

# Annual Implementation Plan - 2019

## Select Annual Goals and KIS

Rosehill Secondary College (7275)



Submitted for review by Peter Rouse (School Principal) on 21 December, 2018 at 08:05 AM

Endorsed by Allana Bryant (Senior Education Improvement Leader) on 21 December, 2018 at 02:09 PM

Endorsed by Gwenda Griggs (School Council President) on 27 December, 2018 at 12:44 PM

## 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 the learning growth of every student in literacy and numeracy. | Yes                                   | <p>By 2022 the percentage of Year 9 students achieving in the top two bands in NAPLAN reading, writing and numeracy will increase from the 2018 percentages to the targets identified below:</p> <ul style="list-style-type: none"> <li>• Reading from 18% to 22% or greater</li> <li>• Writing from 8% to 15% or greater</li> <li>• Numeracy from 28% to 30% or greater</li> </ul> | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Reading 20%<br/>Writing 11%<br/>Numeracy 29%</p> |
|   |                                       | <p>By 2022 the percentage of Year 9 students achieving in the bottom two bands in NAPLAN reading, writing and numeracy will decrease from the 2018 percentages to the targets identified below:</p> <ul style="list-style-type: none"> <li>• Reading from 16% to 14% or less</li> <li>• Writing from 39% to 25% or less</li> <li>• Numeracy from 11% to 9% or less</li> </ul>       | <p>Reading 15%<br/>Writing 32%<br/>Numeracy 10%</p>   |
|   |                                       | <p>By 2022 the percentage of students achieving medium and high relative learning growth from Year 7 to Year 9 on NAPLAN reading, writing and numeracy to increase from 2018 percentages to the targets identified below:</p>   | <p>Reading 78%<br/>Writing 72%<br/>Numeracy 79%</p>   |

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|   |     | <ul style="list-style-type: none"> <li>• Reading from 77% to 80% or greater</li> <li>• Writing from 70% to 75% or greater</li> <li>• Numeracy from 78% to 81% or greater</li> </ul>   |  |
|   |     | By 2022 achieved scores to be at or above the VCAA predicted scores in each VCE subject.  | 60% of subjects at predicted scores  |
| To improve student engagement, motivation and connectedness.  | Yes | By 2022 improve the percentage of positive responses for the Student Attitudes to School (ATOS) survey factor student voice and agency from 40% to 55% or greater.  | Student voice and agency 45%   |
|   |     | By 2022 improve the percentage of positive responses in each of the factors in the ATOS survey Effective teaching practice for cognitive engagement to 60% or greater and Learner characteristics and disposition domains to 68% or greater.  | Effective teaching practice 55%<br>Learner characteristics 65%   |
| Improve learning outcomes for students across the curriculum through a focus on distributed leadership. | Yes | By 2022 improve the School Staff Survey (SSS) School Climate module percentage of positive responses for: <ul style="list-style-type: none"> <li>• Academic emphasis from 39% to 60% or greater</li> <li>• Collective efficacy from 48% to 60% or greater</li> <li>• Collective focus on student learning from 63% to 70% or greater</li> <li>• Collective responsibility from 74% to 78% or greater</li> <li>• Teacher collaboration from 39% to 60% or greater</li> </ul> | Academic emphasis 46%<br>Collective efficacy 52%<br>Collective focus 66%<br>Collective responsibility 76%<br>Teacher collaboration 46% |

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|  |  | <p>By 2022 improve the SSS School Leadership module percentage of positive responses for:</p> <ul style="list-style-type: none"> <li>• Leading change from 60% to 64% or greater</li> <li>• Cultural leadership from 60% to 64% or greater</li> <li>• Instructional leadership from 48% to 60% or greater</li> </ul>  | <p>Leading change 62%<br/>Cultural Leadership 62%<br/>Instructional leadership 52%</p>   |
|  |  | <p>By 2022 improve the Professional Learning module percentage of positive responses for:</p> <ul style="list-style-type: none"> <li>• School level support from 53% to 60% or greater</li> <li>• Renewal of knowledge and skills from 53% to 62% or greater</li> <li>• Applicability of professional learning from 52% to 60% or greater</li> <li>• Collective participation from 48% to 60% or greater</li> <li>• Active participation from 46% to 60% or greater</li> <li>• Coherence from 61% to 65% or greater</li> <li>• Feedback from 39% to 60% or greater</li> </ul> | <p>School level support 56%<br/>Renewal of knowledge 56%<br/>Applicability of professional learning 55%<br/>Collective participation 52%<br/>Active participation 54%<br/>Coherence 63%<br/>Feedback 46%</p> |
|  |  | <p>By 2022 improve the percentage of positive responses for the ATOS Teacher-Student domain factors for:</p> <ul style="list-style-type: none"> <li>• High expectations from 66% to 70% or greater</li> <li>• Effort from 63% to 70% or greater</li> <li>• Teacher concern from 37% to 60% or greater</li> </ul>  | <p>High Expectations 67%<br/>Effort 65%<br/>Teacher concern 45%</p>  |

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| <b>Goal 1</b>                                      | To improve the learning growth of every student in literacy and numeracy.   |   |
| <b>12 Month Target 1.1</b>                         | Reading 20%<br>Writing 11%<br>Numeracy 29%  |   |
| <b>12 Month Target 1.2</b>                         | Reading 15%<br>Writing 32%<br>Numeracy 10%  |   |
| <b>12 Month Target 1.3</b>                         | Reading 78%<br>Writing 72%<br>Numeracy 79%  |   |
| <b>12 Month Target 1.4</b>                         | 60% of subjects at predicted scores   |   |
| <b>Key Improvement Strategies</b>                  |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Building practice excellence       | Build the capability of every teacher to implement a whole school approach to instructional practice within an agreed framework (BPE)                                       | Yes                                       |
| <b>KIS 2</b><br>Curriculum planning and assessment | Build teacher capability to utilise data and a range of assessment strategies to differentiate teaching, in order to challenge and ensure progress for every student (CP&A) | Yes                                       |
| <b>KIS 3</b><br>Building practice excellence       | Develop and implement an agreed approach to the effective teaching of literacy (BPE)  | Yes                                       |

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| <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>Rosehill Secondary College in the 2015-18 SSP had set the goal with targets to improve the student learning outcomes in Years 7-10 literacy and numeracy. The panel found that the school partially met this goal, with a target to increase the percentages of Year 9 students assessed in the top three NAPLAN bands in reading, writing and numeracy being met. Targets for each Year 7-10 student to achieve at least one year's growth in learning each year and to increase the proportion of students making high relative NAPLAN gain from Years 7-9 in reading, writing and numeracy were partially met. These KIS are directly in line with DET Improvement Strategies.</p> <p>A target to increase the VCE All Study mean was not met. In the new SSP we have moved away from a mean study score to greater consistency between predicated scores and achieved scores.</p> <p>The panel had agreed the school had only partially implemented and agreed instructional model. Classroom observations and feedback were not of sufficient frequency to impact significant change in teacher practice.</p> <p>KLA meetings and PLC's meetings were mostly focused on curriculum development and planning. The PLC's had been set up with the intended purpose to analyse student assessment data to plan differentiated teaching and learning but many teams were still focused on curriculum development.</p> |  |
| <p><b>Goal 2</b></p>   | <p>To improve student engagement, motivation and connectedness.</p>   |  |
| <p><b>12 Month Target 2.1</b></p>  | <p>Student voice and agency 45%</p>   |  |
| <p><b>12 Month Target 2.2</b></p>  | <p>Effective teaching practice 55%<br/>Learner characteristics 65%</p>  |  |
| <p><b>Key Improvement Strategies</b></p>   |   | <p>Is this KIS selected for focus this year?</p> |
| <p><b>KIS 1</b><br/>Empowering students and building school pride</p>  | <p>Empower students in their learning through improved student agency (ES&amp;BSP)</p>  | <p>Yes</p>                                       |
| <p><b>KIS 2</b><br/>Empowering students and building school pride</p>  | <p>Enhance student engagement in their learning within a differentiated curriculum to stimulate and challenge all students (ES&amp;BSP)</p>   | <p>Yes</p>                                       |
| <p><b>KIS 3</b><br/>Setting expectations and promoting inclusion</p>   | <p>Embed high expectations and aspirations of students, staff and families (SE&amp;PI)</p>  | <p>Yes</p>                                       |

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| <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 2015-18 SSP had a target for all Rosehill Students to be highly motivated and engaged in their learning. The panel found that the goal was not met. The target to improve the ATOS mean scores for wellbeing, teaching and learning, and student relationships to be above the state mean was not met by 2016. The ATOS survey changed in 2017 and comparison with the percentage of positive responses for comparable survey factors in the revised survey confirmed the target was not met. The 2015-18 goal was for all Rosehill SC students to be resilient, displaying the values of learning, initiative and respect. The panel found that the goal was not met. The target to improve the ATOS mean scores for wellbeing, teaching and learning, and student relationships to above the state mean was not met by 2016.</p> <p>The School Review Panel had seen some improvement in Student Voice and leadership, but classroom observations indicated student agency in learning was evident in some classes, but most learning was teacher directed. Active student engagement in learning was limited, with few opportunities to share learning with peers and regularly challenge each other to explain their learning. Student choice in what was learned and how they learnt was not evident beyond choice in topics studied and method of presentation.</p> |
| <p><b>Goal 3</b></p>   | <p>Improve learning outcomes for students across the curriculum through a focus on distributed leadership.</p>   |
| <p><b>12 Month Target 3.1</b></p>  | <p>Academic emphasis 46%<br/> Collective efficacy 52%<br/> Collective focus 66%<br/> Collective responsibility 76%<br/> Teacher collaboration 46%</p>  |
| <p><b>12 Month Target 3.2</b></p>  | <p>Leading change 62%<br/> Cultural Leadership 62%<br/> Instructional leadership 52%</p>   |
| <p><b>12 Month Target 3.3</b></p>  | <p>School level support 56%<br/> Renewal of knowledge 56%<br/> Applicability of professional learning 55%<br/> Collective participation 52%<br/> Active participation 54%<br/> Coherence 63%<br/> Feedback 46%</p>   |
| <p><b>12 Month Target 3.4</b></p>  | <p>High Expectations 67%<br/> Effort 65%<br/> Teacher concern 45%</p>  |

| Key Improvement Strategies  |  | Is this KIS selected for focus this year? |
|---|--|---|
| <b>KIS 1</b><br>Building leadership teams   | Create a leadership framework to support a distributed leadership model (BLT)  | Yes                                       |
| <b>KIS 2</b><br>Building leadership teams   | Build team leaders' capability to lead and implement change (BLT)  | 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. | <p>It has been made evident in the inefficiencies of the PLC's that there needs to be tighter controls on how each PLC functions and that a tighter process be put in place. However, for this to occur more professional development must be provided for members of the Leadership team and PLC leaders in the proper functioning of PLC's and how better differentiation can occur in the classroom.</p> <p>The identification of potential leaders must take place and leadership PD provided.</p> |   |