2020 Annual Implementation Plan

for improving student outcomes

Corryong College (8843)

Submitted for review by Fran Heath (School Principal) on 20 December, 2019 at 05:35 PM
Endorsed by Joanne Grimmond (Senior Education Improvement Leader) on 11 May, 2020 at 06:57 PM
Endorsed by Nicole Martin (School Council President) on 01 June, 2020 at 03:52 PM

Self-evaluation Summary - 2020

	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	Embedding moving towards Excelling
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving moving towards Embedding

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Emerging moving towards Evolving

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

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

Enter your reflective comments	PLC are formed. Learning to be consolidated in 2020 along with learning walks to be implemented for all teachers. Induction for teachers on HITS. Data walls in place. PLC to continue to develop capacity in case management of students as well as data informed teaching practice. New platform installed. Training has commenced, however consolidation and reiteration of learning will need to remain a focus. Curriculum to be uploaded on platform to allow student/parent access. Student voice and agency to be focus.
Considerations for 2020	PLC continuation to moderate and set common assessment tasks. Curriculum to be uploaded on new platform. Vision and Values to be evident in day to day life of the college. Data walls to continue to be updated. PLCs to continue to consolidate learning of inquiry cycle. POsitive Climate to continute encouraging student voice and agency. Goal setting to continue....careers to increase and extend to Year 7 and 8 classes to increase aspirations and skills on developing and monitoring individual goals.

	Organisational structure sound - to be continued. Learning walks for ALL teachers to commence in 2020.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve learning outcomes for all students.
Target 1.1	- By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 3 to Year 5 will be 80 percent or higher. - By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 5 to Year 7 will be 80 percent or higher.
Target 1.2	- By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 7 to Year 9 will be maintained at or above 80 per cent for Reading and Numeracy. - By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 7 to Year 9 will be at or above 80 per cent for Writing.
Target 1.3	- By 2022 the percentage endorsement on the staff School Climate Survey for the collective efficacy variable will be at or above 75 per cent. - By 2022 the percentage endorsement on the staff School Climate Survey for the academic emphasis variable will be at or above 75 per cent
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop a professional learning community approach to whole school curriculum planning.
Key Improvement Strategy 1.b Curriculum planning and assessment	Document and implement a consistent whole–school curriculum.

Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Develop and implement whole–school pedagogy that uses and embeds High Impact Teaching Strategies across the College
Key Improvement Strategy 1.d Vision, values and culture	Review the College vision and values to reflect 2018 to 2022 Strategic Plan goals.
Goal 2	To improve student engagement in their learning
Target 2.1	- By 2022 the percentage endorsement on the Attitude to School Survey (AToS) for the teacher concern variable will be at or above 75 per cent. - By 2022 the percentage endorsement on the Attitude to School Survey (AToS) for the student voice and agency variable will be at or above 75 per cent.
Target 2.2	- By 2022 the percentage endorsement on the School Climate Survey for the Collective Focus on Student Learning variable will be at or above 80 percent. - By 2022 the percentage endorsement on the Attitude to School Survey (AToS) on Effective of Teaching Time variable will be at or above 75 percent.
Key Improvement Strategy 2.a Building practice excellence	Develop and implement a whole–school peer observation program, encompassing the HITS.
Key Improvement Strategy 2.b Evaluating impact on learning	Embed regular feedback loops between students and teachers across the school to consistently evaluate impact on learning.
Key Improvement Strategy 2.c	Develop and implement a whole–school program to seek the views of student on curriculum content, delivery and assessment.

Empowering students and building school pride	
Key Improvement Strategy 2.d Curriculum planning and assessment	Develop teacher capacity for goal setting and moderation across the College.
Goal 3	Provide seamless learning through the re-location of the F-4 students to main campus.
Target 3.1	By term 4 2018 to develop and implement a transition plan for the re–location of the Foundation to Year 4 campus to the main campus.
Target 3.2	By term 1 2020 to have managed the build of the Foundation to Year 4 facility and effectively re–locate staff and students.
Target 3.3	By 2021 Foundation to Year 4 student achievement data in all domains will be the same or better than 2018 achievement data
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop and implement a whole–school induction program that supports staff induction and transition within the College.
Key Improvement Strategy 3.b Building communities	Develop and implement a support program for students, parents and teachers in transition from the Foundation to Year 4 campus to the main campus.
Key Improvement Strategy 3.c	Ensure high quality teaching and learning is maintained during the transition from the current Foundation to Year 4 campus to the main campus.

Building practice excellence	

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve learning outcomes for all students.	No	• By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 3 to Year 5 will be 80 percent or higher. • By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 5 to Year 7 will be 80 percent or higher.	
		• By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 7 to Year 9 will be maintained at or above 80 per cent for Reading and Numeracy. • By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 7 to Year 9 will be at or above 80 per cent for Writing.	
		• By 2022 the percentage endorsement on the staff School Climate Survey for the collective efficacy variable will be at or above 75 per cent.	

		• By 2022 the percentage endorsement on the staff School Climate Survey for the academic emphasis variable will be at or above 75 per cent	
To improve student engagement in their learning	Yes	• By 2022 the percentage endorsement on the Attitude to School Survey (AToS) for the teacher concern variable will be at or above 75 per cent. • By 2022 the percentage endorsement on the Attitude to School Survey (AToS) for the student voice and agency variable will be at or above 75 per cent.	Increase positive endorsement in student attitude to school survey in the following areas: Teacher Concern: - Year 4-6; 63% - 70% - Year 7-9; 41% - 50% - Year 10-12; 39% - 55% (Yr10-12 decreased from 2018) Student Voice & Agency - Year 4-6; 59% - 65% - Year 7-9; 48% - 60% - Year 10-12; 57% - 65%
		• By 2022 the percentage endorsement on the School Climate Survey for the Collective Focus on Student Learning variable will be at or above 80 percent. • By 2022 the percentage endorsement on the Attitude to School Survey (AToS) on Effective of Teaching Time variable will be at or above 75 percent.	Increase Collective focus on student learning 77% to 80% Increase Effective Teaching Time (all decreased from 2018): - Year 4-6; 71 - 80% (decrease 9%) - Year 7-9; 63% - 75% (decrease 5%) - Year 10-12; 64% - 75% (decrease 1%)
Provide seamless learning through the re-location of the F-4 students to main campus.	No	By term 4 2018 to develop and implement a transition plan for the re–location of the Foundation to Year 4 campus to the main campus.	

		By term 1 2020 to have managed the build of the Foundation to Year 4 facility and effectively re–locate staff and students.	
		By 2021 Foundation to Year 4 student achievement data in all domains will be the same or better than 2018 achievement data	

Goal 1	To improve student engagement in their learning
12 Month Target 1.1	Increase positive endorsement in student attitude to school survey in the following areas: Teacher Concern: - Year 4-6; 63% - 70% - Year 7-9; 41% - 50% - Year 10-12; 39% - 55% (Yr10-12 decreased from 2018) Student Voice & Agency - Year 4-6; 59% - 65% - Year 7-9; 48% - 60% - Year 10-12; 57% - 65%
12 Month Target 1.2	Increase Collective focus on student learning 77% to 80% Increase Effective Teaching Time (all decreased from 2018): - Year 4-6; 71 - 80% (decrease 9%) - Year 7-9; 63% - 75% (decrease 5%) - Year 10-12; 64% - 75% (decrease 1%)
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Building practice excellence	Develop and implement a whole–school peer observation program, encompassing the HITS.	Yes
KIS 2 Evaluating impact on learning	Embed regular feedback loops between students and teachers across the school to consistently evaluate impact on learning.	No
KIS 3 Empowering students and building school pride	Develop and implement a whole–school program to seek the views of student on curriculum content, delivery and assessment.	No
KIS 4 Curriculum planning and assessment	Develop teacher capacity for goal setting and moderation across the College.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	2019 saw leaders and some teachers introduced to learning walks encouraging others with the desire for this to be a whole school practice to refine application of HITS training and to form feedback loops that challenge and support each other's teaching practice. Developing teacher capacity for goal setting and moderation across college commenced in some PLCs but remains a focus across the college.	

Define Actions, Outcomes and Activities

Goal 1	To improve student engagement in their learning
12 Month Target 1.1	Increase positive endorsement in student attitude to school survey in the following areas: Teacher Concern: - Year 4-6; 63% - 70% - Year 7-9; 41% - 50% - Year 10-12; 39% - 55% (Yr10-12 decreased from 2018) Student Voice & Agency - Year 4-6; 59% - 65% - Year 7-9; 48% - 60% - Year 10-12; 57% - 65%
12 Month Target 1.2	Increase Collective focus on student learning 77% to 80% Increase Effective Teaching Time (all decreased from 2018): - Year 4-6; 71 - 80% (decrease 9%) - Year 7-9; 63% - 75% (decrease 5%) - Year 10-12; 64% - 75% (decrease 1%)
KIS 1 Building practice excellence	Develop and implement a whole–school peer observation program, encompassing the HITS.
Actions	Build a culture in which teachers challenge and support each other to improve outcomes and engagement for students.
Outcomes	Students will: - have voice and agency in their learning. - give feedback on their learning - engage in conversations around improving teacher practice and teach concern. Teachers will: - utilise learning walk feedback to monitor effectiveness, identify target areas for professional learning and to regularly update learning programs in line with school curriculum plans and monitor progress. - utilise PLC time to challenge and support improved outcomes

	- actively refer to the language of the Vision and Values in their day to day practice - analyse student assessment data and seek regular student feedback to identify areas of practice for improvement - link student achievement data to their own practice improvement goals - anchor their professional learning goals in their Performance and Development Plans (PDPs). - Works in PLC to ensure learning programs (curriculum implementation, pedagogical practices and assessment strategies) are consistent across the school. Leaders will: - schedule learning walks for all teachers focused on HITS and the Instructional Model - coach and mentor staff towards best practice - up skill teachers in carrying out the learning walk process. - create a survey that reflects 'teacher concern', 'student voice' and 'effective teaching time'. - guide teachers to contemporary research and resources to enrich teaching and learning programs and to enhance student engagement - make vision and values visible through documentation and proformas
Success Indicators	Create a schedule for all teachers to actively participate in learning walks and reflective feedback on HITS and the Instructional Model. Utilise the PLC time to provide feedback on teaching practice Implement a teacher induction to HITS and the Instructional Model. Increase positive endorsement for effective teaching time and teacher concern to 75% Vision and values will present in day to day life of college

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop learning walk schedule for all teachers	☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
Teacher induction to HITS and the Instructional Model	☑ Assistant Principal	☑ PLP Priority	from: Term 3 to: Term 4	$2,000.00 ☑ Equity funding will be used

Utilise PLC time for collaborative involvement to coach and mentor each other	☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$2,000.00 ☑ Equity funding will be used
Utilise PLC time for learning specialist and leaders to coach and mentor	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Update curriculum policies to align with new vision and values	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Build on and develop the curriculum aligned to the instructional model and delivery in the classroom. HITS	☑ Assistant Principal ☑ PLC Leaders ☑ Teacher(s) ☑ Teaching and Learning Coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Curriculum planning and assessment	Develop teacher capacity for goal setting and moderation across the College.
Actions	Position students at the centre of program planning and delivery through the implementation of guaranteed and viable curriculum that challenges students. Develop teacher capacity to create assessment criteria explicit to students to assist them in monitoring and evaluating their own progress and achievement. (1.4, 6.3)

Outcomes	Students will: - students will use digital platforms to be self-directed in their learning - know what success looks like to be able to monitor their progress and identify next steps Teachers will: - use evidence to regularly monitor the effectiveness of the programs in meeting student learning needs and establish challenging learning goals. - Seek feedback from students on their learning and learning activities. - investigate next steps to create rigor and accountability in student learning. - Utilise Xuno platform for curriculum documentation collection and to engage students and/or parents in learning programs. - provide opportunities for students to reflect on the effectiveness of their learning and plan for future development. (3.2) - use achievement data and survey data to improve student outcomes. - update data walls Leaders will: - align all PLC agenda proformas to continually review AIP (School Improvement) goals - ensure P&D process includes discussions of ways in which teachers have implemented rigor in the planning and delivery of curriculum - Consistently update data walls and monitor progress to indicate progression. - schedule PLC time for improving and documenting curriculum on central platform (Xuno) - implement revised literacy and numeracy intervention F-10.
Success Indicators	Feedback gathered on F-6 student led conferences from students and parents (semester 2) Investigate next steps to create rigor and accountability in student goal setting. Year 7 -12 1 class of careers pathways/aspiration building timetabled weekly for Year 7 to Year 9. One-to-one career interviews Year 10 to Year 12 with Careers Advisor. Define agreement for learning walks - HITS observation, Instructional Model, Film, 5 questions. CATS (Common Assessment Tasks), rubrics, moderated and evaluated within subject PLCs.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Consolidate and embed sustainable practice of assessment and moderation.	☑ KLA Leader ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Maintain data continuums and track student progress across the year. Students are risk to be identified and support through targeted individual learning plans (IEPs). 2 staff members per semester - day for analysis $800 x 2 = $1600	☑ Learning Specialist(s) ☑ Numeracy Leader	☑ PLP Priority	from: Term 3 to: Term 4	$1,600.00 ☑ Equity funding will be used
Develop meeting schedule and school organisation to allow for PLCs to run school wide moderation	☑ Assistant Principal ☑ PLC Leaders ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Maintain targeted literacy intervention for F-4; one to one, small group, in class. 1 staff member 0.4 (VL)	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$43,243.20 ☑ Equity funding will be used
Maintain targeted literacy intervention for 5-10; one to one, small group, in class. 1 staff member 0.2 (SA)	☑ Literacy Improvement Teacher	☐ PLP Priority	from: Term 1 to: Term 4	$18,610.20 ☐ Equity funding will be used
Maintain targeted numeracy intervention for 5-10; one to one, small group, in class. 1 staff member 0.2 (VK)	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$21,621.60 ☐ Equity funding will be used
Maintain organisation structure Teaching and Learning Coach (CM)	☑ Assistant Principal	☐ PLP Priority	from: Term 1	$87,408.30

			to: Term 4	☑ Equity funding will be used
Implement an electronic platform for the consistent collection of curriculum documentation that allows student/parent access. Continue staff training around use of Xuno.	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Two staff members trained in MSL (SH/KJ)	☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$5,000.00 ☑ Equity funding will be used
Continue Xuno training for staff	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$141,251.50	0.00
Additional Equity funding	$40,400.00	$40,400.00
Grand Total	**$181,651.50**	**$40,400.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Teacher induction to HITS and the Instructional Model	from: Term 3 to: Term 4		$2,000.00	
Utilise PLC time for collaborative involvement to coach and mentor each other	from: Term 3 to: Term 4		$2,000.00	
Maintain data continuums and track student progress across the year. Students are risk to be identified and support through targeted individual learning plans (IEPs). 2 staff members per semester - day for analysis $800 x 2 = $1600	from: Term 3 to: Term 4	☑ School-based staffing	$1,600.00	$1,600.00
Maintain targeted literacy intervention for F-4; one to one, small group, in class. 1 staff member 0.4 (VL)	from: Term 1	☑ School-based staffing	$43,243.20	$43,243.20

	to: Term 4			
Maintain organisation structure Teaching and Learning Coach (CM)	from: Term 1 to: Term 4	☑ School-based staffing	$87,408.30	$87,408.30
Two staff members trained in MSL (SH/KJ)	from: Term 3 to: Term 4		$5,000.00	$5,000.00
Totals			$141,251.50	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Additional MSL resources	from: Term 2 to: Term 4		$3,500.00	$3,500.00
Engagement and coordination of wellbeing	from: Term 1 to: Term 4	☑ School-based staffing	$16,900.00	$16,900.00
Coordination of PSD	from: Term 1 to: Term 4	☑ School-based staffing	$20,000.00	$20,000.00
Totals			$40,400.00	$40,400.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop learning walk schedule for all teachers	☑ Teacher(s)	from: Term 3 to: Term 4	☑ Preparation ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners ☑ School improvement partnerships ☑ Internal staff ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Teacher induction to HITS and the Instructional Model	☑ Assistant Principal	from: Term 3 to: Term 4	☑ Preparation ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Utilise PLC time for collaborative involvement to coach and mentor each other	☑ Teacher(s)	from: Term 3 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Teaching partners	☑ On-site

			☑ Peer observation including feedback and reflection ☑ Individualised Reflection		☑ School improvement partnerships ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	
Utilise PLC time for learning specialist and leaders to coach and mentor	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ PLC/PLT Meeting	☑ School improvement partnerships ☑ Internal staff ☑ Subject association ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Update curriculum policies to align with new vision and values	☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
Build on and develop the curriculum aligned to the instructional model and	☑ Assistant Principal	from: Term 1	☑ Preparation	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

delivery in the classroom. HITS	☑ PLC Leaders ☑ Teacher(s) ☑ Teaching and Learning Coordinator	to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback		☑ High Impact Teaching Strategies (HITS)	
Consolidate and embed sustainable practice of assessment and moderation.	☑ KLA Leader ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ PLC/PLT Meeting	☑ Teaching partners ☑ Leadership partners ☑ Internal staff ☑ Subject association	☑ On-site
Maintain data continuums and track student progress across the year. Students are risk to be identified and support through targeted individual learning plans (IEPs). 2 staff members per semester - day for analysis $800 x 2 = $1600	☑ Learning Specialist(s) ☑ Numeracy Leader	from: Term 3 to: Term 4	☑ Preparation	☑ PLC/PLT Meeting	☑ Leadership partners ☑ Internal staff ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Implement an electronic platform for the consistent collection of curriculum documentation that allows student/parent access. Continue staff training around use of Xuno.	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Leadership partners	☑ On-site

Two staff members trained in MSL (SH/KJ)	☑ Teacher(s)	from: Term 3 to: Term 4	☑ Planning ☑ Preparation	☑ Timetabled Planning Day	☑ Internal staff	☑ Off-site MSL training by the Institute of MSL - Either Wodonga or Melbourne venues.
Continue Xuno training for staff	☑ All Staff	from: Term 2 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site