

Annual Implementation Plan: for Improving Student Outcomes

School name: **Eaglehawk Secondary College**

Year: **2017**

School number: 7790

Based on strategic plan:2015-2018

Endorsement:

Principal Noel Claridge [date]

Senior Education Improvement Leader Damien Jenkyn [date]

School council Clare Fountain [date]

Section 1: The school's Improvement Priorities and Initiatives Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
Improve student learning outcomes -To build upon and extend current learning gains across the College for all students in all learning areas.
Improve student engagement and motivation -To sustain and extend a learning culture across the College that engages all students and raises their aspirations
Improve the relationships -To strengthen students' skills and capacity to be resilient and optimistic community members whilst ensuring that they have a safe and stimulating learning environment.

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.

The College is in its third year of its SSP and many of its priority areas have remained consistent over this time. There continues to be a focus on building practice excellence and delivering a curriculum that is engaging, well documented and has integrated assessment. Current data indicates cohorts of under achievement that appears to be generated by lack of engagement in learning and this AIP aims to address some of these groups specifically (ie boys) as well as all students. Inquiry learning and STEAM becomes a significant focus of work at our school and collaboratively with partner schools. The College hopes to sustain enrolment growth evident from 2016 to 2017 through further promotion of the school as a positive and inclusive learning environment that has expectation of high achievement for all students. Enhanced use of data and data analysis tools along with specific support in literacy and numeracy aim to drive growth in these areas and across the College. There is evident a continued need to become a more culturally inclusive school for our Aboriginal students and promote an understanding of Aboriginal culture within the school community. The College will continue to work collaboratively with network school to create opportunities for students through the establishment of a FLO program as a result of data indicating the need to address students' needs at Tier 4 and above in our region.

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)
Building practice excellence	<ul style="list-style-type: none"> Teachers plan for and trial inter domain co-teaching of thematic units across the curriculum. Implement Inquiry learning across all learning areas. Launching of new Inclusive Learning Space. (STEAM+H). Implement a whole school Personalised Learning Framework



Curriculum planning and assessment	<ul style="list-style-type: none"> • Use whole school Literacy and Numeracy data diagnostically to improve student learning outcomes. • All staff support high expectations of student learning and achievement. • Implement the Victorian Curriculum General Capabilities • All Aboriginal students will have an Individual Learning Plan developed in consultation with families. • Embed Aboriginal Culture within the curriculum.
Positive climate for learning	<ul style="list-style-type: none"> • Establish a partnership with Bendigo Secondary Colleges to provide a Flexible Learning Option campus focusing on Tier 4 students. • Undergo a cultural audit.

DRAFT



Framework for Improving Student Outcomes

Published: February 2016



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	Improve student engagement and motivation – To sustain and extend a learning culture across the College that engages all students and raises their aspirations.																																			
IMPROVEMENT INITIATIVE	Building practice excellence																																			
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Improvement in student attendance data to be at or above the state means of Secondary Schools. Learning Confidence and Student Motivation to move to the second quartile at all year levels as measured in the Student Attitudes to School Survey and local school survey commenced in 2014. Increase in whole school student enrolments with 20% increase at year 7 by 2018. Increase in real student retention data to be above state mean. 																																			
12 MONTH TARGETS	<ul style="list-style-type: none"> <table border="1"> <thead> <tr> <th>Measure</th> <th>2016 School Result</th> <th>2016 State Result</th> <th>2017 School Target</th> </tr> </thead> <tbody> <tr> <td>Average absence days per student</td> <td>21.76</td> <td>18.84</td> <td>?</td> </tr> <tr> <td>Attitudes to School Survey</td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Learning Confidence</td> <td>3.58</td> <td>3.70</td> <td>?</td> </tr> <tr> <td>• Student Motivation</td> <td>4.1</td> <td>4.23</td> <td>?</td> </tr> <tr> <td>Student retention</td> <td>80.2</td> <td>73.2</td> <td>?</td> </tr> <tr> <td>Student enrolments</td> <td>566.4 (2015)</td> <td>566.4 (2016)</td> <td>594 (2017)</td> </tr> </tbody> </table> 								Measure	2016 School Result	2016 State Result	2017 School Target	Average absence days per student	21.76	18.84	?	Attitudes to School Survey				• Learning Confidence	3.58	3.70	?	• Student Motivation	4.1	4.23	?	Student retention	80.2	73.2	?	Student enrolments	566.4 (2015)	566.4 (2016)	594 (2017)
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Teachers plan for and trial inter domain co-teaching of thematic units across the curriculum	Investigate timetabling options to further team teaching opportunities across the College	Timetabler, C/T&L Manager	6 months	6 months: Complete a review of current opportunities across 7-10 in Domains in line with curriculum units Cross curricula units has been documented and uploaded on the College Curriculum website 12 months: Teacher practice reflects more collaboration and co-delivering of units across the College. Documented agreed co-teaching protocols are being implemented across KLAs.	● ● ● ● ● ●		Time 10 x CRT \$3k																													
	PLTs are established to support cross curriculum design	AP, T&L Manager	12 months	6 months: Learning Design Document is embedded across all KLAs and available on College curriculum website. All teachers engaged in a PLT PLT SMART Goals are aligned to individual staff Performance and Development Plans.	● ● ● ● ● ●		NAC																													



				12 months: Teachers are meeting in cross curricula domains to design and deliver units of work				
Implement Inquiry learning across all learning areas	Develop a whole school model of Inquiry Learning	AP, C/T&L Manager, KLA Leaders	6 months	6 months: A documented inquiry model is created and presented to staff. Inquiry is embedded in the Learning Design Document with assessment that is appropriate. 12 months: Professional Learning delivered to staff to establish and support an inquiry model. Students are engaged in more opportunities for self-directed learning and dispositions for inquiry learning are explicit.	● ● ● ● ● ●		Time 10 x CRT \$3k	
Launching of new Inclusive Learning Space. (STEAM+H)	The STEAM-H team meet to collaborate and design ongoing inquiry based units which utilise new purpose built spaces.	AP, T&L Manager, KLA Leaders	Ongoing Meet twice a term ongoing	6 months: All year 7 students across STEAM+H subjects are participating in inquiry based learning. 12 months: The STEAM-H Team inquiry based curriculum is documented. Students in year 7 to achieve one year's learning growth.	● ● ● ● ● ●		\$5k PD Support \$10k Equip STEAM Centre	
	Investigate a coordinator position for the STEAM-H program	AP, T&L Manager, KLA Leaders	Ongoing Meet twice a term ongoing	6 months: Evaluate the program and identify areas of need. Student voice is contributing to the evaluation of the program through survey feedback and forums. 12 months: STEAM+H Coordinator position has been identified including role and responsibilities. The leadership structure of the STEAM+H Team is defined for advertisement in 2018.	● ● ● ● ● ●		\$5k STEAM Coaching/ Devt.	
Implement a whole school Personalised Learning Framework	Develop an agreed whole school framework for personalised learning.	AP, C/T&L Manager		6 months: Teachers and students engage in learning together to discuss and define personalised learning. Student achievement data; NAPLAN, PAT testing, attitudes to school and learning community survey is incorporated into individual staff P&D plans to set goals for personalised learning. 12 months: Review model. Student learning motivation and confidence will increase to the second quartile.	● ● ● ● ● ●		NAC	
	Teachers are supported through professional learning to differentiate learning in particular to meet the needs of underachieving boys.	AP, C/T&L Manager, JCa		6 month: Teachers are given professional development to support their knowledge and understanding of data. Multiple opportunities for professional learning for	● ● ● ● ● ●		Data/teacher coaching and	



			<p>teachers and an increase in the learning confidence of boys to the second quartile.</p> <p>12 months: Teachers are reflecting more differentiation of learning in their learning design.</p> <p>Reduction of range of Year 9 boys in the 10th and 25th percentile for NAPLAN Literacy.</p>			support \$8K	
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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		Improve student learning outcomes -To build upon and extend current learning gains across the College for all students in all learning areas.						
IMPROVEMENT INITIATIVE		Curriculum planning and assessment						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> • Increase mean growth to state level (rather than like schools) • Increase in students working at or above the expected level in all learning areas by 20% • All students to achieve at least one year's learning growth (AusVels – Vic Curriculum, On Demand – PAT Reading and Math, NAPLAN) for each year of learning whilst at ESC • Increase in student achievement (and engagement) in post compulsory education as measured by Year 12 completion and appropriate assessment 						
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
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Use whole school Literacy and Numeracy data diagnostically to improve student learning outcomes.	Utilise PAT and NAPLAN analysis tool to identify student learning needs and guide professional development. Increase teacher's capacity to assess student learning.	C/T&L Manager, KLA Leaders and TA	Sem1	<p>6 months: At the KLA and PLT level staff are being supported to interpret and understand data to inform their planning and assessment. All teachers are supporting students to understand and interpret their own data to set SMART learning goals.</p> <p>12 months: All teachers are coached to use student achievement data to assist student pathways prior to course counselling. PLT coaching and observations are using student achievement data to improve practice.</p>	● ● ● ● ● ●		\$10K for coach & analysis	
All staff support high expectations of student learning and achievement.	<p>Student voice is used to provide feedback to inform classroom teachers about how students learn best including through technology.</p> <p>Acknowledge and celebrate student achievement across learning communities, through XUNO, College newsletter and website/social media is being used to communicate and document successes and achievements.</p>	All staff	Sem 1	<p>6 months: Strengthen a culture of recognising student effort and academic achievement. Attitudes to School Survey reflects an increase of teacher effectiveness to the third quartile.</p> <p>12 months: Develop a common language of learning with staff and students. Reduce the percentage of students below the expected level by 5% and increase the percentage of students achieving above the expected level by 15% in NAPLAN Relative Growth.</p>	● ● ● ● ● ●		College promotion and student achievement support \$10k	
Implement the Victorian Curriculum General Capabilities	Complete a Curriculum Map to assess where General Capabilities will be embedded.	C/T&L Manager, DDe, KLA	Sem 1	<p>6 months: Complete curriculum/TA review.</p> <p>12 months: Units of work across the curriculum have incorporated the capabilities.</p>	● ● ● ● ● ●		Staff PD time 10 x CRT \$3k	

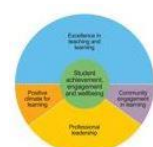


	Professional Learning is provided to staff to support the implementation of the General Capabilities.	Leaders		General capabilities are included in the Curriculum/Learning Design document.				
All Aboriginal students will have an Individual Learning Plan	All ILPs are completed in consultation with the student, family and KESO if required.	TAs Wannik Coord Comm/N/H ood Leaders	Term 1	6 months: All ILPs reviewed per term. 12 months: Students are supported to identify and set learning goals for the following year. Increased family participation and involvement in their child's learning and development. Family connection to school is enhanced through greater contact with Teacher Advisors.	● ● ● ● ● ●		NAC	
Embed Aboriginal Culture within the curriculum.	Specific Aboriginal historical dates and events are included as part of thematic units of work and aligned to the Victorian Curriculum.	Wannik Coord Classroom Teachers, C T&L Manager, KLA Leaders, KESO staff	Term 1	6 months: Timeline of dates and events are documented within relevant KLAs. Units of work reflect Aboriginal cultural perspectives 12 months: Staff have developed a broader understanding of Aboriginal culture and history with a greater confidence in delivering curriculum. Increased student understanding, participation and engagement in learning about Aboriginal culture and history.	● ● ● ● ● ●		\$2K curric materials	



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	Improve the relationships – To strengthen student’s skills and capacity to be resilient and optimistic community members whilst ensuring they have a safe and stimulating learning environment.																																															
OTHER IMPROVEMENT MODEL DIMENSIONS	Setting expectations and promoting inclusion Empowering students and building school pride																																															
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Complete review and documentation of wellbeing support processes by the end of 2015 Improve student attendance across of levels by 10% 10% improvement in student wellbeing data from parent’s/student survey All students identified by the transition are supported to successfully transition into secondary college Increase in the number of students at risk (Outreach Program) making the successful transition to further education and training opportunities by 20% All students will participate in a social and emotional development program for TA Increase the attitudes of school student safety measure by 20% 																																															
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Establish a partnership with Bendigo Secondary Colleges to provide a Flexible Learning Option campus focusing on Tier 4 students.	Undertake referral process to identify students suitable for the program	Wellbeing Team Comm Leaders	Ongoing	6 months: School mentors are placed with individual students. Referred students have re engaged with education and attending FLO regularly. 12 months: Students transitioning back to mainstream school will be supported through Student Support Group meetings and an Individual Learning Plan in place.	● ● ● ● ● ●		4 X Students enrolled 2017.																																									
Participate in an Aboriginal cultural audit that includes learning, wellbeing and cultural engagement.	Create a culturally inclusive learning environment.	KESO, JKe, LMo (PE)	Sem 1	6 months: Engaging the wider Aboriginal community in developing inclusive learning environment. Complete cultural audit and implement all recommendations/findings	● ● ● ● ● ●		Academy and School funding \$10k																																									



				12 months: All students have had opportunity to participate in Aboriginal cultural activities and events.				
	Create further leadership opportunities for Aboriginal students	KESO, JKe, AP	Ongoing	6 months: Aboriginal student leaders participate in leadership development programs. 12 months: Aboriginal student voice is contributing to programs to support students within the College. Establish Aboriginal mentors as part of our Transition program.	● ● ● ● ● ●			NAC
Increasing school pride with students in themselves and their school	Promote personal health and wellbeing among students.	TAs Wellbeing Comm Leaders	Ongoing	6 months: Network with school services and agencies. Every student gets the opportunity to participate in programs that support their physical and mental wellbeing. 12 months: All students are supported to set a personal health and wellbeing goal with their TA. Student morale is aligned to state or above.	● ● ● ● ● ●			Health Promotion \$3k
	The physical environment of the school provides a positive climate for learning.			6 months: Students engaged in programs that enhance the physical and aesthetic environment of the school 12 months: Learning Communities spaces reflect student ownership; visually celebrating student engagement and success. Student connectedness to school is aligned to state or above.	● ● ● ● ● ●			\$20k Grounds/entrance



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				

