

# Annual Implementation Plan: for Improving Student Outcomes

School name: Ballarat High School

School number: 01 7540

Year: 2017

Based on strategic plan: 2015-2018



Endorsement:

Principal Gary Palmer [8/2/2017]

Senior Education Improvement Leader Jenny Malberg [date]

School council Graeme Howard [8/2/2017]

## 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	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> <li>To improve individual student learning growth. (Achievement)</li> <li>To increase student engagement in their learning. (Engagement)</li> <li>To foster a supportive and caring learning culture. (Wellbeing)</li> <li>To improve all learning spaces. (Productivity)</li> </ul>	<b>Excellence in teaching and learning</b>	Building practice excellence	✓
		Curriculum planning and assessment	✓
	<b>Professional leadership</b>	Building leadership teams	
	<b>Positive climate for learning</b>	Empowering students and building school pride	
		Setting expectations and promoting inclusion	✓
	<b>Community engagement in learning</b>	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.

We are really pleased with a number of our 2016 data sets. A number of strategies started in the last 2 years need time to be embedded with all staff. This is a key reason why we are continuing with the majority of our improvement strategies. We were fortunate to have been involved in a BASTOW numeracy leadership program in 2016. This has led to a new key improvement strategy we are going to implement in 2017. This is targeted at our NAPLAN numeracy results which are not at the level we would like them to be. We have also been fortunate to have been involved in a leadership program with VASSP and the Mitchell Institute and this also forms part of our new key improvement strategies for 2017.

**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)
<ul style="list-style-type: none"> <li>Building practice excellence</li> <li>Curriculum planning and assessment</li> </ul>	<ul style="list-style-type: none"> <li>Improved whole school approaches for teaching Literacy and Numeracy.</li> <li>Align Ballarat High School pedagogical practices and learning dispositions with the learning framework by developing core learning principles.</li> </ul>
<ul style="list-style-type: none"> <li>Setting expectations and promoting inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Develop process and programs that support student's connectedness to school and pathways through school and beyond.</li> <li>To further improve student wellbeing and safety by providing greater support to individuals and groups of students.</li> </ul>



## Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each 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. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the 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.

<b>STRATEGIC PLAN GOALS</b>		To improve individual student learning growth. (Achievement)						
<b>IMPROVEMENT INITIATIVE</b>		Building practice excellence Curriculum planning and assessment						
<b>STRATEGIC PLAN TARGETS</b>		<p><b>NAPLAN Relative Growth</b> To reduce the percentage of students years 7 to 9 with low relative growth for reading, writing, and numeracy to below 20%. To increase the percentage of students years 7 to 9 with high relative growth for reading, writing, and numeracy to above 30%.</p> <p><b>VCE ATARs and Study Scores</b> To increase the percentage of VCE study scores 40 and above to at least state mean. To increase the mean study score for all subjects to be at least state mean.</p>						
<b>12 MONTH TARGETS</b>		<p><b>NAPLAN Relative Growth</b> In 2016 reduce the percentage of 7-9 low relative growth for reading, writing, and numeracy to below 25%. In 2016 increase the percentage of 7-9 high relative growth for reading, writing, and numeracy to above 25%.</p> <p><b>VCE ATARs and Study Scores</b> To increase the percentage of VCE study scores 40 and above to 5% To increase the mean study score for all subjects to above 29</p>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
				12 months:	● ● ●			
Improved whole school approaches for teaching Literacy and Numeracy	Embed a whole school literacy & numeracy plan through staff professional development <ul style="list-style-type: none"> <li>All teachers in all learning areas explicitly teaching vocabulary using Marzano's six step process or another vocabulary routine.</li> <li>Whole school Professional learning on vocabulary strategies.</li> <li>Literacy Champions provide Professional Learning and support to all staff through their KLA time.</li> <li>All mathematics teachers in years 7 – 9 implementing 1 skills session per week.</li> <li>All mathematics teachers in years 7-10 implementing worded problem strategies</li> <li>All mathematics teachers in years 7 – 9 completing 2 peer observations</li> <li>All curriculum documentation 7-9 to include skills sessions and worded problems..</li> </ul>	APT &L LT Lit/Num	Ongoing all year	6 months:	● ● ●			
				<ul style="list-style-type: none"> <li>All staff have whole school P&amp;D goal in place</li> <li>Literacy learning team delivered whole school PD to all staff</li> <li>Staff professional learning with Literacy Champions in KLA's completed</li> <li>All numeracy classes 7-9 having 1 skill session per week</li> <li>All numeracy classes 7-10 implementing worded problems strategy</li> <li>All mathematics teachers 7-9 completed 1 peer observation</li> </ul>				
				12 months:	● ● ●			
				<ul style="list-style-type: none"> <li>All students being explicitly taught Vocabulary in all learning areas</li> <li>Literacy learning leaders provide professional learning support to staff in learning areas.</li> <li>All numeracy classes 7-9 having 1 skill session per week</li> <li>All numeracy classes 7-10 implementing worded problems strategy</li> <li>All mathematics teachers 7-9 completed 2 peer observation</li> </ul> <p><b>NAPLAN Relative Growth</b> In 2016 reduce the percentage of 7-9 low relative growth for reading, writing, and numeracy to below 25%. In 2016 increase the percentage of 7-9 high relative growth</p>				



				for reading, writing, and numeracy to above 25%. <b>VCE ATARs and Study Scores</b> To increase the percentage of VCE study scores 40 and above to 5% To increase the mean study score for all subjects to above 29				
	Implementation of a BASTOW leadership numeracy mathematical pedagogy program at years 7 & 8 using the pedagogical cross walk analysis. <ul style="list-style-type: none"> <li>Time release for two teachers to complete numeracy coaching to all mathematics teachers 7-9.</li> <li>All mathematics teachers 7-9 undertaking professional learning based on the BASTOW numeracy leadership program.</li> <li>Implementation of across walk analysis as a feedback and reflection process</li> <li>All mathematics teachers completing 2 peer observations.</li> <li>Implementation of mathematical norms in all year 7 – 8 classrooms.</li> </ul>	AP T&L 2 teachers with time release to be numeracy coaches	Ongoing all year	6 months: <ul style="list-style-type: none"> <li>Professional learning completed with mathematics teachers 7-9</li> <li>All year 7 &amp; 8 maths classes are setting up classes with mathematical positive norms</li> <li>All mathematics teachers 7-9 completed 1 peer observation</li> <li>All mathematics teachers setting learning goals in response to feedback from peer observation.</li> </ul>	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>All year 7 and 8 maths teachers have completed their feedback and reflected on their mathematical pedagogy using a cross walk analysis</li> <li>All 7 &amp; 8 teachers have participated in Bastow leading numeracy Professional development</li> <li>All mathematics teachers years 7 – 8 completing 2 peer observations</li> <li>All mathematics teachers years 7 – 8 completing written reflection on feedback form peer observations</li> </ul>	● ● ●			
Align Ballarat High School pedagogical practices and learning dispositions with the learning framework by developing core learning principles.	Develop a shared understanding of differentiation and assessment and what this looks like at Ballarat High School by <ul style="list-style-type: none"> <li>All staff undertaking professional learning</li> <li>All staff differentiating assessment</li> <li>All staff writing reports that are differentiated</li> <li>All students reports 7-12 S/N unit results</li> </ul>	AP T&L, LT Ass & Rep, LT Curr, AP 7-9	Ongoing all year	6 months: <ul style="list-style-type: none"> <li>Whole School Professional Learning Day completed</li> <li>Schoolwide understanding of links between differentiation and assessment</li> <li>Whole school 7-12 S / N unit differentiated grades implemented in school reporting process</li> </ul>	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>All curriculum documentation differentiated</li> <li>All assessment and reporting differentiated</li> <li>Whole school Assessment &amp; reporting policy endorsed by School Council</li> <li>Whole school 7-12 S / N unit differentiated grades implemented in school reporting process</li> </ul> Improved Parent Opinion Survey with: Reporting above 60 <sup>th</sup> percentile	● ● ●			
	Ongoing staff, student, and parent development in the use of Edumate for teaching & learning.	AP T&L, LT ICT, AP Sch Imp	Ongoing all year	6 months: <ul style="list-style-type: none"> <li>Increased use of Edumate as a communication tool with students, parents, and teachers</li> <li>Learning areas using scope and sequence on edumate</li> </ul>	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>Increased use of Edumate as a communication tool with students, parents, and teachers</li> <li>Staff providing continuous assessment on line including personalised feedback to students and parents.</li> </ul>	● ● ●			

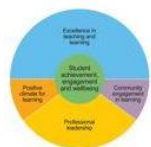


				Improved Parent Opinion Survey with: General Satisfaction above 60 <sup>th</sup> percentile				
	Continue to embed the FLIP pathway focusing on transitioning students to positive pathways within and outside school.	APT&L, LT Flexible Learning	Ongoing all year	6 months: <ul style="list-style-type: none"> <li>ICT Communication and learning platform fully developed and links with staff, students, parents, and base schools</li> <li>All students transitioned into a positive pathway</li> <li>Students undertaking a range of blended programs between school and tafe.</li> </ul>	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>All students transitioned into a positive pathway</li> <li>Greater links in place with GForce and Navigator programs</li> <li>Increase flexible delivery of curriculum within mainstream school programs.</li> </ul>	● ● ●			
	All staff using the pedagogical cross walk analysis process as feedback in their P&D plans.	APT&L	Ongoing all year	6 months: <ul style="list-style-type: none"> <li>Whole School professional learning day completed</li> </ul>	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>All teaching staff P&amp;D plans completed with cross walk analysis feedback as evidence</li> </ul>	● ● ●			



# Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		To increase student engagement in their learning. (Engagement) To foster a supportive and caring learning culture. (Wellbeing)						
<b>IMPROVEMENT INITIATIVE</b>		Setting expectations and promoting inclusion						
<b>STRATEGIC PLAN TARGETS</b>		<p><b>Attendance</b> To reduce student absences (days per full time equivalent) for years 7 to 12 (school average) from 24 days to below 18 days.</p> <p><b>Connectedness to School</b> To increase school connectedness to a minimum of 4.0 (on a 5 point scale) across years 7-12 (school average) on the students attitudes to school survey.</p> <p><b>Transitions to further study and work</b> MIPS: 100% of students in years 10 to 12 tracked for a minimum of 6 months after exiting school.</p> <p><b>Student Relationships</b> To increase classroom behaviour to a minimum of 3.5 (on a 5 point scale) across years 7-12 (school average) on the students attitudes to school survey. To increase student safety to a minimum of 4.5 (on a 5 point scale) across years 7-12 (school average) on the students attitudes to school survey.</p>						
<b>12 MONTH TARGETS</b>		<p><b>Attendance</b> To reduce the average student days absent 7-12 to below 15.</p> <p><b>Connectedness to School</b> To increase school connectedness to 3.7 (on a 5 point scale) across years 7-12 on the students attitudes to school survey.</p> <p><b>Transitions to further study and work</b> MIPS: 100% of post compulsory students tracked for a minimum of 6 months after exiting school.</p> <p><b>Student Relationships</b> To increase classroom behaviour to 3.1 (on a 5 point scale) across years 7-12 on the students attitudes to school survey. To increase student safety to 4.25 (on a 5 point scale) across years 7-12 on the students attitudes to school survey</p>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Develop process and programs that support student's connectedness to school and pathways through school and beyond.	Embed the aims of the Learning mentor approach. This includes: <ul style="list-style-type: none"> <li>Developing our learners to be independent resilient learners through the explicit teaching of character strengths, metacognition and our Ballarat High School "Values in Action".</li> <li>All learners will set SMART goals that are growth focused and allow them to reflect on learning and their role in it.</li> <li>All learners will complete 2 learning reflections per year.</li> <li>All mentors support learners to complete a reflective journal to assist in preparing their learning reflections in their mid year and end of year reports</li> <li>All mentors reflect on their role as a learning mentor as part of their P&amp;D process</li> <li>Federation University Masters students supporting learning mentors</li> </ul>	APT&L, LT Learning Mentors	Ongoing all year	6 months: <ul style="list-style-type: none"> <li>Whole school Professional Development day completed on critical &amp; creative thinking</li> <li>All students set SMART goals and reflect against these as part of school reporting process</li> </ul>	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>All students explicitly taught creative and Critical thinking in Learning Mentors</li> <li>All students have developed an understanding of the importance of creative and critical think</li> <li>All students set SMART goals and reflect against these as part of school reporting process</li> <li>Whole school learning mentor policy endorsed by School Council.</li> </ul> <p><b>Connectedness to School</b> To increase school connectedness to 3.7 (on a 5 point scale) across years 7-12 on the students attitudes to school survey.</p>	● ● ●			



	<p>Implement the 2016 VASSP leadership project (this resulted in the creation of the learning leader role.) as a lever to develop the restructure of the senior school to support learning mentors.</p> <p>Year 10 trial a new awards process to recognise effort and achievement</p>	AP 10-12 LT VCE/ VCAL	Ongoing all year	<p>6 months:</p> <ul style="list-style-type: none"> <li>• Whole staff Professional learning completed in week 4 term 1. Learning focus is on understanding how we learn and reflecting on how our students learn. We will explore the role of the journal and how it will support learner goal setting.</li> <li>• Regular whole school professional learning undertaken on developing a growth mindset culture.</li> <li>• Learning leaders completed Professional Learning around metacognition (Victorian Curriculum) and growth mindset.</li> <li>• Learning leaders and leading teachers support the Learning mentor during mentor times.</li> <li>• Learning leaders assist building the schoolwide shared understanding of the Growth Mindset and the explicit links to our learning dispositions</li> <li>• Learning leaders providing PD for staff around growth mindset.</li> <li>• Year 10 media students will create a digital story that tracks the the development of the learning mentor.</li> <li>• Year 10 Learning leaders implement new awards process</li> </ul>	● ● ●	
				<p>12 months:</p> <ul style="list-style-type: none"> <li>• All learning mentors explicitly teaching critical thinking routines</li> </ul> <p><b>Connectedness to School</b> To increase school connectedness to 3.7 (on a 5 point scale) across years 7-12 on the students attitudes to school survey.</p> <p><b>Transitions to further study and full time employment</b> Intake adjusted destination data above predicted score</p>	● ● ●	
<p>To further improve student wellbeing and safety by providing greater support to individuals and groups of students.</p>	<p>Continue to embed 'Edumate" into the schools engagement plan reducing student management issues, improved attendance, and improved communication to parents.</p>	AP7-9, AP 10-12, AP Sch Imp, LT ICT	Ongoing all year	<p>6 months:</p> <ul style="list-style-type: none"> <li>• Staff Professional Learning completed</li> <li>• Parent sessions with ICT team undertaken</li> <li>• Increased use of Edumate as a communication tool</li> <li>• Engagement Plan endorsed at School Council</li> </ul>	● ● ●	
				<p>12 months:</p> <ul style="list-style-type: none"> <li>• Staff Professional Learning completed</li> <li>• Parent sessions with ICT team undertaken</li> <li>• Increased use of Edumate as a communication tool</li> </ul> <p><b>Attendance</b> To continue the average student days absent 7-12 to below 15.</p> <p><b>Student Relationships</b> To increase classroom behaviour to 3.1 (on a 5 point scale) across years 7-12 on the students attitudes to school survey. To increase student safety to 4.25 (on a 5 point scale) across years 7-12 on the students attitudes to school survey</p>	● ● ●	



## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>		To improve all learning spaces (Productivity)						
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>		Setting expectations and promoting inclusion						
<b>STRATEGIC PLAN TARGETS</b>		<b>Physical Resources</b> Full consultation, implementation and acquittal of our capital works program.						
<b>12 MONTH TARGETS</b>		<b>Physical Resources</b> Capital works Construction works started						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
	[Drafting Notes report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
To develop a five year planning strategy that supports the improvement of our learning spaces.	DET approved AMP plan construction phase started and Professional Development provided to teaching staff on the effective use of collaborative learning spaces.	AP Sch Imp, Bus Man, Prin, AP T&L	Ongoing all year, continuing into 2018	6 months: • Tender process completed, Contract awarded to Building Company • Collaborative teaching space prepared, collaborative classes running.	● ● ●			
				12 months: • Construction of new senior science in progress possibly completed. • Refurbishment of 1 floor of 7/8 learning centre in progress • Gymnasium refurbishment in progress possibly completed prior to 2018 school year • All English/Humanities, Maths/Sci, & LOTE staff in years 7/8 undertaking collaborative 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	<b>Building practice excellence</b>	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.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	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	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	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	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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]				
<b>Next Steps:</b>				

