Annual Implementation Plan: for Improving Student Outcomes

School name: Horsham College   Year: 2017

School number: 8818   Based on strategic plan: 2016-2019

Endorsement:

Principal   Rob Pyers   [date]   Senior Education Improvement Leader   Brendan Ryan   [date]

School council   Rowan Smith   [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
To ensure high quality teaching practice occurs in every classroom based upon • **A culture of using data to improve student outcomes and drive decision making** • **Teachers are working collaboratively to design curriculum and common assessment using high quality peer feedback and observations** • **Every teacher in the school is using a common and effective approach to teaching literacy and numeracy**

Improvement Priorities	Improvement Initiatives	✓
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	✓
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	✓
Community engagement in learning	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.

Horsham College is in the second year of its four-year strategic plan. The College has made significant progress in achieving its goals with the majority of the four-year targets reached in 2016. The focus of this AIP is to target areas where improvement needs to occur and embed practices, which have led to the College's improvement so that they become a part of the College culture and align with the FISO initiative. The College Leadership has used the self-evaluation process to target specific areas of need, which align with current data and the long-term strategic plan.

The College will focus on

- Implementation of the second year of its literacy plan with a focus on writing and the first of its numeracy plan.
- implementation of the Academic Expectations Policy and ongoing assessment and reporting via SEQTA Live
- increased expectations in the Alternate Pathways programs including increased attendance and increased VCAL unit completion rates
- implementation of the Marrung policy and ultimately targeting improvement in Koorie/Indigenous student outcomes with a focus on attendance
- the staged roll out of the College Values across the College Community
- the introduction of School Wide Positive Behaviour Programs and embedding

Underpinning these improvement initiatives is the need to continue to support students and staff. The College is focused on creating an environment, which supports students, staff and parents to work together to seize the opportunities education provides.

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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)**
Curriculum Planning and Assessment	**Common Assessment Tasks/Continuous reporting** **Academic Expectations (AEP)/Redemptions Policy**
Building practice excellence	**Horsham College Teaching Model (HCTM)** **Teaching and Learning PDP goals** **Literacy and Numeracy plans**
Setting expectations and promoting inclusion	**SWPB Framework** **Promoting school completion and meaningful transitions** **Using data to inform decision making and planning for student management and engagement** **Student voice** **Teacher expectations in regards to student management** **Marrung Strategy at school level** **Increasing expectations to improve student outcomes** **Attendance processes and greater accountability for students and staff** **Pathways and transitions programs for all Alternative Pathways programs**

Framework for Improving Student Outcomes

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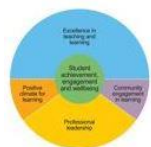
Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To ensure high quality teaching practice occurs in every classroom based upon • A culture of using data to improve student outcomes and drive decision making
IMPROVEMENT INITIATIVE	Building practice excellence
STRATEGIC PLAN TARGETS	• A median VCE study score of 29 in English (27 in 2014) and Further Mathematics (27 in 2014) • An all study mean score of 30 across all VCE subjects (28 in 2014) • Less than 25% of students in the low growth category of NAPLAN (Reading, Writing and Numeracy) • More than 25% of students in the high growth category of NAPLAN analysis (Reading, Writing and Numeracy) • A 110% of expected growth or above in every 7-10 Maths and English class as measured by PAT Numeracy and Comprehension • All teachers use the HCTM
12 MONTH TARGETS	• A median VCE study score of 28 in English (27 in 2014) and Further Mathematics (27 in 2014) • An all study mean score of 29 across all VCE subjects (28 in 2014) • Less than 27% of students in the low growth category of NAPLAN (Reading, Writing and Numeracy) • More than 23% of students in the high growth category of NAPLAN analysis (Reading, Writing and Numeracy) • A 100% of expected growth or above in every 7-1h0 Maths and English class as measured by PAT Numeracy and Comprehension • 80% of teachers use the HCTM

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
Common assessment Tasks/Continuous reporting	• Create an assessment schedule for all standardised testing (e.g. NAPLAN & PAT) • Create school-wide Scope and Sequence with assessment tasks and times as per agreed template • Staff held accountable to CAT timelines • PD for staff around implementation of Interim and Semester reports (SEQTA reporting)	T&L: Data T&L: Curric T&L: Curric, LAHs T&L: Data, Curric	Term 1 Term 1 Ongoing Term 1	6 months: • Assessment Schedule communicated to all staff • School Scope and sequence created and distributed • Reporting guidelines created and distributed • Interim reports generated, distributed • Review of Interim reports undertaken • Semester reporting process trialled •	🔴🟡🟢			
				12 months: • Changes to interim reports implemented • Review of new Semester reports trialled • LAHs ensure 90% of common assessment tasks delivered appropriately	🔴🟡🟢			
Academic Expectations (AEP)/ Redemptions policy	• Distribute clear assessment guidelines for Interim reports to staff • Create appropriate marking schemes in SEQTA for interim reports • Publish a list of at-risk and serious concern students to Year Level Coordinators (YLCs) • Support YLCs to follow up with students flagged by AEP • Review the AEP and interim reports • Provide clear role description and support for new 7-10 redemptions coordinator • New 7-10 redemptions procedure followed consistently by subject teams	T&L: Curric T&L: Data T&L: Data Sub-school heads T&L: Curric T&L: Curric LAHs	Term 1 Term 1 Every Term Ongoing Term 3 Term 1 Ongoing	6 months: • SEQTA template for interim reports created • Student data from interim reports passed on to YLCs • YLCs conduct first two rounds of student/parent interviews • High effort students recognised • 7-10 redemptions reviewed and updated	🔴🟡🟢			
				12 months: • Data provided to YLCs reviewed and updated • AEP process reviewed and updated	🔴🟡🟢			

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Horsham College Teaching Model (HCTM)	• All teachers complete at least one 50 min observation a term • Develop 1-2 components from the body of the lesson from the HCTM in staff PD and meeting time • Trial Swivl technology (?)	All teachers T&L team AP: BTC	Ongoing Term 2 Term 1	6 months: • Every teacher has completed at least 2 observations for the Semester • Trial Swivl cameras • "Clarity of instruction" section of the HCTM delivered to staff	🔴🟡🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: • Every teacher has completed at least 4 observations for the year, and this is validated through the PDP process • Check for understanding section of the HCTM is delivered to staff	🔴🟡🟢			
Teaching and Learning PDP goals	• All staff conduct Pivot surveys in all classes Term 1 & 4 (2 if required) • Pivot centred improvement goal is embedded in PDP for all staff (with evidence) • Development of practice is shared and embedded	All teachers PLT, PDPs PLT	Term 1, 2 & 4 Ongoing Ongoing	6 months: • 100% of classes pivot surveyed in term 1 • Pivot centred goal embedded in the PDP	🔴🟡🟢			
				12 months: • 100% of classes pivot tested term 3 • All staff share development strategies for PDP mid and end cycle	🔴🟡🟢			
Literacy and Numeracy Plans	• Horsham College Reading program named, created and embedded as CAT in 7-10 English • All English staff trained and implementing High Reliability Teaching Procedures (HRLTP) • All staff trained and implementing HRLTP • Independent Reading for first 10 mins of every English class • Use of PAT worksheets to create targeted focus sheets • Year 7 Maths team to create guaranteed lessons • Year 8 Maths team to use PAT targeted resources • Year 8 Maths team to actively use data to inform practice • Develop a whole-school numeracy map	English LAH English staff All staff English Staff English Staff Yr7 Maths Yr8 Maths Yr8 Maths LAHs	Term 1 Term 1 Term 3 Term 1 Ongoing Ongoing Ongoing Term 1	6 months: • Horsham College Reading program developed and communicated to staff, parents and students • English staff trained in, and implementing, HRLTP in all classes • Quantifiable measure of Academic Vocab compliance created and communicated • Literacy or numeracy goal embedded in PDP • At least 3 guaranteed maths lessons created for each topic • Whole school Numeracy map created • Triangulated Literacy testing process created for at-risk students	🔴🟡🟢			
				12 months: • 90% of students in 7-10 read 15 books • All staff trained and implementing HRLTP in all classes • 100% of classes using Academic Vocab	🔴🟡🟢			

STRATEGIC PLAN GOALS	The provision of the safe and supportive school community that promotes connectedness to school and encourages the individuals as lifelong learners. To enable and empower students to grow and learn (both personally and academically) in a culture that promotes positive relationships, student opportunities and places students at the centre of learning experiences.
IMPROVEMENT INITIATIVE	Setting expectations and promoting inclusion
STRATEGIC PLAN TARGETS	• Role clarity in wellbeing management and how it connects to student management. • Evidence based programs such as SWPB program embedded in school culture. • Student voice increases through targeted approach developed in 2016 and implemented in 2017 – 2019. • Reach a student safety 4.35 SAtSS • Connectedness to peers 4.0 SAtSS • Real Retention target above 67% over next 4 years for students from Year 11 to Year 12 • Attendance data to meet the 90% or above over the next 4 years • Attitudes to school survey motivation 4.07 to 4.15 • Attitude to school survey connectedness to school from 3.46 to 3.55 over the time of this plan
12 MONTH TARGETS	• Attendance above 90% • Maintain or exceed student motivation 4.11 SAtSS • Maintain or exceed school connectedness 3.5 SAtSS • Retention rates to above 66% • Maintain or exceed Student safety 4.34. SAtSS • Maintain or exceed Connectedness to peers 3.99. SAtSS • Maintain or exceed student distress target 5.07. SAtSS • Maintain or exceed student morale 4.61. SAtSS • Positive school behaviours process documented and being used.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
SWPB Framework	• Establish School Wide Positive Behaviours (SWPB) Team • SWPB training • Values Rollout	MW/DG MW/DG CLO & Leadership	Term 1 Term 1 & 2 Term 1-4	6 months: - Training for SWPB completed by Year Level Coordinators and Sub School Leaders - Values launched following launch schedule - Handbook for Level Coordinators produced 12 months: Review framework implementation	🔴🟡🟢 🔴🟡🟢	- Attendance data reviewed weekly - Data as per 12 months targets		
Promoting school completion and meaningful transitions	• Develop relationships at another level with the two main Government primary feeder schools. Share thinking, planning, practice and participate in professional conversations • Develop transitions strategy with Student management and PLT teams including build 'unique' Year Level experiences to promote and facilitate transition processes across Year Levels. • A well-documented career and pathways referral system across the school.	RP/KD MW/DG/ COD COD/CLO	Term 1 & 2 Term 2 & 3 Term 1 & 2	6 months: - Shared (between grade 6 teachers and Yr 7 Co-ords) Individual Education Plans for students in Out of Home Care and Koorie students - Schedule calendar and unique events, camps, visits, head-start, subject selection, orientation - Mini staff Professional Development and instructions on referral for careers appointments and referrals to Alternative Pathways - Enrolment processes documented and used consistently 12 months: - Participation in Student Support Group meetings for grade 6 students in terms 3 & 4 - MIPS completed by Aug and reviewed in Dec - Meet new DET compliance requirements for MIPS	🔴🟡🟢 🔴🟡🟢	- Program for Students with Disabilities funding maintained between primary and secondary school - IEPs transferred between schools - Career plans done and recorded on SEQTA for Koorie students and students in Out of Home Care		

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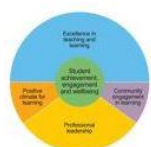|							
Using data to inform decision making and planning for student management and engagement	• Explicit and documented wellbeing strategy to support Koorie, Out of Home Care and EAL students • Attendance data reports (weekly) • Horsham College Values incorporated in student management	KD/CLO MW/DG KD/CLO	Term 1 Term 1 Term 1-4	6 months: - SSGs held, IEPs, working closely with KESOs, SOSCs referrals completed. Copies of Cultural Inclusion Plans recorded on SEQTA - Working with LOOKOUT Centre where appropriate - Follow up on unresolved attendance - Values incorporated into Student Expectations, Promotions Policy, Detentions Restorative Approach and relevant policies over terms 1 & 2	🔴 🟡 🟢	-	
				12 months: - Unresolved attendance reduces - Working collaboratively with the DET DHHS Life and Living Skills team - Values well known by College community	🔴 🟡 🟢		
Student voice	• Gain and incorporate feedback from students and parents regarding teaching and learning and behaviour management into SWPB framework • Student rollout of Horsham College Values through a number of initiatives. Focus on student voice • Student Forums with School Leadership	MW/DG CLO/KD RP	Term 2 – 4 Term 2 – 4 Term 1-4	6 months: - Student Voice central plank in SRC and School Captain/Leadership roles	🔴 🟡 🟢		
				12 months: - Parent opinion survey - Values activities conducted in home group time	🔴 🟡 🟢		
Marrung Strategy at school level	• Incorporation of Marrung Strategy at Horsham College • One staff meeting per term focused on Marrung Strategy	Leadership RP	Term 1-4 Term 1-4	6 months: - Presentations at staff forums - One staff meeting per term dedicated to Marrung policy	🔴 🟡 🟢		
				12 months: - Koorie/Indigenous students participate in cultural activities organised by local aboriginal groups such as Goolum Goolum, and Barengi Land Council -	🔴 🟡 🟢		

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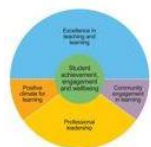
Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	The provision of the safe and supportive school community that promotes connectedness to school and encourages the individuals as lifelong learners. To enable and empower students to grow and learn (both personally and academically) in a culture that promotes positive relationships, student opportunities and places students at the centre of learning experiences.
OTHER IMPROVEMENT MODEL DIMENSIONS	Setting expectations and promoting inclusion – Alternate Pathways
STRATEGIC PLAN TARGETS	
12 MONTH TARGETS	• Attendance above 50% across all programs (SVCAL 50%; McKenzie Creek 60%; Online 28%) • 60 % students exited to employment/traineeship/study • 114 units of completion (15 Young Parents; 4 Online; 50 ConnectEd; 45 SVCAL) • 100% of expected PAT growth (McKenzie Creek and Non-VCAL ConnectEd) in literacy and numeracy.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Increasing expectations to improve student outcomes	• Provide induction pack to all students – including clarity of expectations: safety, productivity, respect across programs. • IEPs complete and reviewed (at least once per term) for all students. • 2 reports per student per year (to provide feedback to parent/student on progress) • Changes to ConnectED and SVCAL timetables to increase VCAL classes • Professional development for VCAL staff centred on VCAL delivery • All students above age of 15 enrolled in VCAL units. • Whole Alt Program staff PD day (1 per term) around working with 'at-risk' youth	SW/JP/SR/AR All Staff All Staff JP/AR SR/AR SR/JP/AR AR	Term 1 Term 1 -4 Term 2 & 4 Term 1 Term 1 & 2 Term 1 Term 2	**6 months** - All students in all programs have IEP uploaded onto SEQTA. - All students in McKenzie Creek/ ConnectEd completed 1 compass test (Term 1) or PAT test (non-VCAL students). - Reports completed in all programs. - WRS and PDS begun for all ConnectEd VCAL students. - SSGs for all students below 17/OOHC/Koorie (recorded on SEQTA) **12 months:** - All students in all programs have IEP reviewed. - Reports for programs delivered in Term 3. - Students undertake PAT/Compass for second time - SSGs for students below 17/OOHC/Koorie - Decrease in behaviour concern notes for non-VCAL students Sem 1 to Sem 2.	🔴 🟡 🟢 🔴 🟡 🟢			
Attendance processes and greater accountability for students and staff	• Process for student follow up across all programs – including reduction in unresolved absences to less than 20% across all programs. • Clarity of expectations: Promote the importance of attendance for all students across programs. Targets are minimum expectations • Working with DET Regional Staff and agencies (including Centrelink) re support and consequences for truancy • Parent engagement across programs for non-independent students including semester SSGs for all students aged below 17, OOHC, Koorie, PSD.	All Staff JP/AR/RP JP/AR/RP SW/SR/JP/AR	Term 1-4 Term 1 Term 1 – 4 Term 1 & 3	**6 months:** - Student attendance follow up process created - Staff trained in SEQTA - Reduction in unresolved absences from 2016 - Induction documentation completed for all students. - Centrelink /DET follow up begun for school refusers. **12 months:** - Reduction in unexplained absences to below 20%	🔴 🟡 🟢 🔴 🟡 🟢			

	• Staffed trained in appropriate use of SEQTA	JP/AR/HP	Term 1 & 2				
Pathways and transitions programs for all Alternative Pathways programs	• MIPS across all programs • Schedule calendar for year to support transitions for students • Integrated classes for McKenzie Creek students to promote improved transitions to Horsham College • Development of "readiness for Year 8" process for McKenzie Creek students • Outline of process and implementation of work experience at ConnectEd and SVCAL. • Clarity of process and implementation re exiting students. • Parenting Classes for young parents • Access to Ls program for all students above age of 16. • Short-course opportunities including Safe Food Handling, RSA, White Card	KK/COD KK/SW/JP/AR SW/AR SW/AR/KD/MW KK/COD KK/RP EH/AR JP/SR/CH JP/SR/CH	Term 1-4 Term 1 Term 2 & 3 Term 2 & 3 Term 1 Term 1 Term 1 Term 1-4 Term 1-4	6 months: - MIPs completed in all programs - Exit process approved - Readiness for Year 8 process completed - Parenting classes underway	🔴 🟡 🟢		
				12 months: - 5 McKenzie Creek students transition to main campus in 2017 - 15 students in SVCAL (7) and ConnectEd (5) to complete work experience or SWLs - 4 short course opportunities delivered to students. Student complete parenting classes.	🔴 🟡 🟢		

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	**Building practice excellence**	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.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	**Building leadership teams**	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	**Empowering students and building school pride**	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	**Building communities**	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	

Reflective comments: [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

Confidential cohorts analysis: [**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]

Next Steps:

Framework for Improving Student Outcomes