/teachers</p> | <p>term one and two 2017</p> <p>developed throughout 2017</p> | <p>6 months:</p> <p>Teaching and learning framework with agreed instructional model developed</p> <p>Literacy Team established</p> <p>Professional learning commenced</p> <p>Fountas and Pinnell Levelled Literacy Intervention is being utilised for Year 7 intervention</p> <p>12 months:</p> <p>Whole staff ongoing Literacy for Learning professional learning throughout year</p> <p>Teachers are aware of their responsibility in supporting the language demands of their domain.</p> <p>Some domains (opt in, 2017) have developed exemplar writing models and have increased the scaffolding of the writing tasks within the domain.</p> <p>Year Seven students are engaging in independent reading daily.</p> <p>Students Years 7-10 are engaged in the Numeracy Program.</p> <p>All Domains develop their own AIP that is linked to the College AIP. Domain leaders map their domains progress on the FISO continua.</p> | <p>Ⓡ ● ●</p> <p>Ⓡ ● ●</p> | <p>[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]</p> |
| <ul style="list-style-type: none"> We will build teacher capacity in data analysis and use and giving effective feedback | <p>Whole staff professional learning in data analysis</p> <p>Whole staff professional learning in giving effective feedback</p> | <p>BRO/BAM</p> <p>Visible Learning Team (Impact)</p> | | <p>6 months:</p> <p>Two data professional learning PDs (one on cohort data and one on individual student data)</p> <p>Inaugural Conference Day where parents, students & parents meet to discuss progress, learning needs, assessment & live reporting.</p> <p>Professional learning workshops that focus on high impact teaching strategies (eg. Learning Intentions & Success Criteria, effective feedback) and Visible Learning will have commenced, led by the Visible Learning team (Team Impact).</p> | <p>Ⓡ ● ●</p> | |




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|--|---|--|---|---|--|--|--|
| | | | | <p>12 months:</p> <p>SPA and Compass analytics data being accessed and analysed by staff</p> <p>Increased teacher focus on and confidence in giving quality timely feedback</p> |    | | |
| <p>• The performance and development process/goals will reflect the work being done to build practice excellence</p> | <p>Teacher P&D Student Outcome goals will be derived directly from an AIP Achievement goal, generally linked to literacy</p> <p>College-wide professional learning will support the teacher developmental goals</p> | <p>Prin and Leadership Team</p> | <p>6 months:</p> <p>All staff have had their P&D plan uploaded to the DET eduPAY portal and have participated in a mid cycle review (July)</p> <p>Staff can 'opt in' to a plan that has 3 of the 4 goal pre-developed. All of which is aligned to the AIP.</p> <p>Professional Learning program that is</p> |    | | | |
| | | | <p>12 months:</p> <p>P&D appraisals will focus on student 'growth'. Teachers will be asked to demonstrate student growth for every class and reflect on their practices for further improvement.</p> |    | | | |
| <p>• We will build on existing relationships with the feeder primary schools, particularly in relation to literacy and numeracy practices</p> | | <p>Literacy and numeracy leaders and teams</p> | <p>Literacy/ Numeracy leaders</p> <p>6 months:</p> <p>Literacy and Numeracy Leaders meet with teachers from primary schools to commence sharing of practice</p> <p>The primary transition coordinator released 0.2 to visit feeder schools to develop very strong relationships.</p> |    | | | |
| | | | <p>12 months:</p> <p>Literacy and Numeracy Leaders and a small team of teachers have observed local classroom practice in feeder primary schools</p> <p>Literacy Network (primary and secondary) established for interested teachers/leaders</p> |    | | | |



Section 2: Improvement Initiatives

| STRATEGIC PLAN GOALS | | To improve student achievement across the College To improve student growth across the College | | | | | | | |
|---|---|---|---------------------|--|-----------------|--------------------|----------|-----|--|
| IMPROVEMENT INITIATIVE | | curriculum planning and assessment | | | | | | | |
| STRATEGIC PLAN TARGETS | | The teacher assessment and reporting be consistently accurate against a range of student data sets | | | | | | | |
| 12 MONTH TARGETS | | The SSP target has been superceded. We will improve our teacher assessment through increased formative assessment and use of data and effective feedback We will improve our reporting system. | | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | | |
| | | | | | Progress Status | Evidence of impact | Estimate | YTD | |
| We will improve our assessment and reporting understandings and practice | Formative assessment will have an increased weighting in teacher judgements and reported outcomes | Leadership Team, domain leaders | 2017 | 6 months: All teachers using the new Compass live reporting process | | | | | |
| | | | Term One | All students will be assessed and reported on 'effective learning behaviours.' | | | | | |
| | A new reporting process will be implemented. | BAM/THR | Week 5 Wed Mar 1 | Parent teacher student conferences will be trialled and evaluated. Survey data to indicate success | | | | | |
| | Student, parent, teacher conference implemented. | Leadership Team | | 12 months: All domains have transitioned to 'live' feedback for assessment tasks and live reporting for reports. Formative assessment represented within reported outcomes | | | | | |
| We will undertake an audit of | | | | | | | | | |



| | | | | | | | | |
|--|--|-----------------|------------------|---|--|--|--|--|
| curriculum unit documentation and development processes within the College and explore best practice with a view to future alignment and improvement. | Explore approaches to differentiating assessment for students on the Program for Students with Disabilities and other at risk students | Leadership team | 2017 2017 | 12 months: All domains have re-developed all curriculum documentation using college wide consistent templates. All assessments reviewed to better align to the Victorian Curriculum. All documentation including assessments are uploaded onto Compass School Resources. |  | | | |
| | Development of an Assessment and Reporting Policy Audit curriculum unit documentation and development processes | | | Assessment and Reporting guide updated and in place. | | | | |

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