

2019 Annual Implementation Plan

for improving student outcomes

Numurkah Secondary College (8190)



Submitted for review by Paul Tozer (School Principal) on 17 December, 2018 at 02:01 PM
Endorsed by Wendy Larcombe (Senior Education Improvement Leader) on 26 March, 2019 at 01:11 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	The self reflection demonstrated a sound foundation in the areas that have been a focus. It demonstrated the steps that need to be taken to improve practice across the school, and although there may be just a couple of things holding the school back from moving into the next category, they are often difficult things that will require focused and sustained attention, but the payoff will be significant.
Considerations for 2019	With the bulk of our self evaluation categories at evolving and moving to embedding, and using the data available to us, it is clear that we still have work to do on the important initiatives that we have been focused on in 2018. There will remain a strong emphasis on building teacher capacity and ensuring that all staff are capable of teaching literacy. Data suggests that at the Year 9 level, and at Year 8 the previous year, the cohort had become significantly disengaged, with learning results well below expectations to match. We will need to ensure that with our strong focus on the teaching and learning aspects of our program, we do not overly neglect student engagement work.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve student performance across all curriculum areas; but specifically in Writing and Numeracy																				
Target 1.1	<table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Grammar & Punctuation</td> <td>37</td> <td>≥25</td> </tr> <tr> <td>Numeracy</td> <td>50</td> <td>≥25</td> </tr> <tr> <td>Reading</td> <td>26.9</td> <td>≥20</td> </tr> <tr> <td>Spelling</td> <td>18.5</td> <td>≥15</td> </tr> <tr> <td>Writing</td> <td>37</td> <td>≥25</td> </tr> </tbody> </table>				2015	2018	Grammar & Punctuation	37	≥25	Numeracy	50	≥25	Reading	26.9	≥20	Spelling	18.5	≥15	Writing	37	≥25
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Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to be teachers of reading and writing.																				
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Key Improvement Strategy 2.a Building practice excellence	Build teacher capacity to differentiate instruction in the classroom.																				

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																		
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Goal 1	Improve student performance across all curriculum areas; but specifically in Writing and Numeracy
12 Month Target 1.1	Relative growth in NAPLAN Reading - 25/50/25

	Writing 25/50/25 Numeracy 25/50/25	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to be teachers of reading and writing.	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.	The two identified KIS are continuations from 2018 goals. Strategies from 2018 were implemented but have not embedded into teacher practice, and as a result learning data has shown limited learning growth.	
Goal 2	Enhance active student engagement in their learning within a differentiated curriculum designed to stimulate and challenge all students.	
12 Month Target 2.1	Learning Confidence, Stimulated Learning and Student Motivation to all be in top quartile of 7-9 Student Attitude to School Survey. Differentiated Learning Challenge into third quartile.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to differentiate instruction in the classroom.	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.

we have been working on using our Instructional Model to promote consistency in quality teaching. We have linked the HITS to our model and staff have developed their skills in various areas. We have also done work around putting faces on the data, but felt that our strategies were difficult to sustain for teachers. Our strategy now is to utilise the HITS that support differentiation within the classroom and develop a program that will allow our previous work on utilising data to be practical to use in an ongoing way.

Define Actions, Outcomes and Activities

Goal 1	Improve student performance across all curriculum areas; but specifically in Writing and Numeracy
12 Month Target 1.1	Relative growth in NAPLAN Reading - 25/50/25 Writing 25/50/25 Numeracy 25/50/25
KIS 1 Building practice excellence	Build teacher capacity to be teachers of reading and writing.
Actions	Collaborate with Learning Specialist to develop Action Plan on improving reading and writing. Deliver Professional Learning to staff on reading and writing strategies and ensure writing lessons and assessments are documented. . Audit English curriculum to identify opportunities to teach reading and writing. English KLA work together to identify how they will teach reading and writing, using a school wide approach and consistent language. Additional classroom support to assist in differentiated reading and writing instruction. Discuss learning data with students. Enroll in Leading Literacy Professional Development course. Enroll in PLC Course
Outcomes	Explicit reading and writing instruction clearly observable in English curriculum documentation. Staff have increased capacity to teach reading and writing and conference students in reading, as evidenced in staff opinion survey and evident in PLT conversations. Students will know the reading strategies and which ones they will focus on for improvement, as documented in their reading logs. All staff will regularly teach and assess writing appropriate to their subject. Staff will work more effectively in Professional Learning Community.
Success Indicators	NAPLAN - relative growth ACER Testing results. Teacher Judgments. Writing assessments for moderation. Staff opinion survey.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Work with Learning specialist to develop reading and writing action plan that will include how to implement the reading and writing strategy, including the teaching of reading and writing, across the school and within the independent reading sessions.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning Specialist will work with principal to develop reading and writing action plan, including the teaching of reading and writing, utilising synthesised material from the UMNOS professional learning program, Area initiatives and Leading Literacy program.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Leading Literacy team will attend professional learning at Bastow	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers will enact the reading and writing action plan that is delivered by Principal and Learning Specialist.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
School Improvement Team will identify where additional teacher support will be most effective in improving reading and writing.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Additional teacher support will be implemented in targeted classes to assist with differentiating instruction and support for reading and writing.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$150,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
KLA leders will work with KLA's to audit curriculum and identify areas for improved teaching of reading and writing.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Principal will work with Learning Specialist to provide professional development to staff on teaching writing across all subject areas	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Specialist will provide professional development to staff on teaching writing across all subject areas and lead PLT's moderating writing assessments.	<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
T&L Leader will provide professional development to staff on teaching writing across all subject areas and lead PLT's moderating writing assessments.	<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
Teachers will all assess one assessment piece per term against a writing standard, common across subjects.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Principal will establish PLT time on professional learning schedule for collaboration and moderation of writing assessments.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Learning Specialist will lead a PLT group and facilitate collaboration and moderation.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leading teachers will lead a PLT group and facilitate collaboration and moderation.	<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
Goal 2	Enhance active student engagement in their learning within a differentiated curriculum designed to stimulate and challenge all students.			
12 Month Target 2.1	Learning Confidence, Stimulated Learning and Student Motivation to all be in top quartile of 7-9 Student Attitude to School Survey. Differentiated Learning Challenge into third quartile.			
KIS 1 Building practice excellence	Build teacher capacity to differentiate instruction in the classroom.			
Actions	Maintain focus on Instructional Model - with attention to pacing and mini lessons within Application Phase. Utilise the HITS for developing differentiation. PLT time to develop skills and knowledge in identified areas of instructional Model Video self reflection and peer/leadership observation against the Instructional Model.			
Outcomes	Students: Have a clear understanding of what they are learning. Have seen exemplars/worked examples have had multiple exposures to work Teachers: Consistent application of the Instructional Model. Work in PLT's to develop their capacity in areas of Instructional Model			

	Leaders: Provide feedback and coaching on practice. Offer exemplar lessons for observation			
Success Indicators	Student Opinion Data - Above state average Staff Opinion Data - Above state average NAPLAN & ACER Testing. Improved growth from 2018 data.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal will identify the HITs that support differentiation and delivering ability differentiated mini lessons within the application phase of the Instructional Model and provide time for staff to dive deeper into research pertaining to these areas of the Instructional Model. Principal will conduct regular observation of teachers and ensure that the Instructional Model is being consistently adhered to.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership Team will facilitate PLT groups working on the Instructional model and the HITS and assist teachers in developing their goals, and hold them accountable for reporting back on them.	<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
Teachers will work in PLT's to plan lessons of using HITS to facilitate differentiation during Application phase of Instructional Model.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Observational Rounds to support teachers in implementing differentiated practice during Application phase of Instruction Model.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$177,500.00	\$177,500.00
Additional Equity funding	\$140,000.00	\$140,000.00
Grand Total	\$317,500.00	\$317,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Work with Learning specialist to develop reading and writing action plan that will include how to implement the reading and writing strategy, including the teaching of reading and writing, across the school and within the independent reading sessions.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$25,000.00	\$25,000.00
Leading Literacy team will attend professional learning at Bastow	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$2,500.00	\$2,500.00
Additional teacher support will be implemented in targeted classes to assist with differentiating instruction and support for reading and writing.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$150,000.00	\$150,000.00
Totals			\$177,500.00	\$177,500.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Quicksmart Numeracy program.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$20,000.00	\$20,000.00
Careers adviser	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$20,000.00	\$20,000.00
Psychologist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$40,000.00	\$40,000.00
Library update - develop low level/high interest section. Full time teacher librarian.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$60,000.00	\$60,000.00
Totals			\$140,000.00	\$140,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Leading Literacy team will attend professional learning at Bastow	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Bastow
Learning Specialist will provide professional development to staff on teaching writing across all subject areas and lead PLT's moderating writing assessments.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Leadership Team will facilitate PLT groups working on the Instructional model and the HITS and assist teachers in developing their goals, and hold them accountable for reporting back on them.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers will work in PLT's to plan lessons of using HITS to facilitate differentiation during	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Application phase of Instructional Model.			<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting		
Observational Rounds to support teachers in implementing differentiated practice during Application phase of Instruction Model.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site