2018 Annual Implementation Plan

for improving student outcomes

Gladstone Park Secondary College (7858)

Knowledge is Power

Submitted for review by Lynne Gutterson (School Principal) on 11 December, 2017 at 09:26 AM
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 17 February, 2018 at 11:46 AM
Endorsed by Luciano Markesich (School Council President) on 21 February, 2018 at 10:24 AM

Self-evaluation Summary - 2018

Gladstone Park Secondary College (7858)

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

Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	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 moving towards Embedding
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	Gladstone Park staff have created a working party, Action research Team, to identify practices to improve teaching practice and forms of feedback. This initiative will become part of a PLTin 2018, aimed at developing a positive learning environment, where there are high levels of student cognitive engagement.
	Our reflections from 2017 are: Action Research team as trialed and evaluated a variety of feedback strategies. Evidence and findings have been shared with whole of staff and provide a basis for further investigation by the team. This work will be carried over into 2018 AIP.
	Examples of evidence from Action Research team: Student surveys, examples of student work, teacher journal entries, minutes of Action Research Team meetings.
	Evidence shows that students are able to use feedback to improve self-regulation in learning.
	Learning Area Leaders report that Curriculum Design Teams (established I 2017) are very productive and are contributing improve to the consistency of practice across all curriculum areas. This work will continue in the 2018 AIP.
	VCE Data meetings are now annual practice and we now need to build methods for reviewing the impact of these meeting on teacher practice.

	Monday night PD has increased in uptake by staff in both the facilitating and attendance. Sessions run are more strongly aligned to the AIP/Strategic Plan.
	Victorian Curriculum F-10 is being reported on through Compass in all Learning Areas including Capabilities. Learning Area Leaders in Math, English and Science have worked collaboratively with Teaching and Learning Coordinator to develop consistency in assessment against the standards.
	Completed first year as Respectful Relationships (RR) Lead School. Curriculum reviewed and implementation plan for 2018 has been drawn up to deliver the full RR curriculum to years 7 and 8. Year 7 RR curriculum to be delivered through Pastoral Care lessons and year 8 to be delivered by Heath staff through purpose built program.
Considerations for 2019	Continue on the work started in 2017 with our Curriculum plan, Respectful Relationships work and developing consistency in assessment against the standards in the F-10 Curriculum. Continue work completed by the Action Research Team by creating a PLT, consisting of the leaders in the ARTeam and other interested staff. Further modify the Leadership Structure to create a whole school approach to our Strategic Plan and AIP Key Improvement Strategies.
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 Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative

To maximize individual student learning growth in all areas of curriculum. Build knowledge and expertise; develop, test and strengthen teaching and assessment approaches.	Students maintain or exceed 12 months learning gain each school year using NAPLAN data, teacher Judgements and reporting against the VIC curriculum to measure. At years 7 to 10 at least 85% of students achieve medium or high growth annually In VCE students: • achieve and sustain a mean study score of 31, • achieve and sustain at least 6% of study scores greater than 40 • annually 25% of students achieve ATAR scores greater than 80 • annually 25% of students achieve ATAR scores less than 50	Yes	Build on the work completed in 2017 around the Action Research Plan. An improvement in high gain in yrs 7-9, against NAPLAN 2017: Numeracy 2017 19% to 2018 25% Writing 2017 20% to 2018 25% Reading 2017 17% to 2018 24% VCE mean study score improve from 29.5 2017 to 30 2018 ATAR scores greater than 80 increases from 25.2% 2017 to 25.5% 2018 ATAR scores less than 50 decreases from 28% 2017 to 25% 2018.	Building practice excellence
To develop a positive learning environment where there are high levels of student cognitive engagement	Exceed the School Staff Survey module component mean for School Leadership to be in line with All Secondary Schools score Exceed the School Staff Survey module component mean for Professional Learning to be in line with all Secondary Schools score	Yes	An increase in the School Staff Survey results for: Staff Trust in Colleagues from 49% 2017 to 54% 2018 Collective Focus on Student Learning from 58% 2017 to 61% 2018	Setting expectations and promoting inclusion
To foster a safe and supportive environment and a culture that promotes respectful relationships,	Exceed the 2016 Student Attitudes to School Survey outcomes in Student Morale mean factor score of 4.56	Yes	Increase % of students who felt connected to school from 56% 2017 to 60% 2018	Setting expectations and promoting inclusion

resilience, values diversity and is inclusive.	Establish baseline data with the new Student Attitudes to School Survey 2017 results Establish baseline data for Respectful Relationships from audit			

Improvement Initiatives Rationale
From our whole school review, looking at our data sets, it was established that we were not achieving a satisfactory learning gain of one year's growth in one year. This was particularly evident at our year 7-9 NAPLAN results in Numeracy and Reading, where we were not reaching the state level for learning gain. AToSS was showing a low result in learning confidence and this was also identified as a Strategic Plan goal. These were also areas highlighted on our Continuum of Practice and in consultation with our SEIL.

Goal 1	To maximize individual student learning growth in all areas of curriculum. Build knowledge and expertise; develop, test and strengthen teaching and assessment approaches.
12 month target 1.1	Build on the work completed in 2017 around the Action Research Plan. An improvement in high gain in yrs 7-9, against NAPLAN 2017: Numeracy 2017 19% to 2018 25% Writing 2017 20% to 2018 25% Reading 2017 17% to 2018 24% VCE mean study score improve from 29.5 2017 to 30 2018 ATAR scores greater than 80 increases from 25.2% 2017 to 25.5% 2018 ATAR scores less than 50 decreases from 28% 2017 to 25% 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop whole school approaches to assessment, moderation, tracking and data analysis to ensure the curriculum is differentiated and to measure the growth of each student.

Goal 2	To develop a positive learning environment where there are high levels of student cognitive engagement
12 month target 2.1	An increase in the School Staff Survey results for: Staff Trust in Colleagues from 49% 2017 to 54% 2018 Collective Focus on Student Learning from 58% 2017 to 61% 2018
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Strengthen opportunities for students to increase their cognitive engagement and be actively involved in their learning to fully and proudly participate in school life and have a greater say in the decisions that affect their learning and their lives at school.

Goal 3	To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.
12 month target 3.1	Increase % of students who felt connected to school from 56% 2017 to 60% 2018
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Improve the capacity of teachers to contribute to student wellbeing and respectful relationships. Communicate to students, staff and parents, the school's practices that identify and support students at risk.

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	To maximize individual student learning growth in all areas of curriculum. Build knowledge and expertise; develop, test and strengthen teaching and assessment approaches.

12 month target 1.1	Build on the work completed in 2017 around the Action Research Plan. An improvement in high gain in yrs 7-9, against NAPLAN 2017: Numeracy 2017 19% to 2018 25% Writing 2017 20% to 2018 25% Reading 2017 17% to 2018 24% VCE mean study score improve from 29.5 2017 to 30 2018 ATAR scores greater than 80 increases from 25.2% 2017 to 25.5% 2018 ATAR scores less than 50 decreases from 28% 2017 to 25% 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Develop whole school approaches to assessment, moderation, tracking and data analysis to ensure the curriculum is differentiated and to measure the growth of each student.
Actions	Support PLTs to audit the current reality of the school's approach to assessment, moderation, tracking and data analysis. Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices. Develop a school wide approach to tracking, moderating and evaluating student growth in all Learning Areas.
Evidence of impact	Students will..... - understand and discuss their learning data and progress - be able to experience a sense of success in the classroom Teachers will..... - continue to work in Curriculum Design Teams to build consistency in their practice of using formative assessment through moderation and peer observation - develop knowledge of strategies to allow the differentiation of curriculum and assessment - develop and share better practices for writing effective rubrics for learning and assessment Leaders will... - work with teachers to develop school-wide systems for summative assessments, authentication and moderation - facilitate systems that build effective use of data to inform teaching practice - support greater consistency in teachers' use of formative and summative assessment through developing their own and staff assessment literacy

Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Development of school-wide student growth measure Development of effective Rubrics	PLT Leaders	☑ Yes	from: Term 1 to: Term 2	$10,000.00 ☐ Equity funding will be used

Goal 2	To develop a positive learning environment where there are high levels of student cognitive engagement
12 month target 2.1	An increase in the School Staff Survey results for: Staff Trust in Colleagues from 49% 2017 to 54% 2018 Collective Focus on Student Learning from 58% 2017 to 61% 2018
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Strengthen opportunities for students to increase their cognitive engagement and be actively involved in their learning to fully and proudly participate in school life and have a greater say in the decisions that affect their learning and their lives at school.
Actions	Develop teacher skills in using action research within PLTs to inquire into and apply effective forms of feedback at GPSC Audit staff uses of feedback at GPSC and use to target staff professional development Share strategies and evidence of impact at Monday PD sessions
Evidence of impact	Students will... - use self, peer and teacher feedback more effectively to improve understanding - provide feedback to self and peers to evaluate understanding and assist their own and others' learning - provide feedback on their own learning to teachers to assist teachers' formative assessment practices Teachers will... - trial a variety of feedback strategies in classrooms - gather evidence and evaluate effectiveness of feedback processes - share effective strategies for giving, receiving and using feedback - include a feedback focused goal for Professional Practice in P&D plans

Leaders (PLT) will.....
continue to support the action research project through:
- meeting at least once with external facilitator to keep action research project on-track.
- schedule professional learning opportunities on use of feedback for staff
- develop high level skill in writing rubrics in readiness to share across the school
- meet regularly to evaluate their own feedback strategies and plan for whole school improvement in giving, receiving and using feedback
- show improved scores for School Leadership and Professional Learning in the Staff Opinion Survey
- ensure resources (time and finance) are available for effective distribution of knowledge and skills gained through action research project

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
School-wide effective feedback processes are identified Creation of a plan for whole-school staff professional development P&D Plans for teachers include a feedback focused goal	PLT Leaders	☑ Yes	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used

Goal 3	To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.
12 month target 3.1	Increase % of students who felt connected to school from 56% 2017 to 60% 2018
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Improve the capacity of teachers to contribute to student wellbeing and respectful relationships. Communicate to students, staff and parents, the school's practices that identify and support students at risk.
Actions	- PLT audits the current reality for well-being, student voice and consistency of approach across all sub-schools. - Implementation of Respectful Relationships curriculum taught through Year 7 Pastoral Care and taught through Year 8 Learning for Life Program.

| Evidence of impact | Students Attitudes to School Survey shows increased scores for Student Morale and Student Safety

Students will....
- show improved scores for Student Morale and Student Safety in Attitudes to School Survey (ATOSS)
- have an active voice (through the SRC) on school council
- demonstrate support for one another through initiatives such as Rainbow Republic, school captains, form captains, extra-curriculum programs

Teachers will.......
- develop and deliver the Respectful Relationships curriculum and Learning for Life Program
- will facilitate initiative/program (Rainbow Republic, school captains, form captains, extra-curriculum programs)

Leaders (PLT) will.......
- audit the current reality for well-being, student voice and consistency of approach across all sub-schools
- use the audit to identify priorities well-being, respectful relationships and student voice |
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Pastoral Care and PE Staff trained to deliver Respectful Relationships Curriculum	PLT Leaders	☑ Yes	from: Term 1 to: Term 1	$10,000.00 ☑ Equity funding will be used

Professional Learning and Development Plan - 2018

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Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organizational Structure	Expertise Accessed	Where
Development of school-wide student growth measure	PLT Leaders	from: Term 1 to: Term 2	☑ Design of formative assessments	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative	☑ On-site

Development of effective Rubrics			☑ Moderated assessment of student learning ☑ Formalized PLC/PLTs	☑ PLC/PLT Meeting		
School-wide effective feedback processes are identified Creation of a plan for whole-school staff professional development P&D Plans for teachers include a feedback focused goal	PLT Leaders	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalized PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ External consultants In2yu consultants	☑ On-site
Pastoral Care and PE Staff trained to deliver Respectful Relationships Curriculum	PLT Leaders	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Formalized PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ SEIL ☑ School improvement partnerships	☑ On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.