

Define Evidence of Impact and Activities and Milestones - 2018

Ballarat Secondary College (8828)



Submitted for review by Rick Gervasoni (School Principal) on 20 December, 2017 at 04:45 PM

Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 20 December, 2017 at 05:39 PM

Endorsed by Cheryl Grundell (School Council President) on 20 December, 2017 at 07:32 PM

Define Evidence of Impact and Activities and Milestones - 2018

Ballarat Secondary College (8828)

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| Goal 1 | That all students demonstrate strong learning growth toward and beyond the expected level |
| 12 month target 1.1 | <p>Increase % of students in High/Medium growth of Naplan gain at year 9 – Literacy Writing based on 2017 data</p> <p>Greater correlation between NAPLAN results and teacher judgement.</p> <p>PAT Testing growth level at and above expected levels for all students in years 7 to 10</p> <p>Maintain medium VCE study score at 27 or above.</p> |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategy 1 | Develop whole school approach to Literacy writing improvement which includes Professional Learning for Assessment (formative & summative), and developing staff capacity in writing and moderation. Increase correlation between student NAPLAN results and teacher judgement. |
| Actions | Investigate and begin implementation of the Stephen Graham model of action |
| Evidence of impact | <p>Students will:</p> <ul style="list-style-type: none"> - Increased NAPLAN results for writing in 2018 & 2019 - Students able to articulate strategies/rules for writing - Students able to self assess own and peers writing <p>Teachers will:</p> <ul style="list-style-type: none"> - be engaged in and deepen conversations based on student data - develop their professional capacity and deepen knowledge to use data to monitor impact and respond through changed practice - embed writing strategies within their practice - ensure shared planning with ongoing reference to data - participate in peer observations <p>Leaders will:</p> <ul style="list-style-type: none"> - support staff through professional practice and coaching conversations to deepen their understanding of effective change - facilitate and support collaborative practices across the school |

| | <ul style="list-style-type: none"> - Measure effectiveness of PLT's through ASOT reflective survey data - engage in Bastow PLC professional learning program - develop and support a timetable that facilitates regular opportunities for staff to engage in peer observations - continue to develop staff capacity in instructional model of Art and Science of Teaching | | | |
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| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Staff professional learning of instructional model Art & Science of Teaching and High Impact Teaching Strategies for all teachers | Curriculum Co-ordinator (s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 3 | \$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Documented model & process for implementation of target writing strategies which provide a consistent approach to writing across student cohorts | Curriculum Co-ordinator (s) | <input type="checkbox"/> No | from: Term 2 to: Term 4 | \$25,000.00 <input type="checkbox"/> Equity funding will be used |
| Increase moderation of student work across domains. | All Staff | <input checked="" type="checkbox"/> Yes | from: Term 2 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |
| Peer observations and feedback on implementation of target writing strategies, with PLT's reflecting/sharing impact of strategies | All Staff | <input type="checkbox"/> No | from: Term 3 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Development of rubrics that provide clearly articulate elements of achievement | KLA Leader | <input checked="" type="checkbox"/> Yes | from: Term 3 to: Term 4 | \$10,000.00 <input type="checkbox"/> Equity funding will be used |
| Implement a structured PLT/PLC model - Accepted into intake 2 PLC initiative | Principal | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$35,000.00 <input type="checkbox"/> Equity funding will be used |
| Support staff to incorporate a school-wide writing goal into their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the literacy goal | Principal | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$10,000.00 <input type="checkbox"/> Equity funding will be used |

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| Facilitate the development and implementation of Professional Learning on the development of writing skills in students, and effective practices and intervention | Principal | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
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| Goal 1 | That all students demonstrate strong learning growth toward and beyond the expected level |
| 12 month target 1.1 | Increase % of students in High/Medium growth of Naplan gain at year 9 – Literacy Writing based on 2017 data Greater correlation between NAPLAN results and teacher judgement. PAT Testing growth level at and above expected levels for all students in years 7 to 10 Maintain medium VCE study score at 27 or above. |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategy 2 | Increase staff capacity to improve VCE results |
| Actions | Develop staff capacity to monitor and assess VCE students and increase their capacity to extend students VCE students and teachers have access to Edrollo as a support for their VCE studies Develop staff capacity to implement AVID as a whole school approach from the beginning of 2019 for years 7 & 10 |
| Evidence of impact | Students will: - show increased medium study scores - have increased learning confidence - show greater completion rate of VCE - set high expectations for their achievement Teachers will: - develop capacity to implement AVID for the beginning of 2019 at Years 7 & 10 - Document approach for the implementation of AVID from the start of 2019 - deepen their understanding and capacity to extend students at both the top and bottom - provide students with ongoing feedback, self assessment and track student learning/understanding - use data to engage in reflective practice - embed writing strategies in all subjects - engage in moderation |

| | Leaders will: <ul style="list-style-type: none"> - support staff through professional learning - engage with VCE teachers on a regular basis to deepen teachers capacity to increase student achievement - facilitate and support staff to engage in regular moderation - develop staff capacity to effectively access and use edrollo - facilitate the use of Elevate to increase student motivation and expectations | | | |
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| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Students and staff provided with in service on the use of Edrolo | Sub School Leader/s | <input type="checkbox"/> No | from: Term 1 to: Term 3 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Teachers regularly set student tasks using Edrolo to reinforce use | All Staff | <input type="checkbox"/> No | from: Term 1 to: Term 3 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| All staff are provided with Professional Learning on the implementation of AVID as a supporting model to increase student achievement and aspirations. Staff will be provided with opportunity to attend the winter and summer institutes if teaching years 7 & 10 in 2019. AVID will be incorporated into the GVC to ensure consistency of approach. | All Staff | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Leaders facilitate regular conversations with VCE teachers on effective use of data to improve results | Principal | <input type="checkbox"/> No | from: Term 1 to: Term 3 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |
| VCE teachers provide with professional learning on moderation practices | Principal | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 3 | \$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Engage external consultant to provide support and professional learning to VCE teachers to support their capacity to improve results | Principal | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 3 | \$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
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| Goal 2 | Engagement - Students will be connected to and actively involved in their learning and the broader school community. |
| 12 month target 2.1 | Through the implementation of School Wide Positive Behaviour, all students will increase connectedness to school. As a result of SWPB implementation there will be greater student voice, increased learning confidence, decreased absences & suspensions Increase Learning confidence from ATSS Decrease student absence Decrease suspensions Increase Connectedness data from ATSS |
| FISO Initiative | Empowering students and building school pride |
| Key Improvement Strategy 1 | Implement School Wide Positive Behaviour across Woodmans Hill. |
| Actions | Matrix of SWPB finalised and published to whole school community Introduce student recognition component of SWPB Discipline data is gathered, summarised and reported at least quarterly to whole staff |
| Evidence of impact | Students will: <ul style="list-style-type: none"> - have clear understanding of expected behaviour - be recognised for appropriate behaviour - provide feedback to teachers on their learning to inform improved effective practice - have decreased rates of suspension - have decreased classroom misbehaviour - increased learning confidence Teachers will: <ul style="list-style-type: none"> - show consistency in expectations of behavior throughout the whole school community - recognise students for positive behaviour and expectations - decrease need for classroom behaviour support - have effective classroom management processes in place - will respond to inappropriate behavior in a timely and consistent manner |

| | Leaders will: - facilitate reward systems for students - facilitate the effective collection of data - support and develop staff capacity in responding to student behaviour | | | |
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| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Students and staff are involved in identifying/developing incentives for student recognition. - Rewards are varied to maintain student interest - system includes opportunity for naturally occurring reinforcement - system includes incentives for staff - | Assistant Principal | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Effective processes are in place for data collection that is easy, efficient and relevant. - additional data collected (attendance, grades, surveys) - data entered weekly - data shared with staff monthly | Assistant Principal | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Documented/Updated student wellbeing and engagement policy with reference to SWPB - decreased suspensions - improved SATSS results in terms of safety/connectedness - updated policy ratified by council | Assistant Principal | <input type="checkbox"/> No | from: Term 1 to: Term 3 | \$2,500.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 2 | Engagement - Students will be connected to and actively involved in their learning and the broader school community. |
| 12 month target 2.1 | Through the implementation of School Wide Positive Behaviour, all students will increase connectedness to school. As a result of SWPB implementation there will be greater student voice, increased learning confidence, decreased absences & suspensions Increase Learning confidence from ATSS |

| | Decrease student absence Decrease suspensions Increase Connectedness data from ATSS | | | |
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| FISO Initiative | Empowering students and building school pride | | | |
| Key Improvement Strategy 2 | Decrease student absence | | | |
| Actions | Improved effectiveness of responding to student absence | | | |
| Evidence of impact | <p>Students will:</p> <ul style="list-style-type: none"> - show decreased student absences - show greater connection to school through attendance - decrease unapproved absences <p>Teachers will:</p> <ul style="list-style-type: none"> - provide engaging lessons that meet the needs of all students - use data to provide students with appropriate learning at their level - set high expectations for student learning <p>Leaders will:</p> <ul style="list-style-type: none"> - identify at risk students and responded to early and effectively - monitor attendance data regularly and respond to concerns in a timely manner - put supports in place for students showing at risk behaviours | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| At risk students identified based on an attendance rate of 85% - SSG's scheduled for any student with chronic absence/lateness - supports put in place to support chronic absences - increased use of student services team to support families - SOCS referrals as required | Year Level Co-ordinator(s) | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Decrease student absences across all year levels based on 2017 baseline data (currently 27.37 days EFT) - decrease unexplained absences across school (currently 10.27 | Year Level Co-ordinator(s) | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| days EFT) - increase frequency of Phone calls/sms/letters - continue to increase parent use of compass to view live attendance | | | | |
| Increase staff capacity to use data to provide students with learning at the level | Leadership Team | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |
| Improve parent capacity in accessing Compass | Assistant Principal | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used |