2020 Annual Implementation Plan

for improving student outcomes

Kyneton High School (7970)

Submitted for review by Ana Rees (School Principal) on 21 January, 2020 at 02:46 PM
Endorsed by Christopher Eeles (Senior Education Improvement Leader) on 21 January, 2020 at 02:48 PM
Awaiting endorsement by School Council President

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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving

Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	The following reflective comments are from the School Review conducted in 2019 and from which the new Strategic Plan was developed: The college data showed that improving student levels of achievement in NAPLAN and VCE needed to be a focus of the next SSP. Aligned with the newly developed college vision, it was considered that the college needed to use collaborative processes to develop a consistent approach to curriculum, pedagogy and assessment processes to ensure that strategies such as the use of the instructional model and high impact teaching strategies were used consistently, and that the curriculum at all year levels was appropriate to the needs of all students including high achieving students, students with special needs and VCAL students, with a view to improving student achievement levels. Analysis of the AToSS showed that student engagement in learning was below expected levels. Similarly, absence rates were above expected levels. It was determined that the college needed to create a positive learning environment, and to develop strategies, such as Student Voice and Agency, to enhance student engagement in the classroom and in other school activities. Discussions during the school review provided evidence that the student wellbeing program was comprehensive, but it was felt that a school–wide approach to wellbeing was needed, and that clear communication processes were required to ensure

	the success of the program
Considerations for 2020	Areas of focus for 2020 will be KIS 1a, 1b, 2c. The three key actions will be the consistent implementation of both SWPBS and the Instructional Model, and the implementation of PLC Inquiry cycles.
	The professional learning plan will focus on building capacity to implement SWPBS and PLCs. With six new teachers, professional mentoring and support for new staff will require extra attention.
	The Leadership Team structure will be different in 2020; less one AP. A new leadership structure is to be developed in 2020 (work on this started in 2019) and implemented in 2021. The provision of support will be vital for those staff members who will have new positions of responsibility as a result of the redistribution of the responsibilities of the AP role.
	There is a Reading Project for Year 9 students in place for Term 1 which involves the support of the SEIL and EIL and needs to be accommodated within the school-wide literacy focus, which is vocabulary.
	We will focus on meeting the learning needs of all students through developing a suite of student support programs. MYLNS has been expanded (in 2020, funding of 0.4 FTE for teacher capability, 0.2 each for Literacy and Numeracy student support). There will be a year 9/10 combined Applied English and Applied Mathematics class (a process of identifying students and communicating with parents has been managed by the YLL and relevant staff members). Staffing decisions have prioritised the learning needs of the 9/10 Applied class and the VCAL program. The Learning Difficulties Toolkit for Literacy and Numeracy will continue to be used to assess students and identify strategies for support in either one-to-one of classroom settings. The Gifted and Talented Program continues into its second year and will be enhanced by the implementation of the government's new Student Excellence initiative. A new student support referral process will be implemented to improve the pathways to support provided by the Wellbeing and Equity teams.
Documents that support this plan	Absences Dashboard.pdf (0.18 MB)
	Attitudes to School Survey School Safety.pdf (0.19 MB)
	NAPLAN growth.pdf (0.24 MB)
	Staff Survey.pdf (0.19 MB)
	VCE English.pdf (0.19 MB)

SSP Goals Targets and KIS

Goal 1	To improve student achievement in all subjects at all year levels
Target 1.1	Increase the mean VCE Allstudy Score from 25.94 (2018) to 28 (2022) Increase the mean VCE English Study Score from 25.68 (2018) to 28 (2022)
Target 1.2	Increase the percentage of students with high and medium Years 7-9 growth in NAPLAN in: • Reading from 71% (2018) to >=75% (2023) • Writing from 65% (2018) to >=75% (2023) • Numeracy from 60% (2018) to >=75% (2023)
Target 1.3	Increase the percentage of students with high and medium growth in teacher judgments for all subjects to at least 75%
Target 1.4	By 2022, the Collective Efficacy scale of the SSS will increase from 27 per cent positive (2018) to 50 per cent positive (2022)
Key Improvement Strategy 1.a Building practice excellence	Implement a collaborative structure to enhance student achievement, engagement and wellbeing
Key Improvement Strategy 1.b	Develop data literacy and the explicit use of evidence-based, high impact strategies

Building practice excellence	
Key Improvement Strategy 1.c Curriculum planning and assessment	Improve and align curriculum planning, teaching and assessment practices
Key Improvement Strategy 1.d Evaluating impact on learning	Action Plan to accelerate improvement
Goal 2	To improve student engagement for all students
Target 2.1	By 2023, student absences will decrease from 29.21 days per student per year (2018) to 25 days per student per year
Target 2.2	By 2023, the percentage of positive responses on the student AToSS for: • Student Voice and Agency will increase from 37% (2019) to 60% • Classroom Behaviour will increase from 51% (2019) to 65%
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Development and implementation of a culture of inclusion at the college
Key Improvement Strategy 2.b Empowering students and building school pride	Development and implementation of a Student Voice and Agency strategy
Key Improvement Strategy 2.c Empowering students and building school	Creation and implementation of a positive environment for learning

pride	
Goal 3	To improve student wellbeing
Target 3.1	By 2023, the percentage of positive responses on the student AToSS for: • Respect for Diversity will increase from 40% (2019) to 60% • Teacher Concern will increase from 41% (2019) to 60%
Target 3.2	By 2023, the percentage of positive responses on the SSS scale of Staff Psychological Safety will increase from 32.1% (2018) to 60%
Key Improvement Strategy 3.a Health and wellbeing	To develop and implement a school–wide wellbeing strategy

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve student achievement in all subjects at all year levels	Yes	Increase the mean VCE Allstudy Score from 25.94 (2018) to 28 (2022) Increase the mean VCE English Study Score from 25.68 (2018) to 28 (2022)	In 2020, increase the mean VCE English score to 27
		Increase the percentage of students with high and medium Years 7-9 growth in NAPLAN in: • Reading from 71% (2018) to >=75% (2023) • Writing from 65% (2018) to >=75% (2023) • Numeracy from 60% (2018) to >=75% (2023)	In 2020 increase the percentage of students with high and medium NAPLAN growth (years 7-9): Reading from 71% (2018) to >=80% (2020) Writing from 65% (2018) to >=75% (2020) Numeracy from 60% (2018) to >=74% (2020)
		Increase the percentage of students with high and medium growth in teacher judgments for all subjects to at least 75%	Increase the percentage of students with high and medium growth in teacher judgement for core subjects Years 7-10 to at least 60%
		By 2022, the Collective Efficacy scale of the SSS will increase from	Increase the Collective Efficacy factor

		27 per cent positive (2018) to 50 per cent positive (2022)	score in the SSS from 27 per cent positive (2018) to at least >42 per cent positive (2020)
To improve student engagement for all students	Yes	By 2023, student absences will decrease from 29.21 days per student per year (2018) to 25 days per student per year	Student absences will decrease from 29.21 days per student per year (2018) to 27 days per student per year
		By 2023, the percentage of positive responses on the student AToSS for: • Student Voice and Agency will increase from 37% (2019) to 60% • Classroom Behaviour will increase from 51% (2019) to 65%	The percentage of positive responses on the student AToSS for: •Student Voice and Agency will increase from 37% (2019) to 45% (2020) •Effective Classroom Behaviour will increase from 51% (2019) to at least 55%
To improve student wellbeing	No	By 2023, the percentage of positive responses on the student AToSS for: • Respect for Diversity will increase from 40% (2019) to 60% • Teacher Concern will increase from 41% (2019) to 60%	
		By 2023, the percentage of positive responses on the SSS scale of Staff Psychological Safety will increase from 32.1% (2018) to 60%	

Goal 1	To improve student achievement in all subjects at all year levels
12 Month Target 1.1	In 2020, increase the mean VCE English score to 27
12 Month Target 1.2	In 2020 increase the percentage of students with high and medium NAPLAN growth (years 7-9): Reading from 71% (2018) to >=80% (2020) Writing from 65% (2018) to >=75% (2020) Numeracy from 60% (2018) to >=74% (2020)
12 Month Target 1.3	Increase the percentage of students with high and medium growth in teacher judgement for core subjects Years 7-10 to at least 60%
12 Month Target 1.4	Increase the Collective Efficacy factor score in the SSS from 27 per cent positive (2018) to at least >42 per cent positive (2020)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Implement a collaborative structure to enhance student achievement, engagement and wellbeing	Yes
KIS 2 Building practice excellence	Develop data literacy and the explicit use of evidence-based, high impact strategies	No
KIS 3 Curriculum planning and assessment	Improve and align curriculum planning, teaching and assessment practices	No
KIS 4 Evaluating impact on learning	Action Plan to accelerate improvement	Yes

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.	To enable consistent school wide implementation of high quality practice, it is necessary to develop collaborative teams to build the capacity and sense of shared ownership/Responsibility to achieve complex outcomes. From the school review: "The college data showed that improving student levels of achievement in NAPLAN and VCE needed to be a focus of the next SSP. Aligned with the newly developed college vision, it was considered that the college needed to use collaborative processes to develop a consistent approach to curriculum, pedagogy and assessment processes to ensure that strategies such as the use of the instructional model and high impact teaching strategies were used consistently, and that the curriculum at all year levels was appropriate to the needs of all students including high achieving students, students with special needs and VCAL students, with a view to improving student achievement levels." The 2019 School Performance Report identifies that there is one "Transform" area, which is Engagement; this reflects the 2019 School Review and other AToSS data which highlights the need to prioritise student engagement in learning. The PLCs and Year Level Teams are collaborative structures that will help to achieve improved outcomes. This KIS also has leverage on the other two KIS in this SSP Goal, as the PLCs will work to deliver significant aspects of KIS 1b and 1c.

Goal 2	To improve student engagement for all students

12 Month Target 2.1	Student absences will decrease from 29.21 days per student per year (2018) to 27 days per student per year

12 Month Target 2.2	The percentage of positive responses on the student AToSS for: •Student Voice and Agency will increase from 37% (2019) to 45% (2020) •Effective Classroom Behaviour will increase from 51% (2019) to at least 55%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Development and implementation of a culture of inclusion at the college	No
KIS 2 Empowering students and building school pride	Development and implementation of a Student Voice and Agency strategy	No
KIS 3 Empowering students and building	Creation and implementation of a positive environment for learning	Yes

school pride		
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.	Reflections from the 2019 School Review included the following: "Analysis of the AToSS showed that student engagement in learning was below expected levels. Similarly, absence rates were above expected levels. It was determined that the college needed to create a positive learning environment, and to develop strategies, such as Student Voice and Agency, to enhance student engagement in the classroom and in other school activities." The percentage of students in the AToSS who are not positive about classroom behaviour has been over 20% in the past 3 years; the development of a positive learning culture which prioritises and values excellence in education is a key feature of the new strategic plan. The establishment of a positive environment for learning is a key lever for achieving the teaching and learning goals (1a, 1b, 1c). The inclusion of this KIS in the 2020 AIP also recognises that we are in our third year of SWPBS; having now developed the framework including the school wide behaviour matrices, this year is a key stage in implementing the framework with fidelity.	

Define Actions, Outcomes and Activities

Goal 1	To improve student achievement in all subjects at all year levels
12 Month Target 1.1	In 2020, increase the mean VCE English score to 27
12 Month Target 1.2	In 2020 increase the percentage of students with high and medium NAPLAN growth (years 7-9): Reading from 71% (2018) to >=80% (2020) Writing from 65% (2018) to >=75% (2020) Numeracy from 60% (2018) to >=74% (2020)
12 Month Target 1.3	Increase the percentage of students with high and medium growth in teacher judgement for core subjects Years 7-10 to at least 60%
12 Month Target 1.4	Increase the Collective Efficacy factor score in the SSS from 27 per cent positive (2018) to at least >42 per cent positive (2020)
KIS 1 Building practice excellence	Implement a collaborative structure to enhance student achievement, engagement and wellbeing
Actions	Implement Professional Learning Communities
Outcomes	Leaders will: Communicate high expectations about the PLC programme, use multiple sources of evidence to track implementation of PLCs including barriers and enablers, model how to give an receive feedback with staff, prioritise strategic resourcing of PLCs. Teachers will: Understand the characteristics of high-quality PLCs, engage in regular conversations about student learning and data, use PLC time to evaluate the impact of teaching on student outcomes, give and receive feedback.
Success Indicators	Leaders: minutes/agendas/presentations from staff meeting and professional learning workshops; survey data, observations or other evidence related to PLC implementation; notes, records of conversations where feedback has been given/received (eg PDP conversations); financial and organisational documents Teachers: PLC notes/minutes; evidence used to evaluate impact of teaching on student outcomes; student data walls; Staff Survey data for following factors to improve by 5% - Discuss problems of practice; Timetabled Meetings to support Collaboration, Monitor effectiveness using data, Use evidence to

	inform teaching practice				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**	

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Develop the structure, protocols and resources for PLCs to implement Inquiry Cycles with a school-wide focus on vocabulary and a targeted reading program. Support provided by the SEIL and EIL.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☑ Equity funding will be used
Provide ongoing professional learning for all staff on PLC Inquiry cycles, including analysing and using data, student data walls and PLC learning walks	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Build school-wide consistency in teaching practice through the use of Cornell Note-taking to support the delivery of the Kyneton High School Instructional Model	☑ All Staff ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Create developmental progressions for each curriculum area to facilitate and embed the use of quality rubrics	☑ All Staff ☑ KLA Leader	☑ PLP Priority	from: Term 2 to: Term 3	$5,000.00 ☑ Equity funding will be used
Implement the MYLN program using the PLC model	☑ Literacy Improvement Teacher ☑ Numeracy Improvement Teacher	☐ PLP Priority	from: Term 1 to: Term 4	$90,000.00 ☐ Equity funding will

					be used

KIS 2 Evaluating impact on learning	Action Plan to accelerate improvement
Actions	Teachers will be involved in Professional Learning session on PAT-R.
Outcomes	Students will: * have access to tools to support self-evaluation and scaffolding of their learning * have an understanding of their current learning achievements and the learning required in order to progress to the next level. * have increased confidence in their ability to undertake NAPLAN style assessments Teachers will: * have an increased understanding of formative and summarise assessment tools * have a greater understanding of the individual strengths and areas for improvement of students. * be able to determine gaps in the planned curriculum * have a greater understanding of NAPLAN, and other school based data, and increased analysis skills * use the feedback from the Classroom Observations, to help ensure that a consistent approach to the teaching of reading * effectively plan for the individual, class and cohort. Leaders will; * support teachers in their learning and implementation of the assessment tool * have the confidence that students will have a greater level of understanding and confidence with the NAPLAN assessments, including a common approach to the explicit teaching of strategies, to assist students within the year 5 cohort. * have a greater insight into the strengths and gaps of students- at an individual level as well as across the cohort * have an understanding of how the English team are teaching reading at KHS.
Success Indicators	Students * self-evaluations and reflections * individual learning data * NAPLAN practice tests Teachers * Professional learning notes * formative and summative assessment documentation and results * Planning documents

	* data analysis and notes * classroom observation reflections and feedback Leaders * meeting and professional learning notes * individual, class and cohort data * observation and learning walk notes.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning based around formative and summartive assessment tools	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Professional Learning based around effectively analysing and using data to inform teaching and learning	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Internal and external supports to enhance explicit teaching and monitoring of reading	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Data analysis and awareness of student learning needs	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Classroom observations	☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
NAPLAN Preparation	☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Implementation of formative and summative assessments	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Implement individual conferencing process	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	To improve student engagement for all students
12 Month Target 2.1	Student absences will decrease from 29.21 days per student per year (2018) to 27 days per student per year
12 Month Target 2.2	The percentage of positive responses on the student AToSS for: •Student Voice and Agency will increase from 37% (2019) to 45% (2020) •Effective Classroom Behaviour will increase from 51% (2019) to at least 55%
KIS 1 Empowering students and	Creation and implementation of a positive environment for learning

building school pride	
Actions	Build a safe and inclusive environment for learning Further embed the School Wide Positive Behaviour Support framework within the classroom and across the whole school
Outcomes	*Leaders will:* model positive and respectful relationships at all times regularly monitor the implementation and effectiveness of SWPBS support staff to use effective classroom practices *Teachers will:* understand what SWPBS is consistently implement SWPBS at all times model positive and respectful relationships develop individual plans to support students displaying Tier Two and Tier Three behaviours *Students will*: be able to identify the school's expected behaviours be able to identify the SWPBS in action (eg specific examples in their classroom) respect an value on-task learning
Success Indicators	Leaders: minutes from meetings and professional learning workshops, notes from ES and Teaching staff with specific incidents, notes from larning walks and classroom observations, SWPBS data demonstrating a reduction in Xuno incidents Teachers: SWPBS data, records of individual interventions or documented plans for students Students: SWPBS data, conversations/feedback to teachers, AToSS data for Managing Bullying and Effective Classroom Behaviour increase by at least 5%

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Embed whole-school expected behaviours (Behaviour Matrix; Student Referral System; Ready to Learn)	☑ All Staff ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Develop whole school processes for SWPBS record keeping to facilitate data analysis and planning for student support	☑ Leading Teacher(s) ☑ Principal	☐ PLP Priority	from: Term 1	$5,000.00

	☑ Year Level Co-ordinator(s)		to: Term 2	☑ Equity funding will be used
Engage all staff in professional learning on the top 8 SWPBS priorities and documention of individual student support plans	☑ All Staff ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$47,000.00 ☑ Equity funding will be used
Implement learning walks and peer observations to support the consistent implementation of SWPBS	☑ All Staff ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Develop and implement a plan to embed a whol-school approach for Respectful Relationships	☑ Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used