

# Annual Implementation Plan: for Improving Student Outcomes

School name: Mildura Senior College

Year: 2017

School number: 8045

Based on strategic plan: 2015 - 2018

Endorsement:

Principal Andrew Ough [date]

Senior Education Improvement Leader Gary Weir [date]

School council John Bergin [date]

## 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 the learning growth and achievement outcomes for every student.</li> <li>To improve students' engagement in their learning and schooling.</li> <li>To build the level of wellbeing for every student.</li> <li>To establish an effective and adaptable leadership and governance structure that supports the key focus areas of this plan.</li> </ul>	<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	

### 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.

#### Priority Review (February, 2015) Key findings

##### Strategic direction

Through the Priority Review and self-evaluation processed it was evident that there are concerns from Mildura Senior College (and the partnership schools from which the students are drawn) in relation to student preparedness for Year 11 in particular, and for senior school generally, that are much more likely to be positively and more successfully addressed through an enhanced model of collegiality and communication. There is comparatively low level collegiality and communication between the 7 – 10 feeder schools and MSC around strategic teaching and learning issues, and related improvement opportunities

##### Learning and teaching

An identified area for improvement within the College was the level of educational leadership and support for teachers in teaching practice. The PLTs and PLT leadership have appeal with staff in terms of teacher capacity building but their status and their own capacity require focus and attention. Additionally, clarity around, and whole of school acceptance of, an explicit, uncomplicated Instructional Model as a key pillar of an improving teaching and learning agenda, and of related accountability practice, is not evident

##### Leadership

The current College leadership model (2015) was unlikely to meet the needs of the improvement and change agenda. College leadership capacity was over represented in supporting student wellbeing, transitions and pathways compared for support for teaching and learning. This imbalance will mitigate the outcomes (enhanced student learning achievement) of the teaching and learning improvement agenda. A focus on all leaders being instructional leaders and having responsibility for leading a team of teachers is recognised as an area of need.

##### Performance and Development

The Performance and Development Framework has general acceptance and there is an awareness of the role of smart goals and of evidence in influencing capacity building, and in driving a higher level of accountability. This includes a more comprehensive use of data to inform planning. Staff see accountability as likely to be more authentic in that the 'new' system has built in requirements. However, its authenticity, they believe, will depend on the consistency of application, including rigour, by leadership

##### Wellbeing

The College has developed and successfully implemented a range of programs to enhance student wellbeing, and a strong culture of student wellbeing care and support which needs to be continually developed and enhanced.



**Engagement**

There are issues in relation to student engagement as represented by poor SATSS data for Year 12 Teaching and Learning variables. The evidence associated with this through Review Team interviews with students, teachers and leaders, and Review Team classroom observations, is around variability in the quality of teaching which includes capacity to engage students with the work

**Non-school partnerships**

MSC is active and successful in developing and maintaining a range of non-school partnerships to support student transitions and pathways options. By virtue of its construct (as a Senior College) the College has an obvious status in the community, and especially the business community, which with appropriate focus affords it considerable opportunity to engage with the community and community institutions and agencies to develop pathways and transitions opportunities

**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>Building Practice Excellence</b>	<ul style="list-style-type: none"> <li>• Implementation of a consistent whole school Instructional Model</li> <li>• Ensure a highly effective teacher Performance &amp; Development Process that builds high quality teacher practice</li> <li>• Ensuring high quality intervention strategies for students not meeting learning goals</li> </ul>
<b>Curriculum planning and assessment</b>	<ul style="list-style-type: none"> <li>• Ensure provision of a high quality curriculum through a whole school Course Quality Assurance initiative</li> <li>• Increase school capacity to Monitor &amp; Track Student Growth in Learning</li> </ul>
<b>Building leadership teams</b>	<ul style="list-style-type: none"> <li>• Build capacity of college leaders through a Leadership Development Program</li> <li>• Build leadership capacity for Instructional Leadership</li> <li>• Increase capacity for PLT Leadership development and Support</li> </ul>



Framework for Improving Student Outcomes

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## 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		<i>To improve the learning growth and achievement outcomes for every student.</i>						
IMPROVEMENT INITIATIVE		<b>Building Practice Excellence</b>						
STRATEGIC PLAN TARGETS		<ol style="list-style-type: none"> <li>All studies mean score to be at 30 or above</li> <li>The mean score for each individual study to at least 1.0 above the average score of the 2011-2014 period</li> <li>All study scores to equal or better the GAT predicted study score (VCAA data)</li> <li>Raise the proportion of 40+ scores to at least 5%</li> <li>Completion rates for VCAL and VET units to be at or above 75%</li> <li>By 2017 the school mean for the following measures on the Student Attitude Survey will be:               <ol style="list-style-type: none"> <li>Student Motivation – 4.45</li> <li>Learning Confidence – 3.80</li> </ol> </li> </ol>						
12 MONTH TARGETS		<ol style="list-style-type: none"> <li>All studies mean score to be at 29 or above</li> <li>The mean score for each individual study to at least 1.0 above the average score of the 2011-2014 period</li> <li>All study scores to equal or better the GAT predicted study score (VCAA data)</li> <li>Raise the proportion of 40+ scores to at least 4%</li> <li>Completion rates for VCAL and VET units to be at or above 73%</li> <li>By 2017 the school mean for the following measures on the Student Attitude Survey will be:               <ol style="list-style-type: none"> <li>Student Motivation – 4.30</li> <li>Learning Confidence – 3.75</li> </ol> </li> </ol>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
						Estimate	YTD	
Implementation of a consistent whole school Instructional Model	Deployment of a consistently used Instructional Model across the College which includes; <ol style="list-style-type: none"> <li>High Impact Teaching Strategies (HITS)</li> <li>Processes to support teachers to gather evidence and feedback on the use and impact of HITS</li> <li>Ensuring teachers can provide evidence that they are using HITS through their P&amp;D plans.</li> </ol>	C&L Team	Term 1, 2017	6 months All teachers have strategy embedded in their P&D plan that address individual use of HITS	● ● ●			
				12 months: All teachers have evidence of strategies employed to improve their individual use of HITS	● ● ●			
Ensure a highly effective teacher Performance & Development Process that builds high quality teacher practice	Refine the implementation of a comprehensive Performance & Development program that assists teachers to reflect on practice and monitor impact of teaching on learning.  Ensure the P&D process provides intervention and support to ensure all that for teaching staff are achieving above the minimum standard for teachers based on the ATSIL standards.	Staff Dev/t Team	Term 1, 2017	6 months: All teachers have developed a set of strategies using the P&D goals provided	● ● ●			
				12 months: All teachers have gathered appropriate evidence (including observation and survey data)	● ● ●			
Ensuring high quality intervention strategies for students not meeting learning goals	Establish clear roles and expectations for the intervention strategy required for the following; Student, Parent, Pathways Teacher, Subject Teacher, Faculty, School.	Lead Team	Term 2, 2017	6 months: All leaders have developed a set of strategies using the P&D goals provided that direct how interventions will take place	● ● ●			
				12 months:	● ● ●			



	Intervention strategies are developed/documented for identified students		All leaders have gathered evidence that demonstrate how interventions will take place	● ● ●			
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## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		<i>To improve students' engagement in their learning and schooling. To build the level of wellbeing for every student.</i>						
<b>IMPROVEMENT INITIATIVE</b>		<b>Curriculum planning and assessment</b>						
<b>STRATEGIC PLAN TARGETS</b>		<p>By 2018 Real Retention from Year 7-12 will be equal to the State mean.</p> <p>By 2018 Student Attendance will be equivalent to state-wide average based on numbers of days absent.</p> <p>By 2018 the school mean for the following measures on the Student Attitude Survey will be:</p> <ul style="list-style-type: none"> <li>i. Stimulating Learning – 3.35</li> <li>ii. Learning Confidence – 3.80</li> <li>iii. Teacher Empathy – 3.75</li> </ul> <p>By 2018 the school mean on the Student Attitude Survey will be:</p> <ul style="list-style-type: none"> <li>i. Student safety - 4.50</li> <li>ii. School Connectedness - 3.70</li> <li>iii. (Year 12) Student Morale – at or greater than state average (Year 12) Student Distress – at or greater than state average.</li> </ul>						
<b>12 MONTH TARGETS</b>		<ol style="list-style-type: none"> <li>1. [By 2018 Real Retention from Year 7-12 will be equal to the State mean.</li> <li>2. By 2018 Student Attendance will be equivalent to state-wide average based on numbers of days absent.</li> <li>3. By 2018 the school mean for the following measures on the Student Attitude Survey will be: <ul style="list-style-type: none"> <li>iv. Stimulating Learning – 3.20</li> <li>v. Learning Confidence – 3.75</li> <li>vi. Teacher Empathy – 3.70</li> </ul> </li> </ol> <p>By 2018 the school mean on the Student Attitude Survey will be:</p> <ul style="list-style-type: none"> <li>i. Student safety - 4.40</li> <li>ii. School Connectedness - 3.65</li> <li>iii. (Year 12) Student Morale – at or greater than state average</li> </ul> <p>(Year 12) Student Distress – at or greater than state average.</p>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Ensure provision of a high quality curriculum through a whole school Course Quality Assurance initiative	Professional Learning Teams review & update documented curriculum across the whole school. Continued application of the quality Assurance Program which includes; 1. Timeline for Implementation 2. Standard course development templates 3. Course Auditing procedures	PLTs	Term 1, 2017	6 months: All PLTs have course outlines established for each individual subject that align with College standards for Semester 1	● ● ●			
				12 months: All PLTs have course outlines established for each individual subject that align with College standards for Semester 2	● ● ●			
Increase school capacity to Monitor & Track Student Growth in Learning	Implement strategies to monitor and track students growth in learning through a Monitoring & Tracking Student Progress (M&TSP) program of data collection, dispersal, action, intervention Continue to enhance whole school processes for identifying students' learning needs, particularly students at risk, and tracking their progress through their time at MSC	Lead Team	Term 1, 2017	6 months: Mid-year data is assessed and students 'at-risk' have been identified and intervention strategies documented on Compass	● ● ●			
				12 months: Proportion of students 'at-risk' at the end of Semester 1 has decreased by the end of Semester 2.	● ● ●			



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		<i>To establish an effective and adaptable leadership and governance structure that supports the key focus areas of this plan.</i>						
<b>IMPROVEMENT INITIATIVE</b>		<b>Building leadership teams</b>						
<b>STRATEGIC PLAN TARGETS</b>		<ol style="list-style-type: none"> <li>By 2016 the school will have developed a leadership structure with an associated governance structure across all key areas of responsibility and aligned to improvement initiatives.</li> <li>By 2018 increase General Satisfaction scores in the POS to at or above state-wide benchmarks against secondary schools.</li> <li>By 2018 increase all measures of leadership in the staff survey to at or above state-wide benchmarks for secondary schools.</li> </ol>						
<b>12 MONTH TARGETS</b>		<ol style="list-style-type: none"> <li>By 2017 increase General Satisfaction scores in the POS to at or above state-wide benchmarks against secondary schools.</li> <li>By 2017 increase all measures of leadership in the staff survey to at or above state-wide benchmarks for secondary schools.</li> </ol>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build leadership capacity for Instructional Leadership	<p>Build capacity for strong, focused instructional leadership by all members of the College Leadership Team whereby: Leadership Team meetings will focus on the behaviours of high impact leadership strategies</p> <p>All leaders will include leadership of teams and individuals in their P&amp;D Plans</p> <p>Leaders of Sub-Schools will have these teachers aligned as their P&amp;D facilitation teachers to ensure consistency</p> <p>Development of the expectation (and protocols for) leaders to intervene when they identify areas of underperformance</p>	Prin	Term 1, 2017	6 months: All Leading Teachers have established a P&D goal/strategies that identify how they will lead teams/individuals through the sub-school model	● ● ●			
				12 months: All Leading Teachers will provide evidence of how they led teams/individuals through the sub-school model	● ● ●			
Increase capacity for PLT Leadership development and Support	<p>PLT leaders are all individually coached by a member of the Leading Teacher team.</p> <p>All PLT leaders have leadership of a team as an identified element of their P&amp;D Plan.</p> <p>All PLT leaders will also be coached as a team and included in the leadership development program which includes using an external coach.</p>	Prin	Term 1, 2017	6 months: All PLT Leaders have established a P&D goal/strategies that identify how they will lead teams/individuals through the PLT model	● ● ●			
				12 months: All PLT Leaders will provide evidence of how they led teams/individuals through the PLT model	● ● ●			
Build leadership capacity for Instructional Leadership	<p>Build capacity for strong, focused instructional leadership by all members of the College Leadership Team whereby: Leadership Team meetings will focus on the behaviours of high impact leadership strategies</p> <p>All leaders will include leadership of teams and individuals in their P&amp;D Plans</p>	Prin	Term 1, 2017	6 months: All members of the leadership team and the PLT leaders will engage in individual coaching	● ● ●			
				12 months: All members of the leadership team and the PLT leaders will engage in individual coaching	● ● ●			



	Leaders of Sub-Schools will have these teachers aligned as their P&D facilitation teachers to ensure consistency							
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## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>		<ul style="list-style-type: none"> <li>To improve the learning growth and achievement outcomes for every student.</li> <li>To improve students' engagement in their learning and schooling.</li> <li>To build the level of wellbeing for every student.</li> <li>To establish an effective and adaptable leadership and governance structure that supports the key focus areas of this plan</li> </ul>						
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>		Develop a framework for a strengthened alliance with our 7-10 and P-10 partnership schools – The Mildura Secondary Schools Alliance						
<b>STRATEGIC PLAN TARGETS</b>		<ul style="list-style-type: none"> <li>By the end of 2017 all schools in the Partnership will map the alignment of key knowledge and skills in professional learning teams</li> <li>By the end of 2018 all schools in the Partnership will have mapped capabilities from years 10 to 11 in professional learning teams with subjects that can be directly aligned.</li> <li>Teachers from the four schools in the alliance will meet once a term following a set agenda focusing on curriculum transition and academic readiness to prepare all students for senior schooling.</li> </ul>						
<b>12 MONTH TARGETS</b>		<ul style="list-style-type: none"> <li>By the end of 2017 all schools in the Partnership will map the alignment of key knowledge and skills in professional learning teams</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop a framework for a strengthened alliance with our 7-10 and P-10 partnership schools	Based on the Strategic Plan 2017 – 2018 for the Mildura Secondary Schools Alliance, an annual plan of actions is developed.	MSSA Principal Team	Term 1, 2017	6 months: At least two Principal team and two all staff combined meetings have been held.	● ● ●			
				12 months: By the end of 2017 all schools in the Partnership will map the alignment of key knowledge and skills in professional learning teams	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				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>Considerations for 2018:</b>				

