2018 Annual Implementation Plan

for improving student outcomes

Concord School (5027)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Concord School (5027)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve student outcomes in Numeracy and Literacy	• 100% of classroom teachers (Foundation –Year 10) will populate the Concord School Student Achievement Tool (SAT) for every student in numeracy (number and algebra, measurement and geometry, statistics and probability) and Literacy (Reading and Viewing, Writing and Speaking and Listening) with accurate information based on multiple assessments and moderation • 75% of students across the school will be assessed as achieving at, above expected or well above expected progress in Mathematics and English	Yes	- 100% of classroom teachers (foundation - Year 10) will populate the Concord School Student Achievement Tool (SAT) for every student in Literacy (Reading & Viewing and Writing) with accurate information based on multiple assessments and moderation tasks - 75% of students across the school will be assessed as achieving at, above expected or well above expected progress in Mathematics and English	Building practice excellence
To improve the capacity of students as 21st century learners to strengthen their engagement and develop learning confidence.	100% of classroom teachers (Foundation –Year 10) populate the Concord School Student Achievement Tool (SAT) for every student in personal and	Yes	- 85% of classroom teachers (Foundation - Year 10) will populate the SAT in Personal and Social Capability and Digital Technologies	Building practice excellence

	social capability and Digital Technologies • In the Attitudes to School survey; The variable Learning Confidence will be at a score of 4.5 or above for students from Year 7-12 and will remain above 4.85 for Year 5-6 students.The variable Stimulating Learning will be at a score of 4.5 or above for students from Year 7-12 and will remain above 4.85 for Year 5-6 students. • In the Parent Opinion survey; The Student Motivation variable will be at or above 5.75. The Stimulating Learning variable will be at or above 6.10.		- In the Parent Opinion Survey the Student Motivation and Stimulating Learning Variables will be at 85% or above - In the attitudes to school survey the variable Stimulating Learning will be at or above 85%	
To continue to improve student social competencies from Prep to Year 12.	• In the Parent Opinion survey; The General Satisfaction variable will be at or above 6.00. The Classroom Behaviour variable will be at or above 5.00. The Social Skill variable will be at or above 5.25 • In the Attitudes to School survey; The Student Distress variable will be at 5.75 or above for students in Year 7-12 and above 6.85 for students in Year 5-6. The Student Morale variable will be at 5.75 or above for	No	- In the parent opinion survey; The General Satisfaction variable will be at 85% or above In the attitudes to school survey the Student Distress variable will be at 85% or above	

	students in Year 7-12 and above 6.85 for students in Year 5-6			
To continue sound financial management that allows optimum allocation of resources and the development of staff to provide all students with exemplary teaching and learning.	Parent Opinion Survey – General Satisfaction to exceed a score of 6.10 (2015: 5.67)	Yes	- In the parent opinion survey; The General Satisfaction variable will be at 85% or above	Building leadership teams

Improvement Initiatives Rationale
As a pilot school in the Professional Learning Communities (PLC) project we have identified the need to build practice excellence by supporting our staff to work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, refine the use of learning interventions and student data analysis and enhance feedback to students and staff. Our evaluation and diagnosis included a whole school assessment of these practices. Tools used to diagnose need were the Maturity Matrix, school developed staff surveys, the staff opinion survey a content analysis of PLT reflections and coaching reflections and the analysis of a staff completed consensogram. The substantive evaluation gave us explicit data for analysis and led us to the improvement initiative. This matched our strategic plan with the theory of action for our achievement goal linked to building practice excellence.   The data analysis was also used to develop our second improvement initiative. Building Leadership Teams. In 2018 we wish to continue developing our leaders to directly support classroom teachers to implement and monitor curriculum content using best practice pedagogy and assessment. Our strategic plan productivity goal sees us invest in a well supported and extensive leadership team.

Goal 1	To improve student outcomes in Numeracy and Literacy
12 month target 1.1	100% of classroom teachers (foundation - Year 10) will populate the Concord School Student Achievement Tool (SAT) for every student in Literacy (Reading & Viewing and Writing) with accurate information based on multiple assessments and moderation tasks 75% of students across the school will be assessed as achieving at, above expected or well above expected progress in Mathematics and English
FISO Initiative	Building practice excellence
Key Improvement Strategies	

KIS 1	Increase teacher capacity to provide a rigorous and differentiated Literacy program and explicit teaching to cater for individual learning through developing, implementing and sustaining the assess, data, plan and teach cycle for English
KIS 2	Focus Professional Learning Teams (PLT) to develop individual interventions and moderate student outcomes in reading comprehension

Goal 2	To improve the capacity of students as 21st century learners to strengthen their engagement and develop learning confidence.
12 month target 2.1	85% of classroom teachers (Foundation - Year 10) will populate the SAT in Personal and Social Capability and Digital Technologies In the Parent Opinion Survey the Student Motivation and Stimulating Learning Variables will be at 85% or above In the attitudes to school survey the variable Stimulating Learning will be at or above 85%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Increase teacher capacity to use the Inquiry Model and to integrate digital technologies into the curriculum
KIS 2	Develop and strengthen the capability of teachers to provide instructive feedback that enables low support need students across year 7-10 to develop agency by establish meaningful learning goals, reflective practices and peer and self-assessment

Goal 3	To continue sound financial management that allows optimum allocation of resources and the development of staff to provide all students with exemplary teaching and learning.
12 month target 3.1	In the parent opinion survey; The General Satisfaction variable will be at 85% or above
FISO Initiative	Building leadership teams
Key Improvement Strategies	

KIS 1	Continue to drive the focus on teaching and learning through the strategic allocation of resources
KIS 2	Strengthen the capacity of leaders to support staff through an instructional leadership model

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	To improve student outcomes in Numeracy and Literacy
12 month target 1.1	100% of classroom teachers (foundation - Year 10) will populate the Concord School Student Achievement Tool (SAT) for every student in Literacy (Reading & Viewing and Writing) with accurate information based on multiple assessments and moderation tasks 75% of students across the school will be assessed as achieving at, above expected or well above expected progress in Mathematics and English
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Increase teacher capacity to provide a rigorous and differentiated Literacy program and explicit teaching to cater for individual learning through developing, implementing and sustaining the assess, data, plan and teach cycle for English
Actions	Build a shared view and approach of teaching and learning of literacy across the school Build teacher capacity to assess, plan and differentiate teaching in Literacy Build an effective SIT to lead the development of teaching and learning across the school Build teacher repertoire of models of practice within the Concord Lesson model
Evidence of impact	Students will - achieve goals written in intervention plans Teachers will - complete moderation tasks in Writing termly for students across the school - complete Running Records accurately with recognition of the comprehension elements through SLP's Leadership will - work effectively as part of a team to understand the developmental needs of each staff member to support the development of their knowledge and capacity to plan, deliver and assess student learning - document individual coaching sessions and support staff to achieve their individual goals using the Concord GROWTH template

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
The whole school professional learning plan is developed by Team Leaders and Principal Class in line with this document. The AP and Team Leaders will source and provide explicit Professional Learning on Data Literacy, setting goals, curriculum standards and knowledge of Literacy Pedagogy including the HITS and the Concord Lesson Model Team Leaders to support staff to align teaching practices in Literacy with the School's Teaching and Learning document as part of the whole school professional learning plan Team Leaders support planning teams to collaboratively implement student intervention strategies	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Enhance the rigour, challenge and level of differentiation of learning and assessment tasks in English by accessing the coaching program Provide evidence of student progress in English with data analysis through PLTs, SAT and school developed spreadsheets	Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 1	To improve student outcomes in Numeracy and Literacy
12 month target 1.1	- 100% of classroom teachers (foundation - Year 10) will populate the Concord School Student Achievement Tool (SAT) for every student in Literacy (Reading & Viewing and Writing) with accurate information based on multiple assessments and moderation tasks - 75% of students across the school will be assessed as achieving at, above expected or well above expected progress in Mathematics and English
FISO Initiative	Building practice excellence

Key Improvement Strategy 2	Focus Professional Learning Teams (PLT) to develop individual interventions and moderate student outcomes in reading comprehension
Actions	- Maintain and build teacher capacity to develop individual interventions and moderate student outcomes in reading comprehension - Build teacher capacity to interpret and analysis data sets from running records - Build capacity of teachers to understand and implement the HITS
Evidence of impact	Students will - achieve reading comprehension goals written in interventions Teachers will - be able to identify student point of need and teaching focus through data analysis - select and document appropriate pedagogical approaches Leadership will - work effectively as part of a team to understand the developmental needs of each staff member - support planning teams to collaboratively implement and document student intervention strategies

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Attend school based professional learning about HITS and moderation and complete two PLC cycles per year.	Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used
Engage in PLCs (the alignment of peer observations, assessment practices, team planning sessions and lesson model) to refine and access own practices to student interventions at point of need with support from TL or Assistant Campus Principal. Teachers then document the success of interventions through PLC planner and review documents	Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$25,000.00 ☐ Equity funding will be used

Goal 2	To improve the capacity of students as 21st century learners to strengthen their engagement and develop learning confidence.

12 month target 2.1	- 85% of classroom teachers (Foundation - Year 10) will populate the SAT in Personal and Social Capability and Digital Technologies - In the Parent Opinion Survey the Student Motivation and Stimulating Learning Variables will be at 85% or above - In the attitudes to school survey the variable Stimulating Learning will be at or above 85%
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Increase teacher capacity to use the Inquiry Model and to integrate digital technologies into the curriculum
Actions	- Maintain and develop teacher capacity to use the Inquiry Model and to integrate digital technologies into the curriculum - Build teacher capacity to plan, assess and implement an Inquiry Model - Revisit and embed Inquiry Model strategies into planning documents
Evidence of impact	Students will - be supported to articulate learning and measure their performance against a success criteria - be reflective thinkers with teacher direction Teacher will - be able to discuss the relationship between the Inquiry Model, FISO and HITS Leadership will - work effectively as part of a team to understand the developmental needs of each staff member to support the development of their knowledge of the Inquiry Model, FISO and HITS

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Update school based documentation to link FISO, HITS, digital technologies capability and the Inquiry Model to the Concord Lesson Model	Leadership Team	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Support the specialist teachers to understand and use the Inquiry Model through targeted professional learning sessions	PLC Leaders	☐ No	from: Term 1 to: Term 4	$25,000.00 ☐ Equity funding will be used

Goal 2	To improve the capacity of students as 21st century learners to strengthen their engagement and develop learning confidence.
12 month target 2.1	- 85% of classroom teachers (Foundation - Year 10) will populate the SAT in Personal and Social Capability and Digital Technologies - In the Parent Opinion Survey the Student Motivation and Stimulating Learning Variables will be at 85% or above - In the attitudes to school survey the variable Stimulating Learning will be at or above 85%
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Develop and strengthen the capability of teachers to provide instructive feedback that enables low support need students across year 7-10 to develop agency by establish meaningful learning goals, reflective practices and peer and self-assessment
Actions	- Continue to build teacher capacity to implement and imbed elements of the Concord lesson model including connecting feedback to data - Build low support need student capacity to assess their own work and solve their own problems - Implement three way conferences for low support need students in Secondary 7-12
Evidence of impact	Students will - feel positive and connected to school - see themselves as learners, understand their learning growth and feel confident to communicate with staff Teachers will - provide instructive feedback to students across the whole curriculum - collaborate with students and support them as they navigate learning challenges Leadership will - Coach teachers to implement strategies that support students to develop student agency

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Provide opportunities for students to participate in school committees to enable them to participate in decision making across a broad range of school areas	Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Develop visuals to aid students to contribute to their own learning and develop student agency	Teacher(s)	☐ No	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used

Goal 3	To continue sound financial management that allows optimum allocation of resources and the development of staff to provide all students with exemplary teaching and learning.
12 month target 3.1	- In the parent opinion survey; The General Satisfaction variable will be at 85% or above
FISO Initiative	Building leadership teams
Key Improvement Strategy 1	Continue to drive the focus on teaching and learning through the strategic allocation of resources
Actions	- Embark upon building works in the Secondary 7-8 Building to allow for a more stimulating learning environment - Develop a Discovery Gardens space to allow for a more stimulating learning environment
Evidence of impact	Students will - access the curriculum in a stimulating environment Staff will - develop resources that support learning in alternative spaces Leadership will - provide the financial resources to begin and eventually complete building works without placing a strain on the financial standing of the school

Activities and Milestones	**Who**	**Is this a Professional Learning Priority**	**When**	**Budget**
Commence building works across the school	Leadership Team	☐ No	from: Term 1 to: Term 4	$300,000.00 ☐ Equity funding will be used

Goal 3	To continue sound financial management that allows optimum allocation of resources and the development of staff to provide all students with exemplary teaching and learning.
12 month target 3.1	- In the parent opinion survey; The General Satisfaction variable will be at 85% or above
FISO Initiative	Building leadership teams
Key Improvement Strategy 2	Strengthen the capacity of leaders to support staff through an instructional leadership model
Actions	Build capacity of Team Leaders to support staff through an Instructional Model Maintain and effectively utilise Growth coaching pro-forma with teaching staff Build capacity of leadership team to coach individual staff members
Evidence of impact	Students will - Feel engaged by content as indicated in growth in student outcomes in the SLPs and reduced behaviour incidents Teachers will - Utilise coaches throughout the year to support them to have ownership in their own improvement journey Leaders will - Support staff to develop individual goals to improve their practice and coach them to do so

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Prioritise workload to ensure that focus is around Instructional Leadership and a coaching role in the classroom	Leading Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Restructure supporting team to include increased Allied Health support, Curriculum Coordinator to support UP at an instructional level, Assistant Campus Principal at LP to support at an instructional level and increased support from AP Teaching and Learning to coach LT.	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$80,000.00 ☑ Equity funding will be used