

Annual Implementation Plan: for Improving Student Outcomes

School name: Templestowe College

Year: 2017

School number: 8823

Based on strategic plan: 2014 -2017

Endorsement:

Principal Peter Hutton/Peter Ellis 22/2/17

Senior Education Improvement Leader Mark Flack 22/2/2017

School council Susie Lucas 23/2/17

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> To improve student learning outcomes by putting students in charge of monitoring and ensuring that they progress. To improve the engagement of students and support students to use their time productively and to maximum effect. To improve the wellbeing of students To maximise the use of the school's financial resources to enable us to maximise the amount of funds to be spent on special educational projects 	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	
	Professional leadership	Building leadership teams	
	Positive climate for learning	Empowering students and building school pride	✓
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	✓

Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Templestowe College will be entering the final year of its SSP in 2017. Many of the improvement initiatives selected have been done so in order for the school to carry out a thorough review of its practice of the current 2014-2017 vision in order to form the SSP for 2018 – 2021. The school community continues to show high level of confidence in the school and its philosophy, as demonstrated in the high levels of Parent satisfaction and student attitude to school survey data, although there are still areas for improvement. The school will experience yet another large increase in the school population, with an additional 200 students in 2017, as more families look for a model of progressive education as provided by the school. A large proportion of resources have been used to ensure that the school continues to have the feel of a small school whilst being able to offer the opportunities that a bigger school can provide.

Whilst it is sometimes difficult to measure what TC does using traditional measures, the lower than expected growth data in Numeracy has been taken into account and placed as a priority for review in 2017. Literacy will continue to be focused on as well with the addition of resources as students continue to show high levels of growth within this area. Other focus areas that are not measured using traditional measures will include Entrepreneurship and student leadership capacity building, whilst a focus on students being able to follow their strengths and passions will still remain. The monitoring of this will continue through students Individualised Learning Plans (ILP) and an additional Careers Leader has been employed in order to work with students and families to track their choices and pathways.

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
<ul style="list-style-type: none"> Building Practice Excellence 	<ul style="list-style-type: none"> To rigorously test using On Demand testing each semester to ensure high levels of student in-class effort and put in place remediation for any student who does not make the required development each year.
<ul style="list-style-type: none"> Empowering Students and building school pride 	<ul style="list-style-type: none"> To develop and implement Individualised Learning Plans for each student based on their passions and interests. Student productivity is largely a student responsibility at TC, but staff have a responsibility to provide engaging lessons, timely feedback and ensure they are fully informed about their progress.



<ul style="list-style-type: none"> • Building community 	<ul style="list-style-type: none"> • Build vibrant and exciting relationships amongst the school community by strengthening the House system to ensure that no student “falls through the cracks”. • Creation of a Leadership Academy to strengthen student leadership
<ul style="list-style-type: none"> • Building community 	<ul style="list-style-type: none"> • To ensure that parents pay what is rightfully owed to the school and develop a range of money generating businesses that will encourage students to build and develop their entrepreneurial skills.



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		To improve student learning outcomes by putting students in charge of monitoring and ensuring that they progress.									
IMPROVEMENT INITIATIVE		Building practice excellence Empowering students and building school pride									
STRATEGIC PLAN TARGETS		For all students under VCE level to make an average of at least one year's gain in On Demand Testing in each of; Literacy – Reading Literacy – Spelling and Grammar Mathematics – Number & Algebra Mathematics – Measurement and Geometry									
12 MONTH TARGETS		All students at Pre-VCE level to have carried out some form of testing at least two times per year in Literacy and Maths Students to have recorded their data in their ILP A new testing schedule and rationale to have been produced for 2018					7-9 Relative Growth				
							2016		2017 Target		
							L	H	L	H	
							Reading	34	36	<25	>36
							Writing	33	9	<25	25
Number	39	14	<25	25							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING						
					Progress Status	Evidence of impact	Budget				
							Estimate	YTD			
To rigorously test using On Demand testing each semester to ensure high levels of student in-class effort and put in place remediation for any student who does not make the required development each year.	Review the testing process for students at a Pre-VCE level	PEL/PHU AP Learning (MDAL) Leading Teacher (BDA) Staff	Term 1	6 months: Analysis of OnDemand and PAT Maths Testing carried out by Leading Teachers, led by AP Learning. New policy produced for testing.	● ● ●						
				12 months: Policy document will have been modified based on analysis of 6 month success criteria	● ● ●						
	Implement a new testing schedule in Numeracy and English,	TBC Staff	Term 1 - ongoing	6 months: Testing dates added to calendar Policy document released to community	● ● ●						
				12 months: Testing carried out in line with 6 month target. Plan produced for 2018 testing schedule.	● ● ●						
	Develop how the ILP can be used for students to collate their data in English and Numeracy, and have an understanding of how to use this data to further plan their own academic plan.	PEL AP Transitions (LDA) Leading Teacher (BDA) Careers Team (FCO and JHER)	Mid Year	6 months: Research carried out. Report given to both leadership group and College Council	● ● ●						
				12 months: All Students recording data in their ILP. Also completed Academic goals section of ILP.	● ● ●						
	Develop a mechanism for students to be able to self evaluate their own learning skills, and be able to use this data to identify areas for their own metacognitive development	PEL/PHU AP Learning (MDAL) Leading Teacher (BDA)	Mid Year	6 months: Discussions taken place in Leadership group and newly formed Curriculum and Learning Group. Documented in minutes. Mechanism produced	● ● ●						
				12 months:	● ● ●						
				6 months: Small group of students to have completed the self evaluation and given feedback. Discussions to have	● ● ●						



	For students to have carried out the self evaluation of their learning skills at least twice per year	AP Learning (MDAL) Leading Teacher (BDA) Staff	End of Year	<p>taken place in Leadership Group and Curriculum and Learning Group. Mechanism ready for students to complete the self evaluation</p> <p>12 months: Students to have carried out Self Evaluation at least once per term.</p>	● ● ●			
	An analysis of Numeracy Practise at TC carried out	PHU AP Learning (MDAL) Leading Teacher (BDA) Team Leader Numeracy (TBC) Maths Staff	End of Year	<p>6 months: Employment of a Team Leader of Numeracy Analysis of Numeracy carried out. Documented at Leadership Group Document produced on implementation of STEAM @ TC</p> <p>12 months: Document produced on Numeracy @ TC to show pathway forward for developing students Numeracy skills.</p>	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To improve the wellbeing of students						
IMPROVEMENT INITIATIVE		Empowering students and building school pride Building communities						
STRATEGIC PLAN TARGETS		To increase Student Opinion data School Connectedness to 4.15 Connectedness to Peers to 4.20 Teacher Empathy to 4.00		2016	2017			
			Student Connectedness	3.96	4.15			
			Connectedness to Peers	3.94	4.2			
			Teacher Empathy	3.87	4			
12 MONTH TARGETS		Creation of a program for the Leadership Program A review carried out into the House system and a plan produced as part of the 2018-2021 SSP						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Creation of a Leadership Academy to strengthen student leadership	Relaunch of the Leadership Academy.	PHU AP Learning (MDAL) Leading Teacher (VPE) Careers Team (JHER) Staff Students	Early term 1 commencement	6 months: Creation of Leadership Academy Training Sessions. Documented in school calendar Employment of a former school captain to act as a leadership mentor to current students.	● ● ●			
			End of year	12 months: Record of students that have attended Leadership Academy Training 12 month plan for 2018 for leadership produced and documented Those relevant students (ie those on leadership positions or looking to be) to have produced their own leadership development plans recorded in their ILP.	● ● ●			
Build vibrant and exciting relationships amongst the school community by strengthening the House system to ensure that no student "falls through the cracks"	Review of House system completed with significant consultation with students, staff and parents	PEL/PHU AP Operations (SHO) AP Transitions (LDA) Leading Teacher (VPE) Heads of House Staff	By Mid year	6 months: A survey produced, by relevant staff and students in leadership positions to gauge feedback on the House system Proposals produced for 2018 – 2021 for discussion in the second semester	● ● ●			
			By the end of the year	12 months: Consultation sessions held with parents, and a survey completed gaining feedback on the community and their views. A proposal for 2018 – 2021 has been produced with timelines for implementation as part of the new strategic plan	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To maximise the use of the school's financial resources to enable us to maximise the amount of funds to be spent on special educational projects						
OTHER IMPROVEMENT MODEL DIMENSIONS		Building practice excellence Building communities						
STRATEGIC PLAN TARGETS		To develop independent income sources that will enable \$500K per year to be spent on special educational projects						
12 MONTH TARGETS		A plan produced for the implementation of an Entrepreneurship Academy in 2018-2021 SSP						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To ensure that parents pay what is rightfully owed to the school and develop a range of money generating businesses that will encourage students to build and develop their entrepreneurial skills.	Expenditure tracked on special educational projects	PHU PEL Business Manager (TMC)	End of semester 1	6 months: A review of minor expenditure carried out A review of major projects to have been carried out	● ● ●			
			End of Year	12 months: A review of minor expenditure carried out with a proposal produced for 2018 – 2021 SSP A review of major projects to have been carried out with a proposal produced for 2018 – 2021 SSP	● ● ●			
	Further business opportunities investigated involving: TC Laser Students to be running their own businesses whilst @ TC	PHU PEL LDL Entrepreneurship (DIR) Staff	End of semester 1	6 months: TC Laser to have expanded into the community further Sessions set up for interested Entrepreneurs to speak with experts from the community (at least 2 per semester)	● ● ●			
			By the end of term 3	12 months: A proposal set up as part of the 2018 – 2021 SSP to have a form of Entrepreneur Academy for those students to follow their interests in addition to the normal curriculum	● ● ●			
2018 – 2021 SSP	Creation of School Strategic Plan for 2018 - 2021	PHU PEL Leadership Group College Council	To be completed by the end of term 3	6 months: Peer review to have been carried out (by end of term 1 or early in term 2) Draft School Strategic Plan to have been produced	● ● ●			
				12 months: School strategic plan to have been produced and released to the community.	● ● ●			



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				

