

Annual Implementation Plan: for Improving Student Outcomes

School name: **Timboon P12 School**

Year: 2017

School number: **6260**

Based on School Strategic Plan: **2017-2020**

Endorsement:

Principal **Sean Fitzpatrick** [date]

Senior Education Improvement Leader **Tony Fowler** [date]

School council **Chris Hibburt** [date]

Section 1: The school's FISO High-impact Improvement Initiatives - summary

Report here the goals identified in the current School Strategic Plan and tick the FISO Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

SCHOOL STRATEGIC PLAN GOALS	FISO IMPROVEMENT PRIORITIES	FISO HIGH-IMPACT IMPROVEMENT INITIATIVES [Drafting note: Considering your SSP goals and 2016 performance data – choose one or two FISO improvement initiatives for focus in the 2017 year]	
<ul style="list-style-type: none"> Maximise learning gain across the curriculum for every student Develop an inclusive culture based on shared high expectation where all learners are consistently challenged and inspired to learn without limits and achieve personal success Establish shared inspirational leadership to engage and motivate all learners, in a climate of collaboration and collective self and collective responsibility 	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	

FISO HIGH-IMPACT 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 2017. 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.

Key areas for improvement identified in our Peer Review in 2016 included:

2017 will be the first year of the new school strategic plan, the school focus will be developing the following key FISO areas:

- Excellence in teaching and learning. Areas of specific focus will include building practice excellence, curriculum planning and assessment, evidence-based high impact teaching strategies and evaluating impact on learning
- Setting expectation and promoting inclusion, Health & Wellbeing
- Professional Leadership. Areas of specific focus will include Building Leadership teams, instructional leadership, strategic resource management and vision values and culture.

2017 will feature a continued focus on the development and implementation of the PLC Framework, continued focus on curriculum planning and assessment using the high reliability schools model and the introduction of a P12 formative assessment model (capabilities rubric assessment). A greater focus will also be on the evaluation and introduction school structures that support improved monitoring and intervention of student learning gains across all curriculum areas. In addition to this, the school will begin the implementation of the SWPBS framework to develop and implement a clear school mission, vision, values and culture of shared high expectations. A greater emphasis on organisational climate and developing professional leadership will also begin to be implemented in the 2017 AIP. This process will feature a greater focus on building leadership teams, promoting a collaborative culture, promoting professional learning, planning, coordinating, evaluating how instruction impacts student achievement and evaluating teaching and curriculum across the school.



KEY IMPROVEMENT STRATEGIES (KIS)

List Key Improvement Strategies for implementation of the chosen FISO High-impact Improvement Initiative/s. This could include existing strategies as well as new ones identified through analysis of data, evaluation of impact, 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.

FISO IMPROVEMENT INITIATIVE	KEY IMPROVEMENT STRATEGIES(KIS)
<p>Building practice excellence Curriculum planning and assessment</p>	<p>Continued Implementation of the PLC framework to:</p> <ul style="list-style-type: none"> • Build teacher capacity to identify, collaboratively plan, teach and report on each student’s point of learning (POL). Consolidate and embed the consistent approach to teaching Literacy & Numeracy, with effective development of all staff through the cycles of inquiry process • Maintain and further develop effective team planning across all learning areas. Build teacher collective efficacy using high impact, evidence-based strategies • Conduct a review of curriculum planning and assessment processes and documentation with the aim of building teacher capability to collaboratively design rich assessment tasks that provide multiple entry and exit points, and that reflect the agreed knowledge and capabilities expressed in well designed and understood rubrics • Extend Collaborative Group Work, including the moderation of student work to inform assessment judgements across Foundation to Year 12
<p>Positive Climate for learning Setting expectations and promoting inclusion</p>	<ul style="list-style-type: none"> • Develop shared vision and values reflective of the role and position of the school within its community • Create opportunities to promote student voice, feedback and direct influence on classroom learning, engagement and assessment • Increase parent engagement with the school and their child’s learning development • Development of an agreed and documented attendance policy that outlines the benefits and expectations with respect to student attendance, as well as the roles and responsibilities of all parties, particularly the classroom teacher and the ‘follow up’ after absence
<p>Building leadership teams</p>	<ul style="list-style-type: none"> • Development of role statements for leadership team/staff members reflective of the SSP/AIP • Development of leadership capabilities and collaborative practices across the school and in partnership with other schools



Framework for Improving Student Outcomes

Published: September 2016



Section 2: FISO High-impact Improvement Initiative - detail

The table below is designed to plan for and monitor the FISO 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.

Please note: In 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. Delete dots as appropriate.]

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> Maximise learning gain across the curriculum for every student 						
FISO IMPROVEMENT INITIATIVE		Building practice excellence Curriculum planning and assessment						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Students maintain or exceed expected learning gain of one Victorian Curriculum Level each school year. NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5, Year 5 to Year 7 and Year 7 to Year 9 will be at or above levels of those schools with a similar Student Family Occupation index (SFO) on each dimension. Maintain the percentage of students in the top 2 bands of NAPLAN reading as they progress through the school 						
12 MONTH TARGETS		NAPLAN, ON Demand & VCE Data						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
Estimate	YTD							
Build teacher capacity to identify, collaboratively plan, teach and report on each student's point of learning (POL). Consolidate and embed the consistent approach to teaching Literacy & Numeracy, with effective development of all staff through the cycles of inquiry process	Continued cycles of student cohort enquiry/data plan for all year levels Provide continued support to facilitate data collection and usage Continued focus and implementation of the PLC Framework	Years P-10 Literacy & Numeracy teachers, Teaching & Learning Leaders	Ongoing Terms 1-4	6 months:	● ● ●		\$17,500	
				12 months:	● ● ●		\$17,500	
Maintain and further develop effective team planning across all learning areas. Build teacher collective efficacy using high impact, evidence-based strategies	Implementation of new meeting/team structure including staff working with Carmel Richardson-Monitor each student's academic progress implement positive strategies in teaching and learning behaviours. Continued focus and implementation of the PLC Framework	All staff, Teaching & Learning Leaders	Term 1	6 months:	● ● ●		\$4,000	
				12 months:	● ● ●			
		All staff,	Ongoing	6 months:	● ● ●		\$6,000	



<p>Conduct a review of curriculum planning and assessment processes and documentation with the aim of building teacher capability to collaboratively design rich assessment tasks that provide multiple entry and exit points, and that reflect the agreed knowledge and capabilities expressed in well designed and understood rubrics</p>	<p>Michael Francis to continue work with staff with the implementation of capabilities rubrics for all year levels and all curriculum areas. Continued development and documentation of a guaranteed & viable curriculum in line with the Victorian Curriculum. Continued focus and implementation of the PLC Framework</p>	<p>Teaching & Learning Leaders</p>	<p>Terms 1-4</p>	<p>12 months:</p>	<p>● ● ●</p>			
<p>Extend Collaborative Group Work, including the moderation of student work to inform assessment judgements across Foundation to Year 12</p>	<p>Schedule assessment moderation periods in the P12 meeting structure. Potential release of staff to network schools (VCE Moderation), investigate & implement Edrolo. Testing systems established- laptop purchase</p>	<p>All staff</p>	<p>Ongoing Terms 1-4</p>	<p>6 months:</p>	<p>● ● ●</p>		<p>\$22,000</p>	
				<p>12 months:</p>	<p>● ● ●</p>			



Section 2: FISO High-impact Improvement Initiative – detail

The table below is designed to plan for and monitor the FISO Improvement Initiative. Please note: In 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. Delete dots as appropriate.]

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> Develop an inclusive culture based on shared high expectation where all learners are consistently challenged and inspired to learn without limits and achieve personal success 							
FISO IMPROVEMENT INITIATIVE		Setting expectations and promoting inclusion Health & Wellbeing							
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Derived from parent, student and staff feedback around their 4 year perception of the school 							
12 MONTH TARGETS		Attitudes to School Survey, Parent Opinion Survey							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
		Estimate	YTD						
Develop shared vision and values reflective of the role and position of the school within its community	Investigation & development of the SWPBS Framework. Implementation & communication of School Mission, Vision & Values (Ralph Shaw), launch & celebration day (Kidsmatter day). Provide youth worker/counselling service for school community.	All staff, Engagement & Wellbeing Leaders	Ongoing-Terms 1-4	6 months:	● ● ●			\$31,000	
				12 months:	● ● ●				
Create opportunities to promote student voice, feedback and direct influence on classroom learning, engagement and assessment	Establish regular student surveys to improve ongoing feedback regarding engagement, classroom learning & assessment (Pivot)	All staff	Ongoing-Terms 1-4	6 months:	● ● ●			\$5,000	
				12 months:	● ● ●				
Increase parent engagement with the school and their child's learning development	Increase communication with Parent/families through different methods including Compass and increased aspirational focused publications	Leadership Team, All staff	Ongoing-Terms 1-4	6 months:	● ● ●			\$6,000	
				12 months:	● ● ●				
Development of an agreed and documented attendance policy that outlines the benefits and expectations with respect to student attendance, as well as the roles and responsibilities of all parties, particularly the classroom teacher and	Review of the schools attendance policy and procedures in line with DET attendance guidelines Adoption of whole school strategies to improve school attendance	All staff, Engagement & Wellbeing Leaders	Ongoing-Terms 1-4	6 months:	● ● ●				
				12 months:	● ● ●				



the 'follow up' after absence								
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Section 3: Other FISO Dimensions

This section is for documenting FISO dimensions that schools may be focusing on, in addition to the one or two chosen High-impact improvement initiatives.

Please note: In 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. Delete dots as appropriate.]

STRATEGIC PLAN GOALS	Establish shared inspirational leadership to engage and motivate all learners, in a climate of collaboration and collective self and collective responsibility
OTHER IMPROVEMENT MODEL DIMENSIONS	Building leadership teams
STRATEGIC PLAN TARGETS	School staff surveys demonstrate incremental improvement in: <ul style="list-style-type: none"> • Teacher Collaboration, • Staff trust in Colleagues, • Collective focus on student learning Guaranteed and Viable Curriculum
12 MONTH TARGETS	Staff Opinion Survey

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Development of role statements for leadership team/staff members reflective of the SSP/AIP	Leadership team to participate in the Bastow – Coaching For Leadership Teams to develop and increase leadership capabilities with a focus on improving the organisational climate. Review of all role statement and the development of a new responsibility structure in line with SSP & AIP goals	Principal, All staff	Term 1 & 2	6 months:	● ● ●		\$6,000	
				12 months:	● ● ●			
Development of leadership capabilities and collaborative practices across the school and in partnership with other schools	Reflective reading, development of professional goals and collaborative practices in the new professional leadership PLC's	Principal, All staff	Ongoing-Terms 1-4	6 months:	● ● ●		\$5,000	
				12 months:	● ● ●			

Section 4: School Self-Evaluation

For the chosen FISO initiatives and dimensions, evaluate using the Continua of Practice and document evidence and analysis of progress towards goals and targets. You can find the Continua of Practice [here](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Continuaa.aspx)

For other FISO dimensions include an assessment of the school's status against the continua to assist with the development of the 2018 AIP.

[Drafting Note School self-evaluation section enables schools to continuously collect, monitor and analyse school data about 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 School 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	Yes	2 - Evolving	The school has begun implementing the Mazzano high reliability schools model to compliment the PLC journey. This has been achieved through changing the meeting structure to enable PLC teams to regularly meet to develop and design a guaranteed and viable curriculum (Victorian Curriculum).
	Curriculum planning and assessment	Yes	2 - Evolving	In 2016 the school established a team (Guided coalition) to implement the PLC/High Reliability School Framework introducing the Victorian Curriculum. Staff meet regularly to focus on the development of a guaranteed & viable curriculum, this will be a future focus with the proposed introduction of uniform assessment rubrics model (focusing on student proficiency and capabilities) in 2017. The development of a school data plan & cycle of collection has encouraged staff to set learning goals for year levels and measure individual student growth
	Evidence-based high impact teaching strategies	Yes	2 - Evolving	Over the past 4 years the school has had a whole school focus on John Hattie's Big 4: Learning intentions, Quality of Task, Success Criteria and Feedback. Professional development has been aligned to support this whole school focus including regular P12 staff presentations and the opportunity for staff to attend professional development specific to this focus. All lessons are structured to explicitly reflect the big 4. Staff peer observations take place 1x yearly to focus on all big 4 areas. In 2016 this process has seen the addition of the PLC Framework with all staff expected to have an instructional focus on: <ul style="list-style-type: none"> • What do we want students to learn? (Learning Intention) • How will know if students have learnt it? (Success Criteria) • What will we do if students haven't learnt it? (Feedback) • What will we do if students already know it? (Feedback, Success Criteria)
	Evaluating impact on learning	Yes	2 - Evolving	Collective accountability for the assessment and monitoring of progress of individual students, cohorts of students and the school as a whole: <ul style="list-style-type: none"> ▪ Targets & Milestones: Examine NAPLAN / VCE/On Demand /On line Numeracy/Literacy to identify trends, strengths and concerns ▪ Moderation of Ausvels between year levels ▪ Investigate assessment tools/tests to support data triangulation Review whole school assessment schedule
Professional leadership	Building leadership teams	Yes	2 - Evolving	The school has introduced PLC Framework (2016) to build collaboration and establish collective responsibility of student learning. The potential development of a Teaching & Learning and Engagement & Wellbeing focus from the traditional P-6 & 7-12 Sub School structure will provide the potential for a P12 model to build collective accountability and monitoring of student achievement.



	Instructional and shared leadership	Yes	2 - Evolving	In 2016 the school engaged in the PLC Framework. This has seen the creation of PLC's across the school (Learning Communities based on Year levels and Domain Areas). The school has applied additional time to the meeting structure to enable these teams to meet more regularly on school focusses.
	Strategic resource management	Yes	2 - Evolving	The school is moving into a Teaching & Learning and Engagement & Wellbeing model instead of the traditional P-6 and 7-12 Sub Schools. Meeting structures, resource management, professional development, new school buildings and roll descriptions will need to be re aligned to achieve this P12 model effectively
	Vision, values and culture	Yes	2 - Evolving	The school engagement policy continues to be implemented to support programs that developed the skills, knowledge and attitudes of students to their maximum potential. – incorporating consistent agreed practices P12 that focused on building community connectedness, providing cultural activities, improving personal development, providing health promotion and harm prevention programs delivered by trained staff and health promotion agencies. This policy is currently being reviewed and other Engagement & Wellbeing Frameworks such as SWPBS are being considered as future frameworks to clearly articulate the schools values and rest the schools expectations. In addition to this the school has begun to implement Compass School Manager to use the Chronicle feature to record student incidents and highlight student achievements
Positive climate for learning	Empowering students and building school pride	Yes	2 - Evolving	Students are provided with a broad selection of school representation opportunities including, academic (spelling, debating) and sporting (both team & individual). In addition to this bi-annual Japanese trips and a Vietnam Study Tour (Years 10-12) has been implemented with 2 trips taking place. This opportunity has not only provided students with a rich cultural and historical experience but also strong personal development. The schools successful Rock bands program (years 5-12) has provided the opportunity for students to annually perform to neighbouring primary feeder schools and the wider school community.
	Setting expectations and promoting inclusion	Yes	2 - Evolving	The school code of conduct has remained under review during the school review process to provide potentially further scope and engagement in other inclusive and improved behavioural/expectation based frameworks such as SWPBS in order to support and improve school practices. A new school mission and vision have been created and are ready for implementation in 2017.
	Health and wellbeing	Yes	2 - Evolving	Over the past 4 years the school has implemented the Kismatter and Mindmatters Initiative with an annual Kismatter Day now on the yearly school calendar to focus on, develop awareness and support School community Health and wellbeing. An increased focus on developing engagement & wellbeing snapshots/ILP's will be a focus for 2017.
	Intellectual engagement and self-awareness	Yes	2 - Evolving	The school has begun developing collaborative structures to develop a consistent meeting and reporting expectation to ensure a more consistent, whole school formalized approach. This has begun to emerge through the P-10 Literacy & Numeracy Cycles of Inquiry and PLC Process. In addition to this the school is about to embark on a P12 assessment/rubrics focus to generate a common P12 Learning language and improve its formative assessment processes.
Community engagement in learning	Building communities	No	3 - Embedding	The introduction of the TAP (Timboon Agriculture Project) has seen the development of a unique school/community engagement model. It is a school/industry partnership initiative through which businesses and community members' support and work with Timboon P-12 School's teaching staff to integrate agriculture and food technology into the curriculum to: <ul style="list-style-type: none"> • Support student learning and increase applied learning opportunities, • Increase student awareness of, preparation for and interest in agricultural education pathways and careers, • Increase school engagement with the local community, • Improve retention of students at secondary level, and retention or return of school leavers This model has attracted local, state and national recognition as a sound community engagement model. The introduction and the further development of annual ANZAC Day and Remembrance Day Ceremonies has also provided the opportunity for increased school/community connectedness and school pride.
	Global citizenship	No	3 - Embedding	Although our students live in a community that is not as culturally diverse as others, we are proud of their awareness as global citizens. Timboon P12 offer a number of programs and learning opportunities for students to develop as 21 st Century Learners. This includes the bi annual intercultural exchange visits with the sister school in Japan for Year 9-12 students and the Vietnam Study Tour for Years 10-12. In



				addition to this all students across P12 participate in up to 4 cultural performance incursions throughout the year. There are a number of culturally rich camps in place across the school (Year 3-12). The TAP Framework provides students with many opportunities and real life experiences to develop a deep understanding of the Agriculture industry and its local and global economic and cultural importance
	Networks with schools, services and agencies	No	3 - Embedding	<p>Timboon P12 utilises a number of support services including the Barwon South Student Services (speech pathologists, psychologists and social workers) and KESO's. The school has also recently appointed a part time youth worker to support student engagement and wellbeing. Further human resource support in these areas will need to be considered in the future.</p> <p>Timboon P12 has developed a strong Network of schools to collaborate and share with. This includes Simpson P.S, Nullawarre P.S, Cobden TS, Camperdown P12 School and Terang P12 School. The school has a strong connection with local businesses (approximately 270) through its TAP as well as SBA and SWP's.</p>
	Parents and carers as partners	No	2 - Evolving	The school will need to develop a clear strategy to lift community aspirations through greater promotion of school leavers success, greater promotion of school programs/success, developing family exit surveys, continued work on providing data to families and a communicating a greater promotion of the daily routines and school expectations.
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:				

