

# 2020 Annual Implementation Plan

## for improving student outcomes

Euroa Secondary College (7820)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
Excellence in teaching and learning	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	
Positive climate for learning	Empowering students and building school pride	Emerging
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	
	Intellectual engagement and self-awareness	
Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	
	Networks with schools, services and agencies	
	Parents and carers as partners	

### Enter your reflective comments

In 2019 it was positive that the college has progressed along in 4 of 6 FISO dimensions which the college focused their efforts in the AIP. It has resulted in the college fully in the evolving stage in Building Practice Excellence and Curriculum Planning/Assessment. Through Focus Groups teachers are more in tune with the use of data and classroom observations to improve practice. It has also provided significant opportunity to ensure a guaranteed and viable curriculum. In Professional Leadership we are moving towards Embedding. The focus of the work revolved on the diffusion of responsibility and succession planning. The connection with the community continues to progress and we are progressing to embedding stage especially with the consolidation of early intervention programs to support our

	<p>students including the increased use of the Visiting Doctor, Psychologist, Navigator and SSSO. Also with the consolidation of the Wellbeing Team and incorporation of the Wellbeing Officer in becoming common practice to support our students.</p>
<p><b>Considerations for 2020</b></p>	<p>For 2020 to continue to make gains on the improvement journey, there need to be continual focus on Teaching Practice. In 2019 there has been gains on ensuring we have a baseline Guaranteed and Viable Curriculum, introduced an Instructional Model and commenced the literacy work. This is complemented with an classroom observation structure. To ensure the sustainment of gains, the focus on building consistency of practice will ensure the implementation of quality curriculum. Furthermore, the need to adopt Literacy Strategies which in to practice and the greater forensic use of data will further differentiate teaching. With the changes in staffing across the college, revisiting of processes and the work of the School Improvement Team will strengthen collective efficacy and focus. Also to ensure a safe and orderly learning environment the focus on classroom protocols/tier 2 will define clearly the non negotiables in behaviour and teacher expectations. This in turn again promotes consistency in practice and equity in how the college ensures all students are aware of the college expectations and approaches adopted for misbehaviour.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Target and KIS

<b>Goal 1</b>	Improve the overall School Climate
<b>Target 1.1</b>	By 2022 the percentage of staff reporting positively on the Staff Survey- school climate factors for Guaranteed and viable curriculum, and teacher collaboration will be 50 per cent or greater.  By 2022 average unexplained absences across all year levels will be reduced.
<b>Key Improvement Strategy 1.ay</b> Curriculum planning and assessment	Develop a consistent whole school approach to plan and document curriculum that integrates assessment and pedagogy for lessons and units of work in all domains in Years 7-10.
<b>Key Improvement Strategy 1.by</b> Setting expectations and promoting inclusion	Develop strategies to reduce unexplained absences.
<b>Goal 2</b>	To improve consistent high quality instructional teaching practices.
<b>Target 2.1</b>	By 2022 the percentage of students in all domains with low growth from Year 7 to Year 9 will decrease.  By 2022 the percentage of students in all domains with high growth from Year 7 to Year 9 will increase.  By 2022 the VCE median study score will be 27 or greater.  By 2022 the percentage of students gaining scores of 40 or more will increase to 5 per cent or greater.  By 2022 the percentage of students above the line on Report 16 in VASS will increase.
<b>Target 2.2</b>	By 2022 the per cent of students with a positive attitude to the Parent Factor Effective teaching practice for cognitive engagement and each of the factors Differentiated learning challenge, Effective classroom behavior, Effective teaching time and Stimulated learning will be 50 per cent or greater for all year levels.
<b>Target 2.3</b>	By 2022 the percentage of staff reporting positively on the Staff Survey- school climate factors for academic rigour and collective efficacy will be 50 per cent or greater.
<b>Key Improvement Strategy 2.ay</b> Building practice excellence	Build the capacity of all teachers to execute and embed the instructional model in all lessons.
<b>Key Improvement Strategy 2.by</b> Building leadership teams	To build the capacity of the School Improvement Team to lead and evaluate the impact of professional learning.
<b>Goal 3</b>	To improve the outcome of all students in literacy.
<b>Target 3.1</b>	By 2022 the mean study score for English will increase to 27 or greater.

	<p>By 2022 the percentage of students in NAPLAN reading and writing with low growth from Year 7 to Year 9 will decrease.</p> <p>By 2022 the percentage of students in NAPLAN reading and writing with high growth from Year 7 to Year 9 will increase.</p>
<p><b>Target 3.2</b></p>	<p>By 2022 the percentage of staff reporting positively on the Staff Survey- school climate factors for Collective efficacy, Collective focus on student learning and collective responsibility will be 60 per cent or greater.</p>
<p><b>Key Improvement Strategy 3.ay</b> Building practice excellence</p>	<p>Build the capacity of all teachers to be explicit teachers of literacy through the use of the High Reliability Literacy Teaching Practice.</p>
<p><b>Key Improvement Strategy 3.by</b> Building practice excellence</p>	<p>Build the capacity of teachers in the English Domain to improve the teaching of reading, writing, speaking and listening.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target <small>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</small>
Improve the overall School Climate	Yes	<p>By 2022 the percentage of staff reporting positively on the Staff Survey- school climate factors for Guaranteed and viable curriculum, and teacher collaboration will be 50 per cent or greater.</p> <p>By 2022 average unexplained absences across all year levels will be reduced.</p>	<p>By the end of 2020 college unexplained absences will have been reduced from 13 days 11 days.</p> <p>All students under 50% attendance will have been referred to SSSO and under 30% referred to Navigator.</p>
To improve consistent high quality instructional teaching practices.	No	<p>By 2022 the percentage of students in all domains with low growth from Year 7 to Year 9 will decrease.</p> <p>By 2022 the percentage of students in all domains with high growth from Year 7 to Year 9 will increase.</p> <p>By 2022 the VCE median study score will be 27 or greater.</p> <p>By 2022 the percentage of students gaining scores of 40 or more will increase to 5 per cent or greater.</p> <p>By 2022 the percentage of students above the line on Report 16 in VASS will increase.</p>	
		<p>By 2022 the per cent of students with a positive attitude to the Parent Factor Effective teaching practice for cognitive engagement and each of the factors Differentiated learning challenge, Effective classroom behavior, Effective teaching time and Stimulated learning will be 50 per cent or greater for all year levels.</p>	
		<p>By 2022 the percentage of staff reporting positively on the Staff Survey- school climate factors for academic rigour and collective efficacy will be 50 per cent or greater.</p>	
To improve the outcome of all students in literacy.	Yes	<p>By 2022 the mean study score for English will increase to 27 or greater.</p> <p>By 2022 the percentage of students in NAPLAN reading and writing with low growth from Year 7 to Year 9 will decrease.</p> <p>By 2022 the percentage of students in NAPLAN reading and writing with high growth from Year 7 to Year 9 will increase.</p>	<p>The % of low growth from Year 7 to Year 9 NAPLAN will reduce from 41% in reading to less than 33% in reading. Whilst the % of low growth from Year 7 to Year 9 NAPLAN will reduce from 42% in writing to less than 34% in writing.</p>
		<p>By 2022 the percentage of staff reporting positively on the Staff Survey- school climate factors for Collective efficacy, Collective focus on student learning and collective responsibility will be 60 per cent or greater.</p>	<p>Improvement of at least 2% improvement in the overall School Climate Factors especially in the area of Collective Efficacy.</p>

<b>Goal 1</b>	Improve the overall School Climate	
<b>12 Month Target 1.1</b>	By the end of 2020 college unexplained absences will have been reduced from 13 days 11 days. All students under 50% attendance will have been referred to SSSO and under 30% referred to Navigator.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Develop a consistent whole school approach to plan and document curriculum that integrates assessment and pedagogy for lessons and units of work in all domains in Years 7-10.	Yes
<b>KIS 2</b> Setting expectations and promoting inclusion	Develop strategies to reduce unexplained absences.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>From the Staff Opinion Survey the college still has work to build upon to ensure a guarantee and viable curriculum. Eventhough there has been significant work, the increased effort will ensure all staff are provided clear guidance as the college transitions through workforce changes. Through the reviewing and documenting of our curriculum it will leverage on other priorities including College Literacy strategy to be embedded in to the curriculum. This will ensure the curriculum program engages our students and is delivered consistently across the college. Furthermore there will be considerable focus on teacher pedagogy through our staff delivering professional learning from MYLN or modules from Bastow.</p> <p>The college attendance data despite improving is still in comparison lower compared to state. By continuing our collective approach and focusing next year on building wrap around supports for our disengaged students we are focusing on improving attendance for students with greater then 20 days absence and be proactive in referrals as well as improving students view on attendance.</p>	
<b>Goal 2</b>	To improve the outcome of all students in literacy.	
<b>12 Month Target 2.1</b>	The % of low growth from Year 7 to Year 9 NAPLAN will reduce from 41% in reading to less then 33% in reading. Whilst the % of low growth from Year 7 to Year 9 NAPLAN will reduce from 42% in writing to less then 34% in writing.	
<b>12 Month Target 2.2</b>	Improvement of at least 2% improvement in the overall School Climate Factors especially in the area of Collective Efficacy.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build the capacity of all teachers to be explicit teachers of literacy through the use of the High Reliability Literacy Teaching Practice.	Yes
<b>KIS 2</b> Building practice excellence	Build the capacity of teachers in the English Domain to improve the teaching of reading, writing, speaking and listening.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The work in College Literacy has been delayed due to staff absences. Through a continual focus we reinvigorate this work in College Literacy. By investing greater resources and diversifying the team we can progress on building consistency in Vocabulary approaches. This includes working across T&amp;L, Wellbeing and SWPBS.</p> <p>Also using the support from MYLN and regional support we will commence the work in building the capacity of the English Team. This is especially important due to staffing movements and the relative inexperience of the English Team. Furthermore through collective professional learning will result in synergy with the college literacy and continual refinement of teacher assessment practices.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Improve the overall School Climate			
<b>12 Month Target 1.1</b>	By the end of 2020 college unexplained absences will have been reduced from 13 days 11 days. All students under 50% attendance will have been referred to SSSO and under 30% referred to Navigator.			
<b>KIS 1</b> Curriculum planning and assessment	Develop a consistent whole school approach to plan and document curriculum that integrates assessment and pedagogy for lessons and units of work in all domains in Years 7-10.			
<b>Actions</b>	By the end of 2020 we will have quality assured all the Units of Work across every Domain so that the college has a guaranteed and viable curriculum in Year 7-10			
<b>Outcomes</b>	Domain Leaders will develop a rubric to review the curriculum to build consistency in Unit of Work documentation and use of language Domain Leaders will share practice and provide peer feedback on the Units of Work All Year 7-10 classes will be referencing the relevant Unit of Work to plan their lessons All staff will be adopting the first 2 phases of the ESC Instructional Model The Common Assessment Tasks will be delivered in line with the Assessment Schedule and have agreed assessment practices Staff will develop a Middle Years Moderation process			
<b>Success Indicators</b>	A rubric outlining the criteria of the approach to provide peer feedback of Units of Work A gnat chart that provides overview of the Units of Work which have been reviewed and their status The adherence to the Assessment Schedule and feedback protocol as per continuous assessment/reporting Teachers teaching the same Year Level in a Domain are utilising the Units of Work to inform teaching			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Development of rubric for peer review of Units of Work	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide Professional Learning so that staff have a consistency in the approach of implementing the rubric	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Conduct the Quality Assurance Process and update Gnat Chart of progress	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$500.00 <input type="checkbox"/> Equity funding will be used
Staff continue to refine future assessment schedules and Common Assessment Tasks	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of a College Moderation Process	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used



Staff to adopt Moderation Process for Common Assessment Tasks	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Setting expectations and promoting inclusion	Develop strategies to reduce unexplained absences.			
<b>Actions</b>	Development of a defined process so all students are referred appropriately to support services available at the college, access to DET Regional Support Services and External Services.			
<b>Outcomes</b>	All staff have clarity of the support services available at the college to support students A process developed there is consistency in the referral process Staff have clarity of who is responsible for each stage of the process and the required information Data gathering to identify points of need and service provision			
<b>Success Indicators</b>	The referral of every student reflective of the criteria of need Improvement in Attendance Data Improvement in Individual Distress Data in AtSS Increased % of students who are identified referred to relevant services			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Provide Professional Learning for all Staff so they have an understanding of all support services available	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Development of a Referral Flowchart with explicit criteria to the internal and external services available at the college	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Data gathering of students needs and service referral to identify trends/growth	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Monitoring of the work of support services for our students and effective support	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve the outcome of all students in literacy.			
<b>12 Month Target 2.1</b>	The % of low growth from Year 7 to Year 9 NAPLAN will reduce from 41% in reading to less than 33% in reading. Whilst the % of low growth from Year 7 to Year 9 NAPLAN will reduce from 42% in writing to less than 34% in writing.			
<b>12 Month Target 2.2</b>	Improvement of at least 2% improvement in the overall School Climate Factors especially in the area of Collective Efficacy.			
<b>KIS 1</b> Building practice excellence	Build the capacity of all teachers to be explicit teachers of literacy through the use of the High Reliability Literacy Teaching Practice.			

<b>Actions</b>	To embed "Vocabulary" and implement across the college "Paraphrasing" strategies as outlined in HRLTP within curriculum planning and practice			
<b>Outcomes</b>	Teachers have an understanding of the HRLTP Teachers can contextualise the HRLTP within their Units of Work and incorporate the approaches in their classes A consistent approach in every Domain of the interpretation of Tier 1 and 2 terms			
<b>Success Indicators</b>	Bibliography of Tier 1 and 2 terms Incorporation of HRLTP in curriculum documentation as well as identification of Tier 3 terms			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Conduct Professional Learning of Vocabulary and Paraphrasing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Incorporation of HRLTP in Curriculum Documentation. Publication of initial bibliography of Tier 1 and 2 Terms	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Provide Staff with Professional Learning of the MYLN strategies	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$0.00</b>	<b>\$0.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide Professional Learning so that staff have a consistency in the approach of implementing the rubric	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Conduct Professional Learning of Vocabulary and Paraphrasing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Incorporation of HRLTP in Curriculum Documentation. Publication of initial bibliography of Tier 1 and 2 Terms	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Provide Staff with Professional Learning of the MYLN strategies	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site