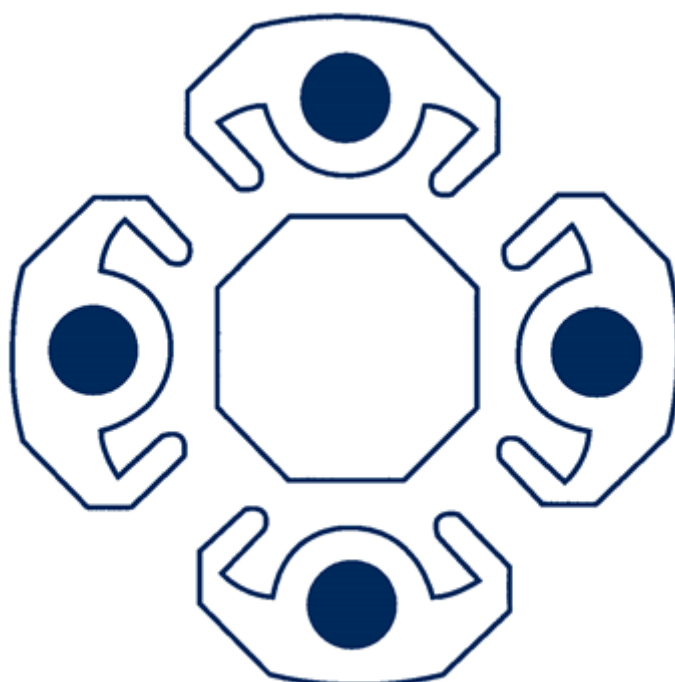


Annual Implementation Plan - 2019

Portland Secondary College (8798)



Submitted for review by Patricia Nunan (School Principal) on 05 April, 2019 at 02:44 PM

Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 10 April, 2019 at 10:25 AM

Awaiting endorsement by School Council President

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 Literacy outcomes for all students	Yes	<p>By 2022</p> <ul style="list-style-type: none"> • Year 9 students showing medium to high gain in writing to increase from 16 percent (2017) to 24 percent. • Year 9 students showing medium to high gain in reading to increase from 20 percent (2017) to 28 percent. • The percentage of students with high or medium gains in Reading achievement (Years 7 to 9) to increase from 60 percent (2017) to 68 percent. • Pat Testing - Reading annual growth for the scaled scores in Years 7 to 10 to show 12 months growth for 12 months learning. • Year 9 students showing low gain in writing to decrease from 41 percent (2017) to 33 percent. • Year 9 students showing low gain in reading to decrease from 32 percent (2017) to 28 percent. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Year 9 students showing medium to high gain in writing to increase from 16 percent (2017) to 20 percent.</p> <ul style="list-style-type: none"> •Year 9 students showing medium to high gain in reading to increase from 20 percent (2017) to 24 percent. •The percentage of students with high or medium gains in Reading achievement (Years 7 to 9) to increase from 60 percent (2017) to 64 percent. •Pat Testing - Reading annual growth for the scaled scores in Years 7 to 10 to show 12 months growth for 12 months learning. •Year 9 students showing low gain in writing to decrease from 41 percent (2017) to 37 percent. •Year 9 students showing low gain in reading to decrease from 32 percent (2017) to 30 percent.

		<p>By 2022</p> <ul style="list-style-type: none"> • VCE English students study score to increase to 27 • Median all study score to increase to increase to 28, 	<p>VCE English students study score to increase to 26</p> <ul style="list-style-type: none"> • Median all study score to increase to increase to 26,
To improve Numeracy outcomes for all students	No	<p>By 2022</p> <ul style="list-style-type: none"> • Year 9 students showing high gain in Numeracy to increase from 20 percent (2017) to 28 percent. • Year 9 students showing low gain in Numeracy to decrease from 31 percent (2017) to 25 percent. • The percentage of students with high or medium gains in Numeracy achievement (Years 7 to 9) to increase from 69 percent (2017) to 74 percent. • Pat Testing - Numeracy annual growth for the scaled scores in Years 7 to 10 to show 12 months growth for 12 months learning. 	
		<p>By 2022</p> <ul style="list-style-type: none"> • VCE Further Mathematics target median study score to increase to 28. • Median all study score is to increase to 27. 	

Empower students through voice, agency and leadership	Yes	<p>By 2022 AToSS to show increases in Factor Percentiles (2018)</p> <ul style="list-style-type: none"> • Stimulated learning from 55.5 percent to 62.0 percent. • High expectations for success from 20.9 percent to 26.0 percent. • Teacher concern from 63.9 percent to 68.0 percent. • Sense of confidence from 36.1 percent to 44 percent. • Sense of connectedness from 47.7 percent to 53.0 percent. 	<p>AToSS to show increases in Factor Percentiles (2018)</p> <ul style="list-style-type: none"> • Stimulated learning from 55.5 percent to 58 percent. • High expectations for success from 20.9 percent to 23.0 percent. • Teacher concern from 63.9 percent to 66.0 percent. • Sense of confidence from 36.1 percent to 40 percent. • Sense of connectedness from 47.7 percent to 50.0 percent.
		<p>By 2022</p> <ul style="list-style-type: none"> • Percentage of students who satisfactorily completed Victorian Certificate of Education (VCE) to increase from 97 percent (2017) to 98 percent. • Percentage of students who satisfactorily completed Vocational Education and Training (VET) units of competence from 80 percent to 90 percent. • Percentage of students who satisfactorily completed Victorian Certificate of Applied Learning (VCAL) credits from 69 percent to 76 percent. • Percentage of students in Years 10 to 12 going on to further studies or full-time employment to increase from 92.5 percent to 95 percent. 	<p>Percentage of students who satisfactorily completed Victorian Certificate of Education (VCE) to increase from 97 percent (2017) to 98 percent.</p> <ul style="list-style-type: none"> • Percentage of students who satisfactorily completed Vocational Education and Training (VET) units of competence from 80 percent to 83 percent. • Percentage of students who satisfactorily completed Victorian Certificate of Applied Learning (VCAL) credits from 69 percent to 72 percent. • Percentage of students in Years 10 to 12 going on to further studies or full-time employment to increase from 92.5 percent to 93.5 percent.

		By 2022 the average days absent rate to decline from 23.9 days absent to 20.0 days.	By 2020 the average days absent rate to decline from 23.9 days absent to 22.0 days
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Goal 1	To improve Literacy outcomes for all students		
12 Month Target 1.1	<p>Year 9 students showing medium to high gain in writing to increase from 16 percent (2017) to 20 percent.</p> <ul style="list-style-type: none"> •Year 9 students showing medium to high gain in reading to increase from 20 percent (2017) to 24 percent. •The percentage of students with high or medium gains in Reading achievement (Years 7 to 9) to increase from 60 percent (2017) to 64 percent. •Pat Testing - Reading annual growth for the scaled scores in Years 7 to 10 to show 12 months growth for 12 months learning. •Year 9 students showing low gain in writing to decrease from 41 percent (2017) to 37 percent. •Year 9 students showing low gain in reading to decrease from 32 percent (2017) to 30 percent. 		
12 Month Target 1.2	<p>VCE English students study score to increase to 26</p> <ul style="list-style-type: none"> •Median all study score to increase to increase to 26, 		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Implement a whole of school teaching and learning model (ELT)		Yes
KIS 2 Building practice excellence	Build teacher capability to utilise data and a range of assessment strategies to each student's point of learning (BPE)		Yes
KIS 3 Building practice excellence	Evidence based high impact teaching strategies to drive professional practice improvement (BPE)		Yes
KIS 4	Strengthen the whole school approach to Professional Learning Communities (BPE)		Yes

Building practice excellence		
<p>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.</p>	<p>The School Improvement Learning Team (SILT) conducted a pre-Review self-evaluation in terms 2 and 3 2018 prior to the whole School Review in fourth term. The SILT found that the school had shown some improvement in reading but that overall there was little or no improvement in student learning outcomes. NAPLAN data confirmed this finding with the majority of students making only medium gain. Often there were also fewer students making high gain and more students making lower gain.</p> <p>The College has engaged Esther Weichart to introduce the Learning Architecture in 2016 but not all staff had had access to the professional development or had knowledge and understanding. The implementation had not reflected the rigor of the program and the uptake was inconsistent cross the staff.</p> <p>The review panel identified in-school variability in regard to learning intentions and success criteria and that a whole instructional model be implemented with Literacy as a goal for Strategic Plan 2019-2020.</p> <p>The Learning Architecture incorporates the Gradual Release of Responsibility Teaching and Learning model, utilising data and a range of assessment strategies (hence KIS 1 and 2) and the Advancement Via Individual Determination (AVID) incorporates High Impact Teaching Strategies (KIS3). The mechanism for rollout will be through PLC and hence the need to strengthen this as a whole school approach.</p>	
Goal 2	Empower students through voice, agency and leadership	
12 Month Target 2.1	<p>AToSS to show increases in Factor Percentiles (2018)</p> <ul style="list-style-type: none"> • Stimulated learning from 55.5 percent to 58 percent. • High expectations for success from 20.9 percent to 23.0 percent. • Teacher concern from 63.9 percent to 66.0 percent. • Sense of confidence from 36.1 percent to 40 percent. • Sense of connectedness from 47.7 percent to 50.0 percent. 	
12 Month Target 2.2	<p>Percentage of students who satisfactorily completed Victorian Certificate of Education (VCE) to increase from 97 percent (2017) to 98 percent.</p> <ul style="list-style-type: none"> • Percentage of students who satisfactorily completed Vocational Education and Training (VET) units of competence from 80 percent to 83 percent. • Percentage of students who satisfactorily completed Victorian Certificate of Applied Learning (VCAL) credits from 69 percent to 72 percent. • Percentage of students in Years 10 to 12 going on to further studies or full-time employment to increase from 92.5 percent to 93.5 percent. 	

12 Month Target 2.3	By 2020 the average days absent rate to decline from 23.9 days absent to 22.0 days	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building leadership teams	Build leadership capability across the staff (BLT)	Yes
KIS 2 Empowering students and building school pride	Build a school-wide culture of high expectations (ESBSP)	No
KIS 3 Parents and carers as partners	Develop a shared understanding of student voice and agency (PCL)	No
KIS 4 Empowering students and building school pride	Foster an environment of positive staff / student relationships (ESBSP)	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.	<p>The College has excelled in student leadership capacity at State level and as such was recognised by the review panel in the School Review. The student leadership structure is broad, inclusive and provides opportunities for student participation and input eg School Council, staff recruitment panel. What is not as strong is a shared and developed understanding of student 'voice' and student 'agency' in student learning. The intent is to research and develop a shared understanding with staff while supporting student capacity to be active learners and contributors to their education by implementing agreed AVID strategies that develop analytical, communication, questioning and metacognition skills in students. This will prepare students and teachers for a 2020 focus.</p> <p>A new leadership team has been established at the College to reflect the sub school structure. For many this has meant moving into a new role with increased responsibilities and a larger community of staff, students and parents/care givers to deal with. It is also incumbent upon them, in turn, to develop staff and leadership within their area.</p> <p>The KIS to strengthen the whole school approach to PLC will also require the development of leadership capacity to build leadership teams at the middle level. The learning specialists also need capacity for human and educational leadership. Developing collaboration and consistency is essential. The reviewers commented on variability. Building in quality assurance checks and support for staff through regular reports to Curriculum Committee, Walk Throughs, PDP and targeted professional learning opportunities.</p> <p>i</p>	

Annual Implementation Plan 2019 Targets

Excellence in teaching and learning Building Practice Excellence	Goal 1	To improve Literacy outcomes for all students
	Targets	Year 9 students showing medium to high gain in writing to increase from 16 percent (2017) to 18 percent.
		Year 9 students showing medium to high gain in reading to increase from 20 percent (2017) to 22 percent.
		The percentage of students with high or medium gains in Reading achievement (Years 7 to 9) to increase from 60 percent (2017) to 62 percent.
		Pat Testing - Reading annual growth for the scaled scores in Years 7 to 10 to show 12 months growth for 12 months learning.
		Year 9 students showing low gain in writing to decrease from 41 percent (2017) to 39 percent.
		Year 9 students showing low gain in reading to decrease from 32 percent (2017) to 31 percent.
		VCE English students study score to increase to 25.
		Median all study score to increase to 26.
Excellence in teaching and learning Building Practice Excellence	Goal 2	To improve Numeracy Outcomes for all Students
	Targets	Year 9 students showing high gain in Numeracy to increase from 20 percent (2017) to 22 percent.
		Year 9 students showing low gain in Numeracy to decrease from 31 percent (2017) to 29 percent.
		The percentage of students with high or medium gains in Numeracy achievement (Years 7 to 9) to increase from 69 percent (2017) to 70 percent.
		Pat Testing - Numeracy annual growth for the scaled scores in Years 7 to 10 to show 12 months growth for 12 months learning.
		VCE Further Mathematics target median study score to increase to 25.
		Median all study score to increase to 26.
Positive climate for learning Empowering students and building school pride Building leadership teams	Goal 3	Empower students through voice, agency and leadership.
	Targets	AToSS to show increases in Factor Percentiles (2018) Stimulated learning from 55.5 percent to 57.0 percent
		AToSS to show increases in Factor Percentiles (2018) High expectations for success from 20.9 percent to 22.0 percent
		AToSS to show increases in Factor Percentiles (2018) Teacher concern from 63.9 percent to 65 percent.
		AToSS to show increases in Factor Percentiles (2018) Sense of confidence from 36.1 percent to 38 percent.
		AToSS to show increases in Factor Percentiles (2018) Sense of connectedness from 47.7 percent to 49.0.
		Percentage of students who satisfactorily completed Victorian Certificate of Education (VCE) to maintain at 97 percent.
		Percentage of students who satisfactorily completed Vocational Education and Training (VET) units of competence from 80 percent to 83 percent.
		Percentage of students who satisfactorily completed Victorian Certificate of Applied Learning (VCAL) credits from 69 percent to 71 percent.
		Percentage of students in Years 10 to 12 going on to further studies or full-time employment to increase from 92.5 percent to 93 percent.
		The average days absent rate to decline from 23.9 days absent to 22.5 percent.

School Strategic Plan 2019 - 2022

Excellence in teaching and learning Building Practice Excellence	Goal 1	To improve Literacy outcomes for all students
	Targets	Year 9 students showing medium to high gain in writing to increase from 16 percent (2017) to 24 percent.
		Year 9 students showing medium to high gain in reading to increase from 20 percent (2017) to 28 percent.
		The percentage of students with high or medium gains in Reading achievement (Years 7 to 9) to increase from 60 percent (2017) to 68 percent.
		Pat Testing - Reading annual growth for the scaled scores in Years 7 to 10 to show 12 months growth for 12 months learning.
		Year 9 students showing low gain in writing to decrease from 41 percent (2017) to 33 percent.
		Year 9 students showing low gain in reading to decrease from 32 percent (2017) to 28 percent.
		VCE English students study score to increase to 26.
		Median all study score to increase to 27.
Excellence in teaching and learning Building Practice Excellence	Goal 2	To improve Numeracy Outcomes for all Students
	Targets	Year 9 students showing high gain in Numeracy to increase from 20 percent (2017) to 28 percent.
		Year 9 students showing low gain in Numeracy to decrease from 31 percent (2017) to 25 percent.
		The percentage of students with high or medium gains in Numeracy achievement (Years 7 to 9) to increase from 69 percent (2017) to 74 percent.
		Pat Testing - Numeracy annual growth for the scaled scores in Years 7 to 10 to show 12 months growth for 12 months learning.
		VCE Further Mathematics target median study score to increase to 26.
		Median all study score to increase to 27.
Positive climate for learning Empowering students and building school pride Building leadership teams	Goal 3	Empower students through voice, agency and leadership.
	Targets	AToSS to show increases in Factor Percentiles (2018) Stimulated learning from 55.5 percent to 62.0 percent
		AToSS to show increases in Factor Percentiles (2018) High expectations for success from 20.9 percent to 26.0 percent
		AToSS to show increases in Factor Percentiles (2018) Teacher concern from 63.9 percent to 68 percent.
		AToSS to show increases in Factor Percentiles (2018) Sense of confidence from 36.1 percent to 44 percent.
		AToSS to show increases in Factor Percentiles (2018) Sense of connectedness from 47.7 percent to 53.0 percent.
		Percentage of students who satisfactorily completed Victorian Certificate of Education (VCE) to increase from 97 percent to 98 percent.
		Percentage of students who satisfactorily completed Vocational Education and Training (VET) units of competence from 80 percent to 90 percent.
		Percentage of students who satisfactorily completed Victorian Certificate of Applied Learning (VCAL) credits from 69 percent to 76 percent.
		Percentage of students in Years 10 to 12 going on to further studies or full-time employment to increase from 92.5 percent to 95 percent.
		The average days absent rate to decline from 23.9 days absent to 20.0 percent.