

2018 Annual Implementation Plan

for improving student outcomes

Dimboola Memorial Secondary College (7770)



Submitted for review by Anne Gawith (School Principal) on 22 November, 2017 at 02:22 PM
Endorsed by Joanna Day (Senior Education Improvement Leader) on 28 November, 2017 at 02:58 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Dimboola Memorial Secondary College (7770)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding

Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments	<p>Overall, the school is happy with the progress made this year. While not all datasets are available, the qualitative data suggests that many overarching goals have been achieved and the school is embedding some excellent practice across a range of areas. While the NAPLAN data was disappointing in some areas in comparison to previous years, there are still identifiable areas of strength. Fine grained analysis has been completed and a plan is in place to address some key areas in our teaching and learning program. The work that staff are doing in their collaborative PLC groups is allowing a deeper understanding of where our school is at – as measured by a myriad of data and other evidence. The peer observation program is embedded and every classroom has an “open door”. Time continues to be the rarest commodity and the one that is needed to ensure all of our initiatives continue. Our explicit focus on professional learning, including the appointment of a Professional Learning Coordinator, has had an overwhelmingly positive impact on staff. The data from the Staff Survey in 2016 was excellent and it is forecast to be so in 2017 as well. The school’s involvement in the Respectful Relationships program as a Lead School has provided the impetus for us to really drive our student resilience and wellbeing agenda. Our Mentor Group structure continues to provide the perfect forum in which the relevant curriculum can be delivered. Our Attitudes to School data is sound, with Teacher Concern standing out as an area to focus some attention. Parent Opinion Survey 2017, “Overall, I am satisfied with the education my child receives from this school” 84% positive,</p>
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	14% neutral, 2% negative ((2% = one parent)
Considerations for 2019	Evaluate and diagnose all of the 2017 data – school level and provide time for staff to evaluate their own datasets. Prioritise and set goals for the 2018 AIP and develop and plan the school-wide approach. Identify the key improvement strategies and what evidence we will expect to see at year's end – 2018. Ongoing focus on literacy and numeracy – and a particular focus on extending our more able students. There is still an emphasis on remediation –often because we have far more students in that area, rather than in the domain of the high performers. Identify the High Impact Strategies that will assist us to achieve our goals/targets. Decide on the two shared Perf & Dev goals that align with our strategic intent and AIP targets. Implement and monitor for the duration of 2018.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

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Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies.	Student growth as measured through: NAPLAN relative growth, PAT testing suite o evidence based Teacher Judgements (Victorian Curriculum). Show at least one year's growth for one year's learning over the life of the Strategic Plan. By 2020, consistently equal or exceed state benchmarks through NAPLAN Year 9 (Writing,	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. Year 9 NAPLAN - Reading - Less than 20% of students at or below NMS. (2017 - 26.1%) Year 9 NAPLAN - Reading - % of students in top two bands (Bands 9-10) to be above 20% (2017 - 20% in Band 9)	Evidence-based high-impact teaching strategies

	<p>Reading and Numeracy) and Victorian Curriculum (English and Mathematics) intake adjusted data over the life of the Strategic Plan. By 2020, all VCE class study scores are at or above GAT predictions. School Staff Survey, School climate module: 2016 Overall Score – 76.19 – Whole School 74.94 – Prin/Teachers. Over the life of the Strategic plan, Collective Efficacy, Teacher Collaboration, Collective focus on Student Learning, Guaranteed and Viable Curriculum, Shielding/buffering and Academic emphasis to have Principal and teacher endorsement at or above the state benchmarks.</p>		<p>VCE - All studies - 85% of students to achieve at or above predicted GAT scores. Staff Survey, School Climate - Collective Efficacy - overall score (mean) to be above 72.00.</p>	
<p>Over the life of the Strategic Plan we will provide a caring learning environment in which all students are curious, actively engaged, empowered and challenged.</p>	<p>Attitude to school survey variables, Connectedness to Peers, and Teaching and Learning Variables are in the top 25 percent in comparison to other schools over the life of the Strategic Plan Average days absent per student does not exceed 16 days each year of the Strategic Plan. Baseline data: Three year average, Years 7-12, 2013-2015 = 17.12</p>	No		
<p>Over the life of the Strategic Plan, we will provide a whole school community focus on positive relationships and resilience.</p>	<p>AtSS variables Classroom Behaviour, Student Safety, Student Morale and Student Distress are in the top 25 percent of government schools over the life of the Strategic Plan.</p>	No		

Improvement Initiatives Rationale
<p>Our annual FISO self-evaluation and analysis of school data reveals that while there are areas where growth is evident, our challenge is to bring our students up to state benchmarks in all areas. Year 9 NAPLAN in the literacy domain of Reading will be a priority, with students already at or above state benchmarks in numeracy. An audit of how consistently our school's Instructional Model is being implemented showed that there are still pockets of practice where further professional learning and support will be required. The audit of the use of the High Impact Teaching Strategies also showed where the gaps are in teachers' confidence and competence. The school will continue to develop its Professional Learning Community model which has provided an excellent platform for teacher professional learning in 2017. We have selected the FISO Improvement Initiative of, Evidence Based High Impact Teaching Strategies as our key focus for 2018.</p>

Goal 1	Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies.
12 month target 1.1	<p>Year 9 NAPLAN - Reading - Less than 20% of students at or below NMS. (2017 - 26.1%)</p> <p>Year 9 NAPLAN - Reading - % of students in top two bands (Bands 9-10) to be above 20% (2017 - 20% in Band 9)</p> <p>VCE - All studies - 85% of students to achieve at or above predicted GAT scores.</p> <p>Staff Survey, School Climate - Collective Efficacy - overall score (mean) to be above 72.00.</p>
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Consistently implement high impact teaching strategies, with an explicit focus on Metacognitive Strategies (HITS 9), Worked Examples (HITS 4), Differentiated Learning (HITS 10) and Collaborative Learning (HITS 5)
KIS 2	Use and understand data to implement precise targeted teaching to extend and deepen student understanding.

Define Evidence of Impact and Activities and Milestones - 2018

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FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategy 1	Consistently implement high impact teaching strategies, with an explicit focus on Metacognitive Strategies (HITS 9), Worked Examples (HITS 4), Differentiated Learning (HITS 10) and Collaborative Learning (HITS 5)
Actions	PLC Meeting Schedule will reflect explicit focus on HITS Whole school shared Perf & Dev goal focusing on HITS Shared Perf & Dev goals on HITS Teaching and Learning Coordinator and Professional Learning Coordinator to lead focus - supported by two Learning Specialists External and Internal Professional Learning Design HITS audit tools Support Rainbow P-12 School through the School Improvement Partnership
Evidence of impact	All staff confidently implementing HITS that have been an explicit focus in 2018 Improvement in teachers' knowledge of HITS Students - Improvement in engagement and confidence with learning. Evident in teacher Perf & Dev Plans Evident in Unit Plans Evident in classroom observations All teaching staff at Rainbow P-12 College will have a comprehensive understanding of their Instructional Model and how to

	implement it. Consistent pedagogical approach.
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