

2018 Annual Implementation Plan

for improving student outcomes

Hazel Glen College (5552)



Self-evaluation Summary - 2018

Hazel Glen College (5552)

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

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

Community engagement in learning	Building communities	Developing
	Global citizenship	Developing
	Networks with schools, services and agencies	Developing
	Parents and carers as partners	Developing

Enter your reflective comments	
Considerations for 2019	Stronger analysis of data and future targets
Documents that support this plan	HGC Accountability document

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Hazel Glen College (5552)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
		No		

Improvement Initiatives Rationale

Define Evidence of Impact and Activities and Milestones - 2018

Hazel Glen College (5552)

Goal 1	Improve student learning and achievement outcomes across the college
12 month target	<p>Increase the number of students in Year 3 in the top 2 bands in reading to 60% based on NAPLAN Increase the number of students in Year 3 in the top 2 bands in writing to 75% based on NAPLAN Increase the number of students in Year 3 in the top 2 bands in spelling to 50% based on NAPLAN Increase the number of students in Year 3 in the top 2 bands in numeracy to 50% based on NAPLAN Increase the number of students in Year 3 in the top 2 bands in grammar and punctuation to 65% based on NAPLAN</p> <p>Increase the number of students in Year 5, 7 and 9 showing high growth in reading to 25% based on NAPLAN</p>
FISO Initiative	Building Practice Excellence
Key Improvement Strategies	<p>KIS 1 - Develop a culture of collaboration and collective responsibility to develop effective and consistent teaching practices to improve student achievement. KIS 2 - Develop positive and curious learners that are connected to the learning process. KIS 3 - Build a culture of high expectations where teachers foster, supportive and inclusive practices to focus on improving student outcomes.</p>
Actions	<p>KIS 1 – Establish a College Curriculum Committee (CCC) and to include representation from each of the stages of learning (junior, middle & senior)</p> <ul style="list-style-type: none"> - Establish roles and responsibility descriptors / documents and protocols for domain leaders to lead highly effective collaborative teams - Domain teams will develop a school curriculum plan that fully integrates learning areas and capabilities, pedagogy and assessment into coherent, sequential and developmental programs of learning. (Guaranteed and Viable Curriculum, include assessment schedule for data collection) <p>KIS 2 – Establish growth mindset concepts as part of the teaching and learning approaches</p> <ul style="list-style-type: none"> - Build knowledge of effective model to assist with the implementation of inquiry and experiential approaches to learning - Continue to develop opportunities for students through the excellence programs across multiple domains and stages of learning <p>KIS 3 – Teachers facilitate students in setting learning goals for improved student outcomes, using a consistent college approach</p> <ul style="list-style-type: none"> - Differentiated teaching practices that allow for modification and/or extension that challenge students at their point of learning
Evidence of impact	<p>KIS 1 - Students will experience success and have opportunity to participate in a rich learning and teaching program. Students will have a clear understanding of the knowledge and skills that are components of the Victorian Curriculum.</p> <p>Teachers will actively engage in curriculum and lesson planning that provide opportunities for positive and curious student learning experiences</p> <p>Leaders will have role clarity and work collaboratively to develop and maintain an update to date and relevant learning and teaching program that supports all student's needs.</p> <p>KIS 2 - Students will have a consistent level of understand and use of common language to demonstrate a clear understanding of having a growth mindset</p> <p>Teacher will access professional learning and use a consistent approach with common language embedding growth mindset across lessons in each college stage of learning including HG.</p> <p>Leaders will provide and source professional learning opportunities for staff and model / coach growth mindset principles.</p> <p>KIS 3 - Students will know and understand how to set learning goals</p> <p>Teacher will support students in setting goals that are linked to lesson activities, assessment and achievement standards</p> <p>Leaders will provide and source professional learning opportunities for staff to build understanding of setting challenging student learning goals (i.e. HITS – setting goals)</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> To develop and review existing curriculum overviews, weekly and term planners. 	HoTL SS Domain Leaders VET Coordinator	Yes	Ongoing	
<ul style="list-style-type: none"> To establish the roles and responsibilities of Curriculum and Domain leaders to lead highly effective collaborative teams. 	AP SS and Executive	No	Term 1	
<ul style="list-style-type: none"> To develop, implement and revise assessment schedules 	HoTL SS Domain Leaders	No	Term 1	
<ul style="list-style-type: none"> Develop College wide systems for collecting data eg SPA whole college, 	College Curriculum Committee	No	Term 1	
<ul style="list-style-type: none"> Develop a Senior School subject program for Years 10-12 incorporating VCE / VET and VCAL subjects. 	AP SS HOTL / HOS Domain Leaders	Yes (Senior School)	Term 3	
<ul style="list-style-type: none"> Introduce HITS as a common educational instructional model 	HoTL Domain Leaders Curriculum Leaders	Yes	Term 2	
<ul style="list-style-type: none"> Professional Learning on developing student goal setting using a consistent College approach Use of Compass/SeeSaw to support parent insight into student self- set learning goals 	Area AP - Ops HoS	Yes	Term 1	
<ul style="list-style-type: none"> For the CCC to review and align teacher judgment processes For the CCC to analyse and review NAPLAN trending data and VC teacher judgment data setting annual targets 	CCC	No	Term 3	

Goal 2	Enhance student engagement and wellbeing outcomes across the college
12 month target	<p>Increase the percentage endorsement of Year 4 students 'social engagement' to 95% based on student opinion survey Increase the percentage endorsement of Year 5 students 'social engagement' to 85% based on student opinion survey Increase the percentage endorsement of Year 6 students 'social engagement' to 75% based on student opinion survey Increase the percentage endorsement of Year 7 students 'social engagement' to 70% based on student opinion survey Increase the percentage endorsement of Year 8 students 'social engagement' to 55% based on student opinion survey Increase the percentage endorsement of Year 9 students 'social engagement' to 50% based on student opinion survey</p> <p>Increase the number of students with less than 10 absence days by 5% across each year level.</p>
FISO Initiative	Intellectual Engagement and Self Awareness
Key Improvement Strategies	<p>KIS 1 - Develop and incorporate student management, health, wellbeing and social / emotional programs which have a positive impact on attitudes to learning, social relations and student achievement. KIS 2 - Develop programs which engage learning through evidence-based practice, focusing on the needs of the 21st Century Learner. KIS 3 - Priorities the development of safe inclusive and orderly learning environments which create mutually supportive relationships. KIS 4 - Set a culture where students are engaged, curious, challenged and learning is personally relevant.</p>
Actions	<p>KIS 1 - Develop extra-curricula programs and initiatives to support connectedness to the College KIS 2 - Develop a consistent PEP scope and sequence across the College</p> <ul style="list-style-type: none"> - Developing Enrichment (support/extension/wellbeing) programs for students across the College - Develop a consistent teaching and learning pedagogy across the College

	<p>KIS 3 - Develop Health and Wellbeing organizational chart across the College</p> <ul style="list-style-type: none"> - Research relevant school wide positive behavior initiatives that will support our program <p>KIS 4 – To develop inquiry and experiential learning models across the College</p>
Evidence of impact	<p>KIS 1 – Students will attend extra-curricula programs and initiatives.</p> <p>Teachers will offer extra-curricula opportunities for students and monitor attendance.</p> <p>Leaders will establish a spreadsheet to document teacher’s responsibilities to extra-curricula offerings.</p> <p>KIS 2 – Students will participate in a timetabled PEP program. Targeted students will participate in enrichment programs.</p> <p>Teachers will have PEP evidenced in their planning. Teachers will use data to identify students to participate in enrichment programs across the College. Teachers will participate in professional learning based on learning pedagogies (IMPACT and Essence)</p> <p>Leaders will oversee the development of a consistent PEP scope and sequence. Leaders will establish enrichment programs based on data.</p> <p>KIS 3 – Students will have a clear support system in place.</p> <p>Teachers will have a clear understanding of the College organizational chart and their role within it.</p> <p>Leaders will continue to develop and review the College organization chart. Leaders will research relevant school wide positive behavior initiatives that will support our program.</p> <p>KIS 4 – Students will have learning opportunities that involve inquiry and experiential approaches.</p> <p>Teachers will adopt an inquiry approach to teaching.</p> <p>Leaders will review and improve attendance processes and data to make links to the effectiveness of engagement programs across the College.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> Identify staff to manage and coordinate extracurricular offerings according to student interests and needs. Develop timetable, staffing, venue and times for extracurricular programs to run. 	AP – Ops HOS YLL Extra-curricular coordinator	No	Term 1, week 5	
<ul style="list-style-type: none"> Develop curriculum programs that support the social and emotional needs of students through PEP (including Respectful Relationships) 	Area AP - Ops HoS	Yes	Term 1	
<ul style="list-style-type: none"> Revise the organisational structure to support the social and emotional needs of students across the College 	Leadership	No	Term 3	
<ul style="list-style-type: none"> To develop and document a quality start up program in consultation with key staff Provide Professional Learning to staff to deliver an effective Start-Up program 	APs, HoTL, HoS, YLL	No	Term 4	
<ul style="list-style-type: none"> Professional Learning focused around Inquiry based learning/problem based/experiential learning curriculum development. 	HoTL, AP Curriculum, DL	No	Term 3	
<ul style="list-style-type: none"> Document curriculum programs that support social and emotional needs of students through the stages of learning. 	YLL HoS Wellbeing Leaders Enrichment Leaders	No	Term 1	

Goal 3	Build strong leadership and organisational structures across the college
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12 month target	Increase the percentage endorsement of staff 'professional learning' to 60% based on staff opinion survey			
FISO Initiative	Professional Leadership			
Key Improvement Strategies	KIS 1 - Develop the capacity of college leaders to build, manage and lead teams KIS 2 - Develop the capacity of college leaders in the content, pedagogies and curriculum focused on improvement and high standards KIS 3 - Develop aspirational leaders capacity			
Actions	KIS 1 - Leaders will document roles and responsibilities of leaders and ensure that all staff understand their roles. Leaders will mentor and coach staff in leadership positions, PDP goals will be aligned with the SIP and AIP. KIS 2 - Prioritise professional learning targeted to developing the curriculum and pedagogical leadership of Literacy, Numeracy and STEAM KIS 3 - To document and implement opportunities for aspirational staff to build their capacity as leaders through internal and external professional learning.			
Evidence of impact	KIS 1 - Teachers that are leaders write PDP goals that are aligned with the AIP and focus on leadership of their teams. Teachers will have the opportunity to participate in professional learning related to leadership. Leaders will actively mentor and coach staff in leadership positions across the college as well as facilitating professional learning for staff.. KIS 2 - Students will engage in learning programs that focus on student growth across the curriculum. Teachers will participate in weekly coaching sessions focused on targeted goals which link to professional learning connected to the AIP and recent Government initiatives. Teachers will be responsible for keeping PL documentation. Teachers will participate in the Professional Development Process. Leaders will publish a PL schedule aligned with the AIP. Identify staff as leaders in Literacy, Numeracy & STEAM. KIS 3 - Teachers will have the opportunity to participate in internal and external Professional Learning based on developing leadership capacity. Leaders will identify staff suitable for external aspirational leadership opportunities. Leaders will develop and implement internal aspirational leadership Professional Learning and provide all staff with opportunities to participate.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> Document and implement common teaching and learning protocols and approaches in relation to use of enquiry/inquiry/interdisciplinary approaches. 	Area prins Area AP's	Yes	Ongoing	
<ul style="list-style-type: none"> Establish a framework and systematic learning plan for developing the capacity of aspirational leaders Establish and document a framework and systematic learning plan for developing the capacity of leaders through Leadership, Curriculum and Wellbeing meetings 	Area prins Area AP's	No	Term 3	
<ul style="list-style-type: none"> Clarify and explicitly document roles and responsibilities. 	Area prins	No	Term 1	
<ul style="list-style-type: none"> Further develop the coaching program based on the College model. Provide professional learning to the Coaching staff on methods and models related to coaching practice. Provide professional learning to all staff focusing on coaching To establish and document College-based professional learning schedule for all staff 	Area prins Area AP's (Curriculum) HoT&L	Yes	Term 1	
<ul style="list-style-type: none"> Prioritise professional learning targeted to developing the curriculum and pedagogical leadership of Literacy, Numeracy and STEAM Domain Leaders. Prioritise professional focused on analysing data and using data to make informed decisions regarding teaching and learning programs. 	Area prins Area AP's HoT&L	Yes	Term 1	

Professional Learning and Development Plan - 2018

Hazel Glen College (5552)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.