Annual Implementation Plan: for Improving Student Outcomes

School name: McGuire College

School number: 017331

Year: 2017

Based on strategic plan: 2014-2017

Endorsement:

Principal: Bradley Moyle   [16/02/2017]   **School council**: Narelle Claney   [16/02/2017]   **Senior Education Improvement Leader**: Marian Lawless / Paul Tozer   [??? 2017]

Section 1: The school's Improvement Priorities and Initiatives

School Strategic Plan goals
- Increase student learning outcomes   - Improve student engagement in their learning both at school and at home   - To create a learning environment that is positive and safe and where everyone is valued and supported.   - To maximise the use of resources to support student outcomes.

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.

McGuire College has demonstrated steadily improving student learning outcomes, particularly for Year 7-10 students as demonstrated through NAPLAN data and NAPLAN gain data between 2014 and 2016:

- ➢ **Year 7 Numeracy – increase from 11-17% of students in Top 2 bands and decrease of students in bottom two bands , 53 – 26%.**
- ➢ **Year 7 Reading – an increase from 47% to 63% of students in the middle and top bands of NAPLAN.**
- ➢ **Year 9 Reading – 15% of students in the Top 2 bands**
- ➢ **Year 7 Writing – a decrease from 62% to 37% of students in the bottom 2 bands.**
- ➢ **Numeracy Relative Growth – 15% improvement in high growth at Year 7 and 12% improvement at Year 9**
- ➢ **Reading Relative Growth – 2% improvement in High Growth and a 18% reduction in low growth at Year 7 and in increase in high growth of 8% at Year 9.**
- ➢ **Writing Relative Growth – 5% improvement in high growth at Year 7 and 8% at Year 9.**

The College is in the process of documenting a guaranteed and viable curriculum for all students with Years 9-12 completed in 2016 and Year 7/8 being reviewed & invigorated in 2017 before documenting and accrediting these levels.

Community perception continues to be a barrier for the College as evidenced by:

- ➢ **Parent Opinion Survey variables of Parent Input (4.50) and Approachability (5.27)**
- ➢ **Declining enrolment trend 2011 (594) to 2016 (444)**

Parent engagement levels are extremely low.

Student absence rates are very high for all cohorts and in particularly indigenous students, reflecting difficulties engaging students and connecting with families, as demonstrated by:

- ➢ **Panorama Average Absence Days (all absence types) ranging from 28.2 days at Year 7 to 44.3 at Year 12.**

Staff Survey data remains steady with some areas of strength and data indicating:
- ➢ **Staff trust in colleagues &79.31), Collective Responsibility (74.86), Guaranteed & Viable Curriculum (74.36) and Safety & Wellbeing Module (66.45)**

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	• **Build teacher effectiveness and efficacy to deliver rigorous and engaging teaching and learning opportunities with high expectations of all students.** • **Implementation of Champion Teams which will operate as Professional Learning Teams in order to advance College work in UMNOS, STEM, eLearning and SEAL.** • **Build the confidence, competence and capacity of teachers to ensure that all students have the opportunity to make 12 months progress for 12 months of learning time.**
Building Communities	• **Improve school-home links and partnerships to further support the learning, wellbeing and engagement of every student.** • **Develop mutually beneficial links with the broader community of Greater Shepparton in order to allow students to reach their full potential.**

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	Achievement - Increase student learning outcomes Wellbeing- To create a learning environment that is positive and safe and where everyone is valued and supported.
IMPROVEMENT INITIATIVE	**Building Practice Excellence**

STRATEGIC PLAN TARGETS	Student Outcomes

Student Outcomes
- 90% of students to progress at least one Victorian Curriculum level per year based on teacher judgement and on demand testing in English and Maths
- NAPLAN relative growth data reduces the number of students in the low category to:

	Numeracy	Writing	Grammar
2014	40%	37%	43%
2018 Target	25%	25%	25%

- NAPLAN relative growth data increase the number of students in the high category to:

	Numeracy	Reading	Writing	Spelling	Grammar
2014	6%	23%	20%	25%	15%
2018 Target	25%	30%	30%	30%	25%

- VCE mean study score 30 (currently 25)
- VCAL completion rates 95%

Staff Outcomes
   All teachers have an Individual Professional Learning Plan to improve their teaching capacity to increase student outcomes

12 MONTH TARGETS	Student Outcomes

Student Outcomes
- 90% of students deemed capable to progress at least one Victorian Curriculum level per year based on teacher judgement and on demand testing in English and Maths
- NAPLAN relative growth data reduces the number of students in the low category to:

	Numeracy	Writing	Grammar
2016	36.7%	23.6%	16.7%
2017 Target	30.0%	20.0%	15.0%

- NAPLAN relative growth data increase the number of students in the high category to:

	Numeracy	Reading	Writing	Spelling	Grammar
2016	18.4%	31.4%	27.3%	16.7%	20.4%
2017 Target	21.0%	32.3%	30.0%	20.0%	22.5%

- VCE mean study score = 28.0
- VCAL completion rates 100%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD

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Build teacher effectiveness and efficacy to deliver rigorous and engaging teaching and learning opportunities with high expectations of all students	1. Work with staff to identify, establish and define what high expectations are in regards to teacher effectiveness and student expectations and then communicating these with all stakeholders.	Principal	March 2017	1. Teacher and student expectations developed with stakeholders, published and on display.	● ● ● ● ● ●	1. Increase in ATSS in teacher effectiveness, stimulating learning and learning confidence.	
	2. Building a culture of school wide moderation based on curriculum and assessment schedules.	7-9 & 10-12 Coach	Ongoing	2. Domain based assessment and moderation schedules documented, published and accessible. Domain minutes reflect moderation of student work as a regular agenda item at least once per term.		2. NAPLAN, On Demand Data and Vic Curriculum levels match at higher rate than previous years. E.g. NAPLAN Top 2 bands with A & B Teacher Judgements.	$10K
	3. Ongoing professional learning and professional observation of all teaching staff around the instructional model.	Leadership Team	Ongoing	3. Peer observations undertaken by all teachers at least once each term, evidencing a change in practice from the previous observation. Record of professional learning maintained for all staff – Including internal and external learning opportunities.		3. Student Learning gain is at or beyond expectation.	$28K
						4. Documented College curriculum	
	4. Review, develop and document the Year 7 & 8 curriculum in line with the Vic Curriculum and McGuire ECD process.	7-9 AP & Coach	June – Year 7 November – Year 8	4. All domains review current practices and potentials for improvement in Semester 1. Semester 2 – all domains write and document enhanced curriculum for Year 7 2018 implementation.			
	5. Continue accreditation cycle for VCE Units 1-4.	10-12 AP	Ongoing	5. Maintain accreditation for all existing VCE units. New VCE units to be fully accredited by October for 2018 implementation.		5. Documented College Curriculum and increasing VCE Study Score Mean.	
	6. Complete initial accreditation of all VCAL Units.	10-12 Learning Manager	June 2017	6. VCAL Intermediate Units to be accredited using McGuire Accreditation model by the completion of Semester 1. VCAL Senior Units to be accredited using McGuire Accreditation model by the completion of Semester 2.		6. Documented VCAL Curriculum and increasing stimulating learning data. Increase in retention and completion rates,	
Implementation of Champion Teams which will operate as Professional Learning Teams in order to advance College work in UMNOS, STEM, eLearning and SEAL.	1. Develop Champion Team Terms of Reference and protocols.	Champion Team Leaders	Feb 2017	1. Terms of reference and protocols documented, published and accessible.	● ● ●	Staff Survey data to show increases in: • Collective efficacy • Academic emphasis • Collective responsibility • Collective focus on student learning.	
	2. Each Champion Team to develop an Action Plan for 2017 implementation.	Champion Team Leaders	Feb 2017	2. Action Plans developed, documented and endorsed by Leadership Team prior to communicating with families.			
	3. Provide regular meeting times for Champion Teams to advance their work	AP	Ongoing	3. Meeting schedule demonstrates commitment to Champion Teams and minutes demonstrate advancement of Action Plan and building of teacher confidence, competence and capacity.			
	4. Agenda and Minutes utilising the A4 model to be circulated to all staff for each Champion Team.	Champion Team Leaders	Ongoing	4. Clear communication of the work of each action team and sharing this with all staff.			
	5. Teacher Performance & Development Review's demonstrate connection to one Champion Priority.	Principal	March 2017	5. One SMART Goal per teacher related to the work of their champion team.			
	6. Coaching program for Champion Team Leaders.	Principal Team	Ongoing	6. Coaching Journal / Logs of leaders and participants to reflect the journey, the learning and the impact.			
				12 months:	● ● ●		
Build the confidence, competence and capacity of teachers to ensure that all students have the opportunity to	1. Continue the implementation of NFA for Year 7 & 8 with ongoing student goal setting and review.	7-9 Coach & Maths Leader	Ongoing	1. 100% of students demonstrate NFA improvements in July and December.	● ● ●	1. 100% of students demonstrate improvements in their NFA outcomes from Feb to Dec 2017.	
	2. All teachers to undertake an Action Research project	Principal	Nov/Dec	2. All teacher PDR plans incorporate one goal related to student		2. Student Learning gain is at or beyond expected	$32K

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make 12 months progress for 12 months of learning time.	with a focus on advancing / progressing 3 students, each a minimum of 12 months in their learning.		2017	achievement and demonstrate a range of trialled strategies to advance student learning.	level.	
	3. Domain Teams to share data and discuss teaching strategies at least twice per term.	Domain Leaders	Ongoing	3. Minutes from Domains to reflect use of student work and data with examples of data and work accessible for viewing by other domains.	3. Teacher survey results show maintenance or increase in Teacher Collaboration and Collective focus on student learning variables.	
	4. Domain Teams to identify strong teaching practices and share these with all staff once per term.	Domain Leaders & P-AP.	Ongoing	4. Meeting minutes reflect the sharing of practices, video collection of sharing where consent of presenter is obtained to build data bank of strategies.	4. Teacher survey results show maintenance or increase in Teacher Collaboration and Collective focus on student learning variables.	
	5. Peer Observations based on the Instructional Model or a negotiated focus conducted in triads at least once per term.	AP's & Coaches	Ongoing	5. Reflections on teaching practice shared regularly and discussed with evidence from coaches/AP's via observation schedule.	5. Evidence changes in teaching practice and increase in Academic Emphasis variable of staff survey.	$10K
	6. Implementation of a College wide Coaching and Mentoring program to support team leaders to build the capacity of their teams.	Leadership Team	Ongoing	6. Diary and coaching logs/journals kept by all participants. Video feedback from participants in Term 4.	6. Improvement in collective efficacy variable of staff survey.	
				12 months: 🔴🟡🟢		

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	Engagement - Improve student engagement in their learning both at school and at home Wellbeing - To create a learning environment that is positive and safe and where everyone is valued and supported.
IMPROVEMENT INITIATIVE	**Community Engagement in Learning**

STRATEGIC PLAN TARGETS

Engagement
Attendance Average days absent 20.04 in 2014
2014:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Years 7-12
17.92	23.44	21.04	19.95	16.02	20.12	20.04

Reduce absentee days to a maximum of 15 per year level.

Exit: 100% going on to further training (currently 72%) or full time employment (currently 13%)

Wellbeing

	Connectedness to Peers	Classroom Behaviour	Student Safety
Attitudes to School Survey	4.2	3.5	4.3
Parent Opinion Survey	5.8	4.8	5.8

12 MONTH TARGETS

Engagement
Attendance Targets: Average number of days absent per year level (2016 figures):

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Years 7-12
2016	28.16	34.14	37.64	32.49	33.25	44.28	34.17
2017	19.7	23.89	26.34	22.74	23.28	19.7	22.60

Student Exit Data:
- 100% of Exit students entering into further training/education or fulltime employment.

Wellbeing

	Connectedness to Peers	Classroom Behaviour	Student Safety
Attitudes to School Survey	4.06 (3.95)	2.85 (2.52)	4.28 (4.16)
Parent Opinion Survey	5.8 (5.61)	4.56 (4.43)	5.76 (5.60)

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
Improve school-home links and partnerships to further support the learning, wellbeing and engagement of every student.	1. Implementation of Year Level Leaders for 2017.	AP's	Feb 2017	1. Survey conducted with students, staff and parents in Term 2 and Term 4 to gauge success of change and areas for ongoing focus.	● ● ●	1. Increase in POS Behaviour Management & Approachability. Increase in ATSS Connectedness to Peers & School Connectedness,	$43K	
	2. Development of E-Block as a Community Hub.	7-9 AP	June 2017	2. Plan developed and shared with staff, students and College Council. Communication strategy put in place for opening in late Term 1. Feedback from students, staff, parents and usage data in Week 9 of each term.		2. Increase in POS Approachability & General Satisfaction.	$25K	
	3. Trial separate Parent Teacher Interviews for Year 10-12 students in Semester 1.	10-12 Learning Manager	June 2017	3. Increased percentage of students and parents in attendance over 2016 figures for Year 10-12 students.		3. Improved attendance rates at Parent Teacher Interviews for Year 10-12 students over previous years.		
	4. Each Champion Team to conduct a showcase/ family event at least once during the year.	Champion Team Leaders	Ongoing	4. Record of showcase events, promotion, parent material and parental / community attendance rates.		4. Increase in POS Extra Curricula and General Satisfaction variables.	$10K	

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	5. Individual goal setting for all students with family involvement in establishing and reviewing goals.	7-9 Learning Manager	June 2017	5. Students in Years 7-9 all have individual goals in at least Maths, English and one other subject by the end of June 2016 with these goals being accessible to all stakeholders.		5. Increase in ATSS Learning Confidence and Student Motivation variables at Years 7-9.		
	6. Development of McGuire College Communication Plan / Strategy.	Principal & College Council	May 2017	6. Consultation evident via newsletter and college council with final plan being endorsed and then accessible for all community members via the webpage.		6. Increase in POS School Improvement and School Connectedness variables.		
				12 months:	● ● ●			
Develop mutually beneficial links with the broader community of Greater Shepparton in order to allow students to reach their full potential.	1. Offer professional learning, use of facilities and curriculum support to local Primary Schools.	7-9 Learning Manager & Coach	Ongoing	1. Partnership established with 3 feeder primary schools to offer school visits (reciprocal) for students and staff, use of facilities and professional learning.	● ● ●	1. Evidence of visits and pre/post survey with 3 feeder schools and their staff/students.	$10K	
	2. Establish BTA Rugby Program to build the engagement of vulnerable cohort.	BTA Exec & PE Dept.	Semester 2	2. BTA Rugby Program in place and supported by McGuire College staff. Intake and exit interviews / surveys conducted with students demonstrate increased engagement levels. Video showcasing work.		2. Intake and exit interviews / surveys conducted with students demonstrate increased engagement levels.	$10K	
	3. Establish parent/student activities to increase/improve perception and communication, especially with families with students in Years 4-8.	7-9 AP	Ongoing	3. Local feeder schools to be invited to special events / champion team showcase events. Random surveys to be conducted with feeder school parents/students in March and November to gauge improvement.		3. Maintain or increase Year 7 enrolments for 2018 with a higher proportion of students attending from 3 focus schools.		
	4. Develop key partnerships with two industry areas within Greater Shepparton for the mutual benefit of all parties.	Principal Team	Ongoing	4. Documented MOU developed and implemented, record of links and visits. Development of joint projects.		4. Record of student involvement in industry links.		
				12 months:	● ● ●			

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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	Engagement - Improve student engagement in their learning both at school and at home						
OTHER IMPROVEMENT MODEL DIMENSIONS							
STRATEGIC PLAN TARGETS	Attendance Average days absent 20.04 in 2014 2014:						

Attendance Average days absent 20.04 in 2014
2014:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Years 7-12
17.92	23.44	21.04	19.95	16.02	20.12	20.04

Reduce absentee days to a maximum of 15 per year level.

Exit: 100% going on to further training (currently 72%) or full time employment (currently 13%)

12 MONTH TARGETS

Attendance Targets: Average number of days absent per year level (2016 figures):

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Years 7-12
2016	28.16	34.14	37.64	32.49	33.25	44.28	34.17
2017	19.7	23.89	26.34	22.74	23.28	19.7	22.60

KEY IMPROVEMENT STRATEGIES	ACTIONS		WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
						Progress Status	Evidence of impact	Estimate	YTD

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Building a College Community where the importance of regular school attendance is understood, appreciated and demonstrated by students.	1. Review and document attendance policy, processes and procedures.	Principal & College Council	Feb 2017	1. Process, policy consulted on and then endorsed. Evidence of communication and implementation.	🔴🟡🟢	1. Improved attendance data over 2015/2016.		
	2. Communication of attendance requirements.	AP's	Ongoing	2. Evidence of communication to parents, students, staff and community.		2. Improved attendance data over 2015/2016.	
	3. Recognition & reinforcement of good attendance patterns via attendance ladders, Year Level meetings, certificates, etc.	Year Level Leaders	Ongoing	3. Evidence of practices in place throughout the College and regular celebrated via college communication platforms.		3. Improved attendance data over 2015/2016.	$2.5K
	4. Development and implementation of a staged response to attendance issues.	Wellbeing Leading Teacher.	Feb 2017	4. Staged response developed and endorsed by staff and council. Evidence of staged response being consistently utilised.		4. Improved engagement variables from ATSS in Connectedness and Stimulating Learning. Improved student learning outcomes.	
	5. Development and implementation of a Reconciliation Action Plan to boost engagement, learning and attendance of all indigenous students.	AP 10-12	March 2017	5. RAP developed in conjunction with Koori families, KESO and staff, with implementation artefacts available and evidenced throughout the year.		5. Improved attendance data over 2015/2016.	
	6. Identify any students at the start of 2017 who had 30+ absences in 2016 and hold a documented parent conversation within the first 6 weeks of school to discuss concerns re previous absences and start of new school year.	Leadership & YLL	March 2017	6. All identified students have had a document parental conversation and a goal has been developed or reviewed, inclusive of student and school actions to support attendance. All identified students have maintained at least 80% attendance; goal has been reviewed (at least four times)		6. Attendance rates have improved by comparison to previous years with particular impact on those students identified as having greater than 30 days absence in 2016 as measured at the end of Term 1, 2 and 4.	$6K
	7. Identify any students who are regularly absent for more than 5 sessions/lessons of a specific subject. Meeting between leading teacher and classroom teacher to determine specific student barriers/reasons for absence	Learning Managers & Teachers	Ongoing	7. Attendance action plan developed between student, teacher and parent with clear actions and targets to achieve a minimum of 90% attendance.		7. Attendance rates maintained at a minimum of 90% for all students identified.	
	8. For any student with 3 days unexplained absence alert School Wellbeing Team and designated staff member (class teacher, identified support teacher) to make personal contact with student to offer support in engagement	Wellbeing Team	Ongoing	8. Attendance requirements clearly articulated and support offered to students in need. Support plan developed in order to strive towards 90% attendance.		8. Attendance rates maintained at a minimum of 90% for all students identified.	
	9. Attendance monitoring as a standing agenda item at staff meetings to ensure all staff are aware of students who have repeat absences and a school wide plan is implemented to ensure every student has a plan in line with Every Day Counts	Leadership Team	Ongoing	9. Awareness by all staff of the importance of attendance and need to promote student attendance.		9. Increased staff awareness of known absentees and relevant action plans to engage students.	
	10. Ensure that KESO has been informed when a student has 3 unexplained absences and schedule an SSG to address attendance proactively.	AP KESO	Ongoing	10. Improved student attendance data for all Koori students in 2017.		10. 50% improvement over 2016 data for Koori students.	
Utilising authentic student voice and agency to engage, motivate and encourage higher levels of student attendance.	1. Continue to develop the McGuire College Student Voice Model.	Leadership Team	Ongoing	1. Leadership model consulted on with students and then documented and shared with college community.	🔴🟡🟢	• Increased student attendance rates over 2015/2016 data, • ATSS improvement in: ○ School Connectedness ○ Teacher Effectiveness ○ Teacher Empathy ○ Stimulating Learning.	
	2. Student Voice to establish protocols, agenda, minutes and communication strategies.	Student Voice Leader	Feb 2017	2. Student Voice processes and policies documented and accessible for all stakeholders.			
	3. Explore opportunities for student feedback to teachers on teaching and learning and trial in selected Year levels during Semester 1 and refine and expand for Semester 2.	Leadership Team	Ongoing	3. Small working party of staff and students to develop feedback tool to be trialled in Year 7 and 10 in Semester 1. Feedback obtained from students and staff to refine tool. Semester 2 – Year 7-10 to use and			

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					gain feedback. Evidence of feedback in teacher planning.				
	4.	Inclusion of students in selected team structures within the College.	Principal Team	Semester 1	4.	Student involvement in College teams to be evidenced in team lists, minutes and decision making forums. Semester 1 – College Council, PBIS Tier 1 Team, Leadership Team (once per term). Expand in Semester 2.			
					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 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: