

## Annual Implementation Plan - 2018

# FISO Improvement Initiatives and Key Improvement Strategies

Lowanna College (8821)



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### FISO Improvement Initiatives and Key Improvement Strategies

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Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>To improve students' growth in Reading, Writing and Numeracy achievement over Years 7 to 9 and to achieve an increase the VCE All Studies Mean score.</p>	<p>Outcome targets: Learning outcomes • The proportion of students with low growth as measured by NAPLAN Year 7 to Year 9 Reading and Numeracy tests is reduced annually, with the objective of reducing the proportion of low growth to less than 25% in both Literacy and Numeracy Years 7-9 by 2020. • The VCE All Studies Mean will increase annually (with the objective of achieving a mean score of at least 27 by 2020) Attitudes to School Survey • Teacher Effectiveness will improve annually through the course of the plan with the objective of reaching at least state mean (3.33 to at least 3.63) School Staff Survey • Staff view the success of all students as their shared responsibility – minimum 72.0 endorsement by 2020. (Currently 68.15) • Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching –</p>	<p>No</p>	<p>NAPLAN - Maintain number of students achieving top two bands in Reading and Numeracy from 7-9. At least 80% student to improve by 52 points in reading, writing and numeracy from year 7-9            Student Attitudes - Increase teacher-student relations positive endorsements to above 60 percent positive responses in all year levels. Increase effective teaching to above 60 percent positive responses across all year levels.            VCE All study mean will increase to 26. 75% of classes will have an average adjusted score of +0.0 or above</p>	

	<p>minimum 62.3 by 2020. (Currently 60.28) • The curriculum is coherent across year levels and is delivered adequately in the time allotted – minimum 66.8 by 2020. (Currently 64.96) Other targets • 100% of teachers new to the school or new to teaching a particular subject express high satisfaction (at least 4 on a scale of 5) with the quality of curriculum documents based on a Compass Insights Survey.</p>			
<p>To improve the school-wide adoption of evidence-based classroom management and instructional techniques.</p>	<p>Suggested outcomes targets are:  Learning outcomes • The proportion of students with low growth as measured by NAPLAN Year 7 to Year 9 Reading and Numeracy tests is reduced annually with the objective of reducing the proportion of low growth to below 25% for Literacy and Numeracy for Year 7-9.  • The VCE All Studies Mean will increase annually, with the objective of achieving a mean score of at least 27  Attitudes to School Survey Scores will show an annual improvement in the following with the objective of reaching state mean:  • School Connectedness (3.24 to at least 3.6) • Stimulating Learning (2.80 to at least 3.14) • Teacher Empathy (3.29 to at least 3.6) • Teacher Effectiveness (3.33 to at least 3.6)  School Staff Survey School staff believe they have the necessary skills, expertise and resources to successfully educate every student – minimum 66.6 by the end of this plan. (Currently 56.16)</p>	<p>Yes</p>	<p>NAPLAN - Maintain number of students achieving top two bands in Reading and Numeracy from 7-9.  VCE All study mean will increase to 26  VCE 75% of VCE classes will have an average adjusted score above 0.  Evidence from planning documents and classroom observations will show consistent use of the Lowanna College Instructional Model.</p>	<p>Evidence-based high-impact teaching strategies</p>

<p>To build a culture of authentic relationships and high expectations, and of belief in our students and families.</p>	<p>Learning Outcomes: • An increase in the percentage of students taking VCE from 55% to 75% over the course of the plan. • On Track data to show transition to further education or training to improve annually over the course of the plan. • To increase the percentage of VCE students achieving above the predicted outcome in each study annually over the life of the plan. Attitudes to School Survey Annual improvement in the following with the objective of reaching state mean: • Learning confidence (3.47 to at least 3.70) • Student Motivation (4.0 to at least 4.2) School Staff Survey School staff believe they have the necessary skills, expertise and resources to successfully educate students – minimum 66.6 by the end this plan. (Currently 56.16)</p>	<p>No</p>	<p>Student attitudes - Social engagement to increase to the 2nd quartile across all measurements. Teacher-student relationships to increase to the 2nd quartile. Learner characteristics to increase to the 2nd quartile.</p>	
<p>To build the leadership capacity and effectiveness of Principal class, Leading Teachers, Program Leaders and the wider staff.</p>	<p>Attitudes to School Survey Scores will show an annual improvement in the following: • Learning confidence (3.47 to at least 3.70) • Student Motivation (4.0 to at least 4.2) School Staff Survey • School staff believe they have the necessary skills, expertise and resources to successfully educate student – minimum 66.6 (56.16) • Principal/teacher scores for Instructional Leadership and Leadership Support for Change are consistently at all secondary schools' state mean. (new for this plan)</p>	<p>Yes</p>	<p>School Staff Survey - Increases in endorsement for: Academic emphasis (from 31.6% to 50%), Collective focus on student learning (59.8% to 70%) and Guaranteed and viable curriculum (56.1% to 70%) Staff Survey - undertake the Leadership modules for the—percentage endorsement to be above 60% in all areas.</p>	<p>Building leadership teams</p>

**Improvement Initiatives Rationale**

The overall intent of this plan is to work towards becoming a Professional Learning Community in order to continue to improve student achievement. We believe that if we build a collaborative teacher culture, which is essential for promoting school-wide consistency and quality in the design, delivery and assessment of curriculum, then there will be a significant improvement in the capacity of teachers and outcomes for students.

The self-evaluation reveals that the effectiveness of Professional Learning Teams (PLT) could be improved and that greater collaboration between teachers needs to be achieved so that there is consistency in the quality of instructional and classroom management techniques/practices. We believe if we further embed the sharing of practice and providing honest and constructive feedback to colleagues, then teaching practice will improve, as will student outcomes. Reform initiatives are already in train and if we build high impact teaching strategies school-wide then student learning outcomes will improve.

2017 NAPLAN data indicates that an intense focus on literacy, particularly reading and writing, is necessary to improve student learning across all year levels and subject areas. Our ATOS data indicates that building a culture of authentic relationships and belief in our students remains a focus. We need to work on effective teaching for cognitive engagement and teacher-student relations in order to meet our targets and to improve learning outcomes for students.

<b>Goal 1</b>	To improve the school-wide adoption of evidence-based classroom management and instructional techniques.
<b>12 month target 1.1</b>	NAPLAN - Maintain number of students achieving top two bands in Reading and Numeracy from 7-9. VCE All study mean will increase to 26 VCE 75% of VCE classes will have an average adjusted score above 0. Evidence from planning documents and classroom observations will show consistent use of the Lowanna College Instructional Model.
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategies</b>	
KIS 1	If we increase the quality of teaching practice, then attendance and engagement will increase which will lead to improved student outcomes.
KIS 2	All staff consistently use the Lowanna College Instructional Model.

<b>Goal 2</b>	To build the leadership capacity and effectiveness of Principal class, Leading Teachers, Program Leaders and the wider staff.
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<b>12 month target 2.1</b>	School Staff Survey - Increases in endorsement for: Academic emphasis (from 31.6% to 50%), Collective focus on student learning (59.8% to 70%) and Guaranteed and viable curriculum (56.1% to 70%) Staff Survey - undertake the Leadership modules for the— percentage endorsement to be above 60% in all areas.
<b>FISO Initiative</b>	Building leadership teams
<b>Key Improvement Strategies</b>	
KIS 1	If we increase the capacity of leaders to build a culture of high expectations, characterised by rigorous implementation of consistent processes, then we will ensure the success of our improvement efforts.
KIS 2	The leadership team will build rigorous processes for: VCE, Attendance, College Operations Group and Student Engagement
KIS 3	The leadership team will develop and use an explicit implementation (change management) process for School Improvement