

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Viewbank College (8812)



Submitted for review by Judith Craze (School Principal) on 18 December, 2017 at 12:35 PM

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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
To embed the STEAM profile in the College.	Improve outcomes and participation for students in Science, Technology, Engineering, Art and Mathematics by establishing and/or continuing partnerships.	Yes	1. Implement and resource new Year 9 electives and Year 8 Biotech pilot program during 2018. 2. Plan for the introduction of System Engineering in 2019. 3. Continue with and establish new partnerships to engage and excite student curiosity.	Intellectual engagement and self-awareness
Develop a culture where students are empowered to contribute actively in their learning, in the College and as global citizens.	<ol style="list-style-type: none"> 1. Year 7-12 'Student Voice and Agency' factor to be in the top four factors for the school in Attitude to School Survey (AToS) by 2021. 2. Year 7-12 'Differentiation and Challenge' factor to be in the top four factors for the school in Attitude to School Survey (AToS) by 2021. 3. The percentage of student agreement in 'Learning Confidence' to move from Renew to Influence in the Viewbank College School Panorama Report. 4. The percentage of student agreement in 'Academic Emphasis' will move from Renew to Influence in the Viewbank School Performance Report. 	Yes	<ol style="list-style-type: none"> 1. Student Voice and Agency <ol style="list-style-type: none"> a. Years 7-9 are to be at or above the 50th percentile for 'Student Voice and Agency' (SAS data). 2. Differentiation and Challenge. <ol style="list-style-type: none"> a. Years 7 to 10 data for 'Differentiated Learning Challenge' for males to reach the 50th percentile to be more aligned with female data. 	Empowering students and building school pride
To identify each student's potential and maximise their learning growth.	<ol style="list-style-type: none"> 1. The percentage of students in the top two bands in Reading and Numeracy (NAPLAN) to move from Renew to Influence in the School Performance Report. 	Yes	<ol style="list-style-type: none"> 1. Year 9 NAPLAN 2018 Literacy <ol style="list-style-type: none"> a. The percentage of students achieving in the top 2 bands for Reading to be at or above 40%. b. The percentage of students achieving in the top two bands for Writing to be at or above 30%. Numeracy 	Evaluating impact on learning

	<p>2. The percentage of students with high or medium gains in Reading and Numeracy (NAPLAN) to move from Renew to Influence in the School performance Report.</p> <p>3. VCE English Study Score to sit within the top five schools in the Viewbank College Panorama Report.</p> <p>4. VCE value add (report 10 VASS data), to be above 0 in adjusted scores for all studies.</p> <p>5. Factors of "Effective Teaching Time" and "Stimulated Learning" within the parent factor of "Effective Teaching Practice for Cognitive Engagement" to be within the 4th Quartile for male and female students by 2021.</p>		<p>a. The percentage of students achieving in the top 2 bands for Numeracy to be at or above 40%.</p> <p>2. Year 7 to 9 NAPLAN 2018</p> <p>a. Students with high or medium relative growth gains to be at or above 78% for Reading and 75% in Numeracy.</p> <p>3. VCE 2018</p> <p>a. Studies that have not achieved consecutively above the 0 for the VASS data to have shown positive growth.</p> <p>b. Improvement in the number of Study Scores above 40 to 12.5 %.</p> <p>4. Effective Teaching Practice for Cognitive Engagement</p> <p>a. Improvement for AToS factor - 'My teacher provides learning outcomes for lessons' (in 2017 - at 51% overall, with 34% at Year 9)</p> <p>b. Improvement for AToS data, 'My teachers know when we understand the lesson and we do not' (Year 10-12 in 2017- 50%)</p> <p>c. 'Stimulating learning' (in 2017 - 58%).</p> <p>- Improvement for AToS factor- 'My teachers motivate us to think in our learning' (in 2017 - 68%, with 80% at Year 7, 70% at Year 12)</p>	
<p>To enhance the Wellbeing of all Students.</p>	<p>1. The 'Social Engagement' factor (AToS) to be within the fourth quartile by 2021.</p> <p>2. The 'School Safety' factor (AToS) to be within the fourth quartile by 2021.</p> <p>3. The components of the 'Teacher/Student Relations' (AToS) factor to be within the fourth quartile by 2021.</p>	<p>Yes</p>	<p>1. Social Engagement Student voice and agency (at 48% in 2017).</p> <p>a. Year 7-9 are to be at the 50% percentile data or above for 'Student Voice and Agency' (AToS data).</p> <p>b. Year 10 data to be in the second quartile or above (AToS data).</p> <p>c. Year 12 Male students data for 'Student Voice and Agency' (AToS data) to be at the 50 percentile or above to be more closely aligned to the female data.</p> <p>2. School Safety Teacher Concern data 2018</p> <p>a. Year 8 and 9 Male students to be at or above 50 percentile to be more closely aligned with females. High expectations for success.</p> <p>a. Year 8 and 9 Male students to be increased to be more closely aligned with females</p> <p>b. Year 10 students to be at or above the 30th percentile.</p>	<p>Setting expectations and promoting inclusion</p>

			<p>3. Classroom Behaviour (AToS factor - in 2017 at 61%).</p> <p>a. Students at this school treat teachers with respect (In 2017 - 48%, with Years 7 and 12 at 60%)</p> <p>b. Students at this school treat each other with respect (In 2017 - 48%, with Years 7 and 12 at 56/60 %)</p>	
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Improvement Initiatives Rationale

The College has at its focus the development of a STEAM Precinct with the view to continue to build student interest and motivation to be involved in a variety of STEAM learning activities, through College provision and in partnerships with community agencies. The College is supported in this endeavour through the Parent Group 'Friends of STEAM' and with the creation of new facilities in 2018, is focusing on intellectual engagement for all students.

Goal 1	To embed the STEAM profile in the College.
12 month target 1.1	1. Implement and resource new Year 9 electives and Year 8 Biotech pilot program during 2018. 2. Plan for the introduction of System Engineering in 2019. 3. Continue with and establish new partnerships to engage and excite student curiosity.
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategies	
KIS 1	1. To develop a viable curriculum for Year 9 STEAM electives and Year 8 Biotech pilot program (CSL and B/N Tech Schools partnership). 2. To plan for the introduction of VCE Systems Engineering. 3. To continue the B/N Tech School relationship and establish further partnerships with organisations

Goal 2	Develop a culture where students are empowered to contribute actively in their learning, in the College and as global citizens.
12 month target 2.1	1. Student Voice and Agency a. Years 7-9 are to be at or above the 50th percentile for 'Student Voice and Agency' (SAS data). 2. Differentiation and Challenge. a. Years 7 to 10 data for 'Differentiated Learning Challenge' for males to reach the 50th percentile to be more aligned with female data.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	To further develop the opportunities for student voice and agency for creating a positive teaching and learning environment for a 'growth mindset'.

Goal 3	To identify each student's potential and maximise their learning growth.
12 month target 3.1	<p>1. Year 9 NAPLAN 2018 Literacy a. The percentage of students achieving in the top 2 bands for Reading to be at or above 40%. b. The percentage of students achieving in the top two bands for Writing to be at or above 30%. Numeracy a. The percentage of students achieving in the top 2 bands for Numeracy to be at or above 40%.</p> <p>2. Year 7 to 9 NAPLAN 2018 a. Students with high or medium relative growth gains to be at or above 78% for Reading and 75% in Numeracy.</p> <p>3. VCE 2018 a. Studies that have not achieved consecutively above the 0 for the VASS data to have shown positive growth. b. Improvement in the number of Study Scores above 40 to 12.5 %.</p> <p>4. Effective Teaching Practice for Cognitive Engagement a. Improvement for AToS factor - 'My teacher provides learning outcomes for lessons' (in 2017 - at 51% overall, with 34% at Year 9) b. Improvement for AToS data, 'My teachers know when we understand the lesson and we do not' (Year 10-12 in 2017- 50%) c. 'Stimulating learning' (in 2017 - 58%). - Improvement for AToS factor- 'My teachers motivate us to think in our learning' (in 2017 - 68%, with 80% at Year 7, 70% at Year 12)</p>
FISO Initiative	Evaluating impact on learning
Key Improvement Strategies	
KIS 1	To implement collaborative planning and assessment, which uses a variety of internal and external data sources, to target improvement.
KIS 2	To work towards the development and implementation of an agreed whole-school instructional model, based on HITS, to increase the number of students showing high learning growth.

Goal 4	To enhance the Wellbeing of all Students.
12 month target 4.1	<p>1. Social Engagement Student voice and agency (at 48% in 2017).</p> <p>a. Year 7-9 are to be at the 50% percentile data or above for 'Student Voice and Agency' (AToS data).</p> <p>b. Year 10 data to be in the second quartile or above (AToS data).</p> <p>c. Year 12 Male students data for 'Student Voice and Agency' (AToS data) to be at the 50 percentile or above to be more closely aligned to the female data.</p> <p>2. School Safety Teacher Concern data 2018</p> <p>a. Year 8 and 9 Male students to be at or above 50 percentile to be more closely aligned with females. High expectations for success.</p> <p>a. Year 8 and 9 Male students to be increased to be more closely aligned with females</p> <p>b. Year 10 students to be at or above the 30th percentile.</p> <p>3. Classroom Behaviour (AToS factor - in 2017 at 61%).</p> <p>a. Students at this school treat teachers with respect (In 2017 - 48%, with Years 7 and 12 at 60%)</p> <p>b. Students at this school treat each other with respect (In 2017 - 48%, with Years 7 and 12 at 56/60 %)</p>
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	To utilise the implementation of the Respectful Relationships initiative to build high expectations and promote inclusion by creating a consistent culture of respect across all classrooms and programs.