

Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

Bundoora Secondary College (7874)



Submitted for review by Anesti Anestis (School Principal) on 20 December, 2019 at 03:42 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	<p>Improve achievement and learning growth for every Year 7–12 student across the whole curriculum with an emphasis on literacy and numeracy.</p>
12 Month Target 1.1	<p>By the end of 2020 the percentage of Year 9 students assessed in the 2 middle and 2 top bands of NAPLAN for</p> <p>Numeracy will increase from 71.4% (2018) to 74% or above. Reading will increase from 62% (2018) to 65% or above. Writing will increase from 28% (2018) to 30% or above.</p> <p>By the end of 2020 the percentage of Year 9 students assessed in the bottom 2 top bands of NAPLAN for:</p> <p>Numeracy will decrease from 26.5% (2018) to 25% or below. Reading will decrease from 36% (2018) to 34% or below. Writing will decrease from 70% (2018) to 65% or below.</p> <p>By 2020 the percentage of students across years 7–9 (matched cohort) in NAPLAN</p> <p>Numeracy assessed as medium and high growth increase from 69% (2018) to be 72% or above. Writing assessed as medium and high growth increase from 64% (2018) to be 66% or above.</p>
12 Month Target 1.2	<p>VCE</p> <p>By the end of 2020 the mean VCE All Study score will increase from 20 in 2018 to be 22 in 2019. or above. By the end of 2020 the mean VCE English score (study group) will increase from 23.2 in 2017 to be 24 or above. By the end of 2020 the mean VCE Further Mathematics score will increase from 23.5 in 2017 to be 25 or above</p>
12 Month Target 1.3	<p>By the end of 2020, the component mean score on the AToSS for these factors will be:</p> <p>Differentiated learning challenge overall positive endorsement at or above 45% Stimulating learning overall positive endorsement at or above 50% High expectations for success overall positive endorsement at or above 70%</p>

	Motivation and interest overall positive endorsement at or above 65%
12 Month Target 1.4	By the end of 2019, the College will reduce the variance between teacher judgements and NAPLAN so that the variance is in the range of +/-20%
KIS 1 Curriculum planning and assessment	Embed the Take Control model ensuring the development of whole college scope and sequence curriculum documentation that enables high quality teaching and learning particularly in English and Mathematics (CPA).
Actions	<p>Creation of Master Onenotes as templates that can be used by staff to capture the units / subjects/ projects taught.</p> <p>Clearly identify the electives within BSC (PACE) that are curriculum-led and those with the scope to be student-led. Student-led electives to be designed to report against the General Capabilities in the VIC Curriculum. Conduct staff training into running student-led/self-determined learning in specific learning areas.</p> <p>Investigate literacy and numeracy tools that can provide staff with the real-time data required to facilitate a target teaching approach in English and Mathematics.</p>
Outcomes	<p>Professional learning in using OneNote and the expected curriculum design and mapping.</p> <p>The development of increased student leadership opportunities.</p> <p>The creation of a Data Collection & Analysis schedule, which along with classroom teacher judgements will allow staff to differentiate learning (In English and mathematics) according to each individual's specific needs.</p>
Success Indicators	<p>All 2020 subjects captured and contained the agreed elements, in terms of learning areas and achievement standards.</p> <p>The development and documentation of student leadership positions in student-led electives, and the training of students in these positions.</p> <p>Student learning data documented in each student's ILP/portfolio.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
OneNote training	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Template design	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Showcase exemplar work	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students (CPA).			
Actions	Wider implementation of the clustering approach to learning in PACE Maths and English to allow targeted teaching. Implementation of PLC with a reference to essential learning dispositions. Implementation of new sprints for initiatives in literacy and SWPB, using the inquiry cycle.			
Outcomes	Improvement in students OND results per semester comparison 3 PLC cycles in learning dispositions indicate positive improvement in measure and growth. Adoption of literacy protocols and post assessments indicating learning growth.			
Success Indicators	The usage report of analytics tool. Direct capture and usage as part of PLC			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Purchase of analytics tool and conduct preliminary training	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Literatu - Literacy tool training	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Embed the Bundoora SC Instructional Model, integrating the use of High Impact Teaching Strategies, to achieve consistent, high quality instruction in every classroom (BPE).			
Actions	<p>Creation of lesson and unit design templates that follow the PBL and BSC instructional model.</p> <p>Integration to ILP design through OneNote.</p> <p>Creation of common visualisation for all classrooms to reinforce the BSC instructional model and school values etc.</p> <p>Targeted teaching model implementation in Maths and English for PACE 21 students (Years 8-10)</p> <p>Whole school focus on learning dispositions (through PLC) in order to develop self-regulation strategies and growth mindsets.</p>			
Outcomes	<p>Teachers and students in the targeted teaching/learning model implementation in Maths and English for PACE 21 students (Years 8-10), will have greater knowledge of where individual student skills are on the continuum and be able to identify gaps in knowledge and skills and how to improve. Students will be monitoring and tracking their learning and learning confidence will improve.</p> <p>Students will demonstrate greater BSCi levels of Persistence and Initiative and Adaptability and Resilience with respect to their learning.</p>			

Success Indicators	Compass Chronicle data Measures of understanding of high expectations through Parent Opinion Survey, School Staff Survey and Student Attitudes to School Survey Documentation and mapping of curriculum at a subject, learning area and whole school level Teaching - PIVOT data - measuring differentiation; School Staff Survey - Guaranteed and Viable Curriculum Learning - student reporting on subject ILPs Increased BSCi measures of Persistence and Initiative and Adaptability and Resilience. School Staff Survey - Academic Emphasis			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff professional learning in the BSC curriculum mapping and design	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teacher and integration staff training in: Lesson delivery model Lesson sharing and feedback process PLC implementation. Feedback and intervention process; Gathering data and tracking student progress in: learning, BSCi Persistence and Initiative and Adaptability and Resilience (confidence, metacognition Whole school literacy protocols and procedures	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Enhance student engagement and wellbeing through the full implementation of the Take Control model.			
12 Month Target 2.1	By the end of 2020 the gap between the factor percentiles by gender at any year level of the AToSS is no more than 20%. By the end of 2020, the percentile on the AtoSS for Years 7–12 will be: Stimulated Learning—35 or above (from 31.8 in 2018) Sense of Confidence—35 or above (from 33.3 in 2018) Self-Regulation and Goal Setting—40 or above (from 36.4 in 2018)			

	Attitudes to Attendance—38 or above (from 36.8 in 2018) Effective Classroom Behaviour—35 or above (from 29 in 2018)			
12 Month Target 2.2	By the end of 2020, reduce student absence days per full-time equivalent for Year 10 to 26 days or below; for Year 11 23 days or below and for Year 12 to 23 days or below.			
KIS 1 Empowering students and building school pride	Enable consistent use of student voice and learner agency strategies so that all students have positive school experiences and can act as partners in improving their outcomes (ESBSP and IESA).			
Actions	ILP and portfolio Student leadership program Merit program			
Outcomes	Staff and students have a portfolio of their work, pathways and plans they can use for 3WC and exhibitions. The college will implement the student leadership plan moving forward that matches our current mantra of 'voice, choice and control' and the 5 house system. Staff and students have shifted their mindset, in that everyone has the ability to a leader, through the merit system. PAL structure and schedule will support students beyond the classroom. Students begin to participate in experiences that are offered because they recognise the benefit to themselves in these Staff see the importance of relationships and connectedness with students and their families, under the direction of SWPB			
Success Indicators	Presentation of portfolio at Term 1 & 3 - 3WC. Survey data in relation to the new PAL process and structure (including PIVOT standard 4) Completion of the direct experiences map and understanding from the community about how to access and be involved.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student leadership practices and the merit system are linked.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00

				<input type="checkbox"/> Equity funding will be used
Direct experiences map developed	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
ILP Template and navigation map	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	Review the College's attendance policy and processes and implement more effective approaches to improve attendance (SEPI).			
Actions	Additional support in following up attendance - Attendance officer Ensure consistent application of the attendance follow up process Attendance merits / awards			
Outcomes	Staff understanding of the relationship in engagement from attendance Staff expecting and following up reasons for absence			
Success Indicators	Attitude to attendance data improved. Increased parent engagement and participation in events. Number of days missed by students decreased from 10-12			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Attendance merits and awards	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Implement missed SAC processes in line with attendance and VCE policy	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Setting expectations and promoting inclusion	Embed a positive education program that enables students to develop a growth mind-set and to self-regulate (SEPI).			
Actions	PAL program and the role of the PAL teacher.... Provide training for teachers as PALS - wellbeing and std management level 1 &2 processes.. Align of RTi and its alignment to Compass processes. Promotional campaign of the processes (including student leaders) publish and display visuals around the College and on the website.			
Outcomes	Expecting that staff and students used the new language associated with positivity, positive behaviours and intervention Staff will be correctly using the Compass codes and categories to log and follow up instances of behaviour. Staff confidence as a PAL			
Success Indicators	1. Compass reports and their categories will provide a clearer picture of any trends in relation to: Positive behaviours, merits, warnings, negative behaviours. 2. Trends patterns and reports will demonstrate a relative improvement of identified Compass elements			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PAL teachers training	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Realignment of Compass processes and codes to RTi and SWPB (list)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relaunch of SEG along with promotional material and support resources for staff and students	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Create a positive professional learning community culture based on high expectations, collective responsibility and shared accountability to support improved student outcomes.			
12 Month Target 3.1	By the end of 2020, the component mean score on the School Staff Survey (SSS) for these factors will be: Academic emphasis—52 or above (from 49.32 in 2018). Collective efficacy—60 or above (from 58.33 in 2018). Instructional leadership—58 or above (from 56.51 in 2018). Feedback—55 or above (from 53.21 in 2018).			
12 Month Target 3.2	By the end of 2020, the percentile on the AtoSS for Years 7–12 will be: School stage transitions (Years 10–12)—25 or above (from 23.3 in 2018) High expectations for success—28 or above (from 24.6 in 2018) Effort—26 or above (from 24 in 2018) Sense of connectedness—47 or above (from 45.8 in 2018) Effective classroom behaviour—35 or above (from 29 in 2018)			
12 Month Target 3.3	By the end of 2020, the percentile on the AtoSS for Years 7–12 will be: School stage transitions (Years 10–12)—25 or above (from 23.3 in 2018) High expectations for success—28 or above (from 24.6 in 2018) Effort—26 or above (from 24 in 2018)			

	Sense of connectedness—47 or above (from 45.8 in 2018) Effective classroom behaviour—35 or above (from 29 in 2018)			
KIS 1 Instructional and shared leadership	Review the College leadership structures and document roles in line with the new School Strategic Plan (SSP) and build the instructional leadership capacity of all in leadership roles to enable them to establish higher levels of consistency and shared accountability for improving student achievement and learning growth (ISL).			
Actions	Implement the new leadership structure and roles for 2020, closely monitoring for role clarity, consistency and support. All team members to set termly action goals (50 day leadership sprints of focus areas). Training provided to develop these and monitor progress.			
Outcomes	Consistent of staff practice across teaching and learning and SWPB. Development of leaders as coaches and mentors who are able to inspire, support and challenge staff. Consistency of practice and language amongst team flows out to staff.			
Success Indicators	Staff opinion - improved school leadership components and collective efficacy.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Planning and analysis documentation (50 Day, Post and pre mortem)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Vision, values and culture	Review the college vision and values to establish a consistent narrative and sense of identity built on a culture of high expectations and aspirations (VVC).			
Actions	Embed the narrative of the college V,V,M across the College. All presentations containing these. Explicit workshops during PAL about the VVM and the various policies that underpin these (2 per term) Visualization apparent across the school and in classrooms integration into awards and merit system			

Outcomes	All the community knowing the VVM and regularly espousing them throughout their work. The VVM at the center of PD for staff and the link back to the why.			
Success Indicators	Learning walks in and out of classroom and the associated collection of data.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Design of Visualizations and presentation templates	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Launch of these visualization	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning walks and demonstrations of the VVM	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Parents and carers as partners	Strengthen the learning partnerships between home and the College to support improved student achievement, engagement and wellbeing outcomes (PCP).			
Actions	Development of ILP for 3WC New awards and recognition process- inclusive with more students Termly exhibitions of student learning in the BP program. Parent support workgroups- SWANs (neurodiverse students) Parent education forums- cybersafety, mental health first aid			

Outcomes	Greater parent attendance, participation and involvement at school events. i.e more parents stepping up to run workshops, events, stalls			
Success Indicators	1 key community event per term. 500 people in attendance in each events High level satisfaction response in the exit survey.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Term 1 event- Harmony days	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Term 2 _ Working Bee	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Term 3 - careers expo and Production	<input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Term 4- Twilight market and Arts/tech show	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

