

2020 Annual Implementation Plan

for improving student outcomes

Bayswater Secondary College (7560)



Submitted for review by Adam Smith (School Principal) on 20 December, 2019 at 01:34 PM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 15 June, 2020 at 02:02 PM
Endorsed by Ben Graham-Nellor (School Council President) on 22 June, 2020 at 04:52 PM

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving

Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Evolving
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving

Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Evolving

Enter your reflective comments	<p>2020 will see a focus on developing the College's Literacy plan with an emphasis on Writing and Reading across the school. The College will draw much more closely on selected High Impact Teaching Strategies to ensure consistency in Literacy practices in all areas of the curriculum and delivered through our whole school instructional model. Teachers, with the support of leaders will use the Literacy Toolkit to inform their practice and to ensure student development in their core reading and writing skills across all subjects. Ongoing professional learning will ensure that staff have the capacity to deliver on key targets and stronger links to the AIP targets will be aligned within staff PDPs. An introduction of mentor program at years 7 – 12 will ensure stronger student engagement, goal planning and monitoring, leading to greater achievement outcomes and the need to lower absent rates. Opportunities to engage with our feeder primary schools in areas of STEM, STEAM and literacy moderation will also be a much needed part of our 2020 work. General rigor and high expectations in every class still needs improvement. The introduction of an understanding by design (backward by design) curriculum planning and documentation will be phased in at years 7 and 9 and will help with lifting the rigorous nature of learning and catering for students at their individual point of entry.</p>
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<p>Considerations for 2020</p>	<p>Moving ahead, there is a need to improve our use and understanding of data for all staff to better inform practice, Students will also need support around how to use their data to map out their own learning goals leading to increased capacity around positive growth mindset and Positive education. Improving attendance and engagement across the College must also be a significant area of focus based on our poor attendance data. There will need to be continued emphasis on Parent accountability and a stronger partnership between those families whose students struggle to engage at school through active well-being and support at a sub school and well-being intervention level. A focus on Learning and Teaching will include the development and implementation of a Literacy plan. The focus around the explicit teaching of reading, writing and general literacy will also need to continue to build on these areas of needed growth and improvement. The school will continue to focus on the interrogation of VCE and Naplan data to build on our 2019 successes. As part of our community partnerships, an application for International provider status as well as closer links with Bayswater, Bayswater West and other feed Primary Schools are apart of our growth and development in the pedagogy space.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To improve student achievement for all students in all subject areas at all year levels
Target 1.1	By 2023, the VCE All Study mean study score and the VCE English mean study score to increase from the 2018 results of 23.27 and 22.09 respectively, to be at or above the State mean.
Target 1.2	By 2023, the percentage of students with medium and high growth from Year 7 to Year 9 in NAPLAN to be equal to or greater than 75 per cent in Reading and Writing and 80 per cent in Numeracy, compared with the 2019 results of 74 per cent, 60 per cent and 78 per cent respectively.
Target 1.3	By 2023, the percentage positive response for the Collective Efficacy and Academic Emphasis scales on the SSS to be greater than or equal to 70 per cent compared with the 2018 results of 49 per cent and 52 per cent respectively.
Key Improvement Strategy 1.a Curriculum planning and assessment	To develop and implement a whole school literacy and numeracy plan
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	To build the capacity of staff to consistently implement the college's instructional model
Goal 2	To improve student engagement and confidence in their learning
Target 2.1	By 2023, to reduce student absence rates from 33 days per student per year in 2018, to less than 20 days per student per year.

Target 2.2	<p>By 2023, to increase the percentage of positive responses from students on the AToSS as shown below:</p> <ul style="list-style-type: none"> • Stimulated Learning from 66% in 2019 to at least 75% • Sense of Confidence from 62% in 2019 to at least 75% • Motivation and Interest from 67% in 2019 to at least 75% • Self-Regulation and Goal Setting from 63% in 2019 to at least 75%
Key Improvement Strategy 2.a Empowering students and building school pride	To build teacher capacity to give students an authentic voice in their learning and to become self-regulated learners
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	To build teacher capacity to teach creativity and critical thinking skills across all areas of the curriculum
Goal 3	To develop a positive climate for aspirational learning
Target 3.1	<p>By 2023, to increase the percentage of positive responses from students on the AToSS as shown below:</p> <ul style="list-style-type: none"> • Effective Classroom Behaviour from 60% in 2019 to at least 75% • High Expectations for Success from 83% in 2018 to at least 90%
Target 3.2	By 2023, to increase the completion rate in VCE/VCAL from 97 per cent (VCE) and 40 per cent (VCAL) in 2018, to at least 90 per cent overall.

Target 3.3	By 2023, the percentage of students who continue with education after Year 12 (University, Technical and Further Education, Apprenticeships, Traineeships) will increase from 50 per cent in 2018 to at least 75 per cent.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	To develop an agreed whole school approach to student engagement
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	To develop and implement targeted pathways planning for all students from Year 7 to Year 12

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student achievement for all students in all subject areas at all year levels	Yes	By 2023, the VCE All Study mean study score and the VCE English mean study score to increase from the 2018 results of 23.27 and 22.09 respectively, to be at or above the State mean.	By 2020 the VCE All study mean study score to increase from 23.27 to 27.0 and VCE English from 22.09 to 24.0
		By 2023, the percentage of students with medium and high growth from Year 7 to Year 9 in NAPLAN to be equal to or greater than 75 per cent in Reading and Writing and 80 per cent in Numeracy, compared with the 2019 results of 74 per cent, 60 per cent and 78 per cent respectively.	By the end of 2020 students with medium and high growth from Year 7 to Year 9 in NAPLAN to be greater or equal to 2019 results of Reading 74% and Writing 63%
		By 2023, the percentage positive response for the Collective Efficacy and Academic Emphasis scales on the SSS to be greater than or equal to 70 per cent compared with the 2018 results of 49 per cent and 52 per cent respectively.	By 2020 the percentage of positive response for Collective Efficacy be equal to 53% and Academic Emphasis 53% within the School Staff Survey.
To improve student engagement and confidence in their learning	Yes	By 2023, to reduce student absence rates from 33 days per student per year in 2018, to less than 20 days per student per year.	By the end of 2020, improve student attendance rate average to 30 days or less per year.

		<p>By 2023, to increase the percentage of positive responses from students on the AToSS as shown below:</p> <ul style="list-style-type: none"> • Stimulated Learning from 66% in 2019 to at least 75% • Sense of Confidence from 62% in 2019 to at least 75% • Motivation and Interest from 67% in 2019 to at least 75% • Self-Regulation and Goal Setting from 63% in 2019 to at least 75% 	<p>By 2020 increase student Motivation and Interest from 67% in 2019 to 70% and Self-Regulation and Goal Setting from 63% in 2019 to 66% in 2020.</p>
To develop a positive climate for aspirational learning	No	<p>By 2023, to increase the percentage of positive responses from students on the AToSS as shown below:</p> <ul style="list-style-type: none"> • Effective Classroom Behaviour from 60% in 2019 to at least 75% • High Expectations for Success from 83% in 2018 to at least 90% 	
		<p>By 2023, to increase the completion rate in VCE/VCAL from 97 per cent (VCE) and 40 per cent (VCAL) in 2018, to at least 90 per cent overall.</p>	
		<p>By 2023, the percentage of students who continue with education after Year 12 (University, Technical and Further Education, Apprenticeships, Traineeships) will increase from 50 per cent in 2018 to at least 75 per cent.</p>	

Goal 1	To improve student achievement for all students in all subject areas at all year levels	
12 Month Target 1.1	By 2020 the VCE All study mean study score to increase from 23.27 to 27.0 and VCE English from 22.09 to 24.0	
12 Month Target 1.2	By the end of 2020 students with medium and high growth from Year 7 to Year 9 in NAPLAN to be greater or equal to 2019 results of Reading 74% and Writing 63%	
12 Month Target 1.3	By 2020 the percentage of positive response for Collective Efficacy be equal to 53% and Academic Emphasis 53% within the School Staff Survey.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	To develop and implement a whole school literacy and numeracy plan	Yes
KIS 2 Evidence-based high-impact teaching strategies	To build the capacity of staff to consistently implement the college's instructional model	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.	During the whole school review the panel identified that literacy and numeracy outcomes were below the state average and determined that implementation of a whole-school literacy and numeracy strategy would impact positively on learning outcomes in all subjects at all year levels. It was also determined that consistency of teaching practice, particularly related to the use of the college's instructional model and the use of High Impact Teaching Strategies (HITS) such as differentiation, would have a positive impact on student outcomes.	
Goal 2	To improve student engagement and confidence in their learning	
12 Month Target 2.1	By the end of 2020, improve student attendance rate average to 30 days or less per year.	

12 Month Target 2.2	By 2020 increase student Motivation and Interest from 67% in 2019 to 70% and Self-Regulation and Goal Setting from 63% in 2019 to 66% in 2020.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To build teacher capacity to give students an authentic voice in their learning and to become self-regulated learners	Yes
KIS 2 Intellectual engagement and self-awareness	To build teacher capacity to teach creativity and critical thinking skills across all areas of the curriculum	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.	During the whole school review the Panel recognised the need to improve student engagement in their learning and attendance through the use of strategies such as student voice and agency, The AtoS survey three year target is to lift self regulation, sense of confidence and motivation and interest to 75%.	

Define Actions, Outcomes and Activities

Goal 1	To improve student achievement for all students in all subject areas at all year levels
12 Month Target 1.1	By 2020 the VCE All study mean study score to increase from 23.27 to 27.0 and VCE English from 22.09 to 24.0
12 Month Target 1.2	By the end of 2020 students with medium and high growth from Year 7 to Year 9 in NAPLAN to be greater or equal to 2019 results of Reading 74% and Writing 63%
12 Month Target 1.3	By 2020 the percentage of positive response for Collective Efficacy be equal to 53% and Academic Emphasis 53% within the School Staff Survey.
KIS 1 Curriculum planning and assessment	To develop and implement a whole school literacy and numeracy plan
Actions	<ul style="list-style-type: none"> • Build teacher capacity, through developing a literacy plan where all teachers are teachers of writing and reading. • Explicitly embed the components reading and writing scaffold into the instructional model
Outcomes	<p>Students will:</p> <p>Set goals specifically targeting improving writing and reading; Reflect on their skills and use feedback to help inform their future learning; Using Writing to Learn strategies explicitly outlined in the instructional model to improve their outcomes in writing</p> <p>Teachers will:</p> <p>Implement the whole school literacy plan; collect data about student Reading and Writing skills in their subject; Collectively analyse student data and share strategies in PLCs for improvement; Participate in peer observation and feedback cycles within a 5 week sprint model Moderate student writing samples and activities across year level and subject area.</p> <p>Leaders will:</p>

	Develop a Literacy SIT to drive and monitor improvement in Reading and Writing Develop a whole school Literacy plan and make this the focus of PLCs Support all students including MYLNS – through building teacher capacity to provide differentiated learning Conduct regular learning walks with teams of staff on a 5 weekly basis Monitor the record, use and reflection of student achievement data as part of the One Note data wall			
Success Indicators	Student Naplan results, showing student growth in the bottom and middle bands and a maintenance of the top band. On Demand - 12 months growth for 12 month's teaching Student work samples (cross curricular) uploaded to the student One Note database / data wall. VCE: All study mean study score increase from 23.27 to 27.0 and VCE English from 22.09 to 24.0 with work samples collected from English showing student incremental growth; Positive improvement of Collective efficacy and academic emphasis within the SSS.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employment of Natalie McDonnell as the leader of English and Literacy.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$118,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of a Literacy improvement plan and roll out of Professional Learning in the area of Reading and Writing across the curriculum	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Regular staff PLC forums to interrogate data	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Staff regularly meet to moderate and collect VCE work samples and data	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Regular Professional Learning and staff capacity building in implementing literacy strategies supported by Melissa Haase in her role as MYLNS lead.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve student engagement and confidence in their learning			
12 Month Target 2.1	By the end of 2020, improve student attendance rate average to 30 days or less per year.			
12 Month Target 2.2	By 2020 increase student Motivation and Interest from 67% in 2019 to 70% and Self-Regulation and Goal Setting from 63% in 2019 to 66% in 2020.			
KIS 1 Empowering students and building school pride	To build teacher capacity to give students an authentic voice in their learning and to become self-regulated learners			
Actions	<ul style="list-style-type: none"> Develop a pastoral care/mentor program to build relationships with students, families, allowing students to build on their strengths Incorporate Positive Education philosophy within planning for mentor program Plan for and develop Differentiated curriculum starting with Years 7 and 9 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Actively participate in Mentor sessions, Critically reflect on how they learn and the type of learning they require to be successful Cocreate their learning with their teachers and their peers; <p>Teachers will:</p> <ul style="list-style-type: none"> Plan for differentiation using a Backward by Design (UbD) model at year 7 and year 9 for at least one of their term based 			

	units <ul style="list-style-type: none"> • Implement the new pastoral care / mentor program focusing on positive relationships, career and aspiration, wellbeing • Promote the importance of respectful relationships within Health lessons and with the support of the Health Nurse and PE staff Leaders will: <ul style="list-style-type: none"> - Model the Backwards by Design approach; • In PLCs, and Learning area time, develop the capacity of staff to implement the agreed pastoral care program • In PLCs and Learning area workshops support and lead staff in differentiation and identifying opportunities for students to reflect and have agency in their learning. 			
Success Indicators	Year 7 and 9 teachers successfully document using a UbD model, a unit of differentiated work. Including a Common Assessment Task Documented mentor program and student reflections on the success of the program; Positive increase in student motivation and self-regulation within the SATSS			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop curriculum and programs to be rolled out as part of the Mentor program with a focus on positive relationships, student engagement and reflective practice	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Allocation and employment of a Hope Leader to work on integrating positive education model across the school, but starting with mentor groups in 2020.	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Professional Learning and support for teachers in developing UbD planners and reflective practices working with formative assessment and differentiation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Leadership Team		to: Term 4	<input type="checkbox"/> Equity funding will be used
2 staff attend Hawker Brownlow's Thinkers Conference with a focus on differentiation, formative assessment and literacy	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Regular learning walks as part of 5 week sprints to support goal achievement and school improvement success checks	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$118,000.00	\$118,000.00
Additional Equity funding	\$400.00	\$400.00
Grand Total	\$118,400.00	\$118,400.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employment of Natalie McDonnell as the leader of English and Literacy.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$118,000.00	\$118,000.00
Totals			\$118,000.00	\$118,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Implementation of Torch Testing to complement On Demand PAT testing for priority cohorts	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$400.00	\$400.00
Totals			\$400.00	\$400.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Development of a Literacy improvement plan and roll out of Professional Learning in the area of Reading and Writing across the curriculum	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <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
Regular staff PLC forums to interrogate data	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Staff regularly meet to moderate and collect VCE work samples and data	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff 	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Regular Professional Learning and staff capacity building in implementing literacy strategies supported by Melissa Haase in her role as MYLNS lead.	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Regular learning walks as part of 5 week sprints to support goal achievement and school improvement success checks	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site