

# Annual Implementation Plan: for Improving Student Outcomes

School name: Mount Alexander College

Year: 2018

School number: 7763

Based on strategic plan: 2015- 2018

Endorsement:

Principal Wayne Haworth

Senior Education Improvement Leader Allana Bryant

School council Richard Frazer March 2018

## 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
<p>Mount Alexander College is a student centred school with a focus on authentic student empowerment. Mount Alexander College believes that a vibrant school culture with a shared enthusiasm for lifelong learning is the key to successful student outcomes. The school aims to provide students with a safe and positive learning experience where they are empowered, engaged and supported to reach their full potential. All members of the school community are treated with respect, fairness and equality.</p> <p>Students select subjects that they are passionate about regardless of their year level. Through a vertical curriculum structure, students select subjects above their chronological age. Traditional year levels have been removed.</p> <p>Effective induction programs facilitate a warm welcoming transition into a caring school environment. At MAC, students are known by a name and not by a number. Every student has their own individual learning plan that cater for their passions, needs and interests. It is possible for a student in Year 8 to undertake a Pre VCE or VCE subject. 'Readiness' for such learning opportunities is determined by course counselling and guidance.</p> <p>The goal is to cater for the diverse needs of all our students to prepare them to be adaptable, curious, life-long learners of the 21<sup>st</sup> century. The school works actively with its local community to be seen as the school of choice in the area because it provides access and equity for all, a central tenant of the meaning of public education. On a system level, we foster communities of collaboration and cooperation rather than competition.</p>

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.

**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.

<b>Improvement initiative:</b>	<b>Key improvement strategies (KIS)</b>
Building practice excellence	<ul style="list-style-type: none"> <li>• Embed a culture where a student-centred focus, negotiated curriculum and differentiated teaching and learning practices are the highest priority shared by all staff and students.</li> <li>• Extend a culture of collaborative learning that is valued by all staff and students and is supported by curriculum focused Professional Learning Teams where opportunities to improve practice are supported by time, structures and programs.</li> <li>• Work with external consultants with leadership and whole staff on reviewing and embedding the student centred and structural changes at MAC.</li> </ul>
Empowering students and building school pride	<ul style="list-style-type: none"> <li>• Empower students to be active participants in their learning through program selection, enhanced student centred negotiated learning, leadership opportunities and multiple avenues for student voice.</li> <li>• Embed student engagement and school spirit through diversifying and strengthening the House activities program to enhance student engagement and connectedness.</li> <li>• Engage our community through active involvement with student leaders and student-led events within and outside the school aimed at improving engagement, wellbeing and student attendance.</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.

STRATEGIC PLAN GOALS		[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]							
IMPROVEMENT INITIATIVE									
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]							
12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. PAT data)]							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
						Estimate	YTD		
[Drafting Note report here the KIS from the previous summary page]	[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]			
<b>Achievement</b>  ● Embed a consistent learning model across the school.  ● Embed a culture of inquiry based learning	<ul style="list-style-type: none"> <li>Professional Learning for all staff on the implementation of High Implementation Teaching Strategies in all classes focussing on Feedback</li> <li>Expand opportunities for applied/inquiry based learning in VCAL and Entry</li> </ul>	KLA Leaders, LTs and APs MR/ACR  LT Student Empowerment and Applied Learning  LT Student Engagement	Ongoing  DEC 2018/on-going  DEC 2018	6 months:  <ul style="list-style-type: none"> <li>Common P&amp;D goals relating to student growth, common instructional model</li> <li>All VCE teachers to have data meetings with Prin Class and selected improvement strategies</li> <li>Schedule Instructional Round observations and open classrooms to share and learn effective teaching practice focussing on FEEDBACK</li> <li>Curriculum development based on the Victorian Curriculum is a high priority and is documented and up to date and prepared by and agreed on by all staff in a consistent manner.</li> </ul>	● ● ● ● ● ●	<ul style="list-style-type: none"> <li>Student growth in learning measured in all subjects</li> <li>Assessment and Reporting Audit through CPC</li> <li>VCE Median Score of 29</li> <li>PD framework</li> <li>Reports contain students self reflection graph.</li> </ul>			



		Heads of House		<ul style="list-style-type: none"> <li>Scheduled Professional learning to enable collaborative planning</li> <li>Introduce a common approach to generate and use Student feedback to evaluate pedagogical practice. <ul style="list-style-type: none"> <li>Student self reflection every 6 weeks aligned with and incorporated within student progress reports</li> <li>Trial Integrated VCAL Learning project</li> <li>Entry Inquiry project documented and expanded</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Attitudes to School Survey (student) - Effective teaching time - increase from upper third quartile to fourth quartile.</li> </ul>		
				<p>12 months:</p> <ul style="list-style-type: none"> <li>Documented and implemented high impact Literacy and numeracy strategies to enhance student learning <ul style="list-style-type: none"> <li>PAT testing</li> <li>Maintain and strengthen 'Stimulating Learning' as noted in the Student and parent opinion survey <ul style="list-style-type: none"> <li>Strengthening the culture of PD to build capacity and drive improvement. As seen by- an increase in staff accessing external PD opportunities</li> </ul> </li> </ul> </li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Literacy and numeracy coaches schedule established within the school and protocols for the work they are doing embedded.</li> <li>ACER PAT data (Reading, Numeracy &amp; Science) - 90% of students achieve expected or above growth and 25% have above expected growth</li> </ul>		
<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>Provide increased opportunities for student leadership and empowerment</li> <li>Strengthen House structures</li> <li>Improve attendance management</li> </ul>	<ul style="list-style-type: none"> <li>Broaden student empowerment through student leadership and voice.</li> <li>Develop Student Pathway Plans (SPPs) for all students and ILPs for PSD students.</li> <li>Improve communication between mentor teachers / students / staff</li> <li>Re-launch Clubs and Societies programs</li> <li>Embed policies to monitor and</li> </ul>	<p>LT Student Engagement,</p> <p>Heads of House,</p> <p>LT - SEAL Attendance Officer</p>	Ongoing	<p>6 months:</p> <ul style="list-style-type: none"> <li>Active student voice, regular student forums for student voice and feedback.</li> <li>Students elected to participate on Curriculum Planning Committee</li> <li>More opportunities to engage with peers beyond the school community including Teach the Teacher, Model United Nations, student representation on teacher selection panels.</li> <li>ILPs created by teachers coordinated by Student Wellbeing Coordinator for all PSD students</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Two students selected by student body to participate and contribute to CPC. Students required to attend one every 4 weeks.</li> <li>Regular documented Student Leadership Team forums; expanded student leadership opportunities.</li> <li>Entry students are nominated as class captains.</li> <li>ILPs in place for all PSD students</li> <li>SPPs for all students</li> <li>Document of house points</li> </ul>		



processes	improve Attendance and Lates			<ul style="list-style-type: none"> <li>SPP created by students with the support of mentors and parents as part of the course counselling process.</li> <li>Tiered approach to Positive Behaviour point allocation</li> <li>In collaboration with students, introduce new house events</li> <li>improved levels of attendance</li> <li>reduction in the number of students late to school when compared with 2017</li> </ul>		<p>allocations</p> <ul style="list-style-type: none"> <li>Wider range of house competition and events</li> <li>Targets set for reductions in student non attendance and lates <ul style="list-style-type: none"> <li>- when compared with 2017 (Accounted for 2017 96.3% compared to 94.2% in 2016. Actual attendance for 2017 87.1% compared to 87.3% in 2016)</li> <li>1. Average of students with 20 days or more reduced from 25% to 10% for 2018.</li> <li>2. Average absence days reduced for 25 to 10 for 2018.</li> <li>3. Days of average unapproved absences reduced from 12 to 5 for 2018.</li> </ul> </li> </ul> <p>Policies and flowcharts established and agreed to to manage unexplained absences and lates</p>		
				<ul style="list-style-type: none"> <li>PL for all staff to build capacity to promote stimulating learning including workshops on common instructional practice.</li> <li>Student opinion survey showing increased Stimulated Learning.</li> <li>Increase in teacher confidence in building and strengthening connections</li> <li>Active student voice, regular student forums for student voice and feedback</li> <li>Embed Quest and Entry program at Year 7 to better facilitate primary to secondary transition program.</li> <li>Improve differentiation of learning challenge, effective classroom behaviour</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Student Leadership Team (SLT) leading House identity activities with regular forums <ul style="list-style-type: none"> <li>Student Participation in staff selection panels</li> <li>Differentiate learning challenge improved category from 73% to 85% and effective classroom behaviour category from 70% to 80% in attitudes to school survey</li> </ul> </li> </ul>		
<b>Wellbeing</b> <ul style="list-style-type: none"> <li><b>Develop wellbeing programs for students and staff</b></li> </ul>	<ul style="list-style-type: none"> <li>Introduce Respectful Relationships program for all Entry and Above Entry students.</li> <li>Introduce Youth Mental Health First Aid Program</li> <li>Introduce Staff Wellbeing Toolkit</li> </ul>		Ongoing	6 months: Evidenced by- <ul style="list-style-type: none"> <li>Establishment of Respectful Relationships Program</li> <li>Thriving Minds Program established</li> <li>Embedded Positive School Wide Behaviour Program &amp; Restorative Practice</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Increase in positive responses to student wellbeing questions on Student and Parent Survey</li> <li>Increase in positive responses to staff wellbeing questions on staff survey</li> </ul>		



	<p>Program</p> <ul style="list-style-type: none"> <li>Continue regular surveys of students regarding bullying and other concerns as identified</li> </ul>			<ul style="list-style-type: none"> <li>Scheduled ongoing Professional Learning to complete modules in regards to the Staff Wellbeing Toolkit</li> <li>Evaluation of Doctors in Schools program to measure student take up of program</li> <li>Student feedback on Doctors in Schools program</li> <li>Timetabled PL re Circle Time</li> <li>Principal and assistant Principal discussions with small groups on attitudes to school survey results.</li> <li>Regular Awards to be presented to student at Assemblies</li> <li>Increase in enrolments and retention compared with 2017</li> </ul>		<ul style="list-style-type: none"> <li>Reduced number of absence for students</li> <li>Reduced number of absence for staff</li> <li>Toolkit measures sense of wellbeing and level of social capital</li> </ul>		
				<p>12 months: Evidence by-</p> <ul style="list-style-type: none"> <li>Increase in the wellbeing of students as measured by a reduction in the level of student distress (Student opinion survey) compared with 2017</li> <li>Reduction in suspensions issued compared with 2015-16. (2017: 51 suspension for 142 days total compared to 2016: 97 suspensions for 311 days total).</li> <li>Increase in retention of students with 2015-16</li> <li>Decrease in <i>Not Positive</i> Classroom Behaviour from 27% to less than 10% for Years 7 to 9 students in Attitudes to School Survey.</li> </ul>	<ul style="list-style-type: none"> <li>● ●</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in <i>Not Positive</i> Classroom Behaviour from 17% to less than 10% for Years 10 to 12 students in Attitudes to School Survey.</li> <li>Increase in projected 2018 enrolments.</li> </ul>		
<p><b>Productivity</b></p>	<ul style="list-style-type: none"> <li>Active engagement of Numeracy and Literacy Coaches to provide strategies for improved classroom practice</li> </ul>			<p>6 months: Evidence by-</p> <p><b>Literacy and Numeracy</b></p>	<ul style="list-style-type: none"> <li>● ●</li> <li>●</li> </ul>	<p><b>Literacy and Numeracy</b></p>		

	<ul style="list-style-type: none"> <li>• Allocation of Teachers for literacy and numeracy intervention</li> <li>• Development and further enhancement of the physical resources to assist teaching and learning</li> <li>• Finance, policies and operations to be developed, embedded for school wide operations.</li> </ul>			<ul style="list-style-type: none"> <li>• Scheduled appointments with Literacy and Numeracy coaches with relevant staff</li> <li>• Program planning for literacy and numeracy intervention</li> <li>• Increase in the confidence and capacity of staff in strategies to improve</li> <li>• Increase use of data by staff to determine areas of need and to evaluate programs. (consistent data use by individual teachers and KLA teams)</li> </ul> <p><b><u>Finance</u></b></p> <ul style="list-style-type: none"> <li>• Introduce regular PD for KLA Leaders and staff managing budgets. T1: 1 T2, 3 and 4: 2</li> <li>• PD to inform re: financial procedures, invoicing, creating budgets, costing electives, orders, excursions and incursions policies</li> </ul> <p><b><u>Policies</u></b></p> <ul style="list-style-type: none"> <li>• Finalise policies developed with consultancy company Chapter Three</li> <li>• Set up a timeline of policies that need to be ratified for School Council</li> </ul> <p><b><u>Office Administration</u></b></p> <p>Role clarity and greater communication between office administration staff.</p> <p>Regular meetings for:</p> <ul style="list-style-type: none"> <li>• PA/Reception/HR/Finance and Business Manager</li> <li>• Transitions/Enrolments, Entry Transitions/Attendance Officer, Timetabler and Business Manager re: accuracy of CASES data, enrolment data, census information.</li> <li>• IT Support/Reports Admin and Reports Committee to meet regularly re: minutes/agendas/directions</li> </ul>		<ul style="list-style-type: none"> <li>- Literacy and numeracy strategies evident in peer observations</li> <li>- numeracy &amp; literacy (survey)</li> <li>- All staff have access to student learning Data on Compass</li> </ul> <p><b><u>Policies</u></b></p> <p>Production of a comprehensive Staff Handbook with known timelines for review of policy documents.</p> <p><b><u>Leadership Team</u></b></p> <ul style="list-style-type: none"> <li>- Leadership team to work with Wendy Cahill and Vic Zbar on strategic leadership and organisational change.</li> <li>- Regular meetings with Wendy Cahill.</li> <li>- Vic Zbar to work with staff twice in the school year and three times with the leadership team.</li> <li>- Leadership team to hold three whole day strategic planning days across the year.</li> </ul>		
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				<p>12 months: Evidenced by-</p> <p><b>Physical Spaces</b></p> <ul style="list-style-type: none"> <li>Physical upgrade and establishment of new facilities to provide an improved and more engaging learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul>	<p><b>Physical Spaces</b></p> <ul style="list-style-type: none"> <li>Futsal court</li> <li>cricket nets for Futsal court</li> <li>environmental adventure playground</li> <li>continue to work with Morpheum on rooftop garden and external grants</li> </ul>		
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## Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]						
IMPROVEMENT INITIATIVE								
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]						
12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
								Estimate
[Drafting Note report here the KIS from the previous summary page]	[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]	● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ●			
				6 months:	● ●			
				12 months:	● ●			
				6 months:	● ●			
				12 months:	● ●			
				6 months:	● ●			
				12 months:	● ●			
				6 months:	● ●			
				12 months:	● ●			
				6 months:	● ●			
				12 months:	● ●			
				6 months:	● ●			
				12 months:	● ●			



					●			
				12 months:	● ●			
					●			



## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	[ <b>Drafting Note</b> these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	[ <b>Drafting Notes</b> Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]
<b>STRATEGIC PLAN TARGETS</b>	[ <b>Drafting Note</b> these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
<b>12 MONTH TARGETS</b>	[ <b>Drafting Notes</b> the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[ <b>Drafting Notes</b> report here the KIS from the previous summary page]	[ <b>Drafting Notes</b> report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[ <b>Drafting Notes</b> report here the person responsible]	[ <b>Drafting Notes</b> report here the timeframe for completion]	6 months: [ <b>Drafting Notes</b> report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ●	[ <b>Drafting Notes</b> report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ●			
				6 months:	● ●			
				12 months:	● ●			
				6 months:	● ●			
				12 months:	● ●			
				6 months:	● ●			
				12 months:	● ●			



				6 months:	● ●		
				12 months:	● ● ●		



# 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 where wide Improvement initiatives are bolded	Is this an identified initiative or dimension in AIP?	Continuum	Findings and analysis
Excellence in teaching and learning	<b>Building practice excellence</b>	Select	Select status	<b>Drafting note</b> For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring 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	
Positive climate for learning	Leadership, vision, values and culture	Select	Select status	
	<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	
Community engagement in learning	Intellectual engagement and awareness	Select	Select status	
	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Partnerships 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]				



**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, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

**Considerations for 2018:**

