

2018 Annual Implementation Plan: for Improving Student Outcomes

The new Strategic Planning Online Tool (SPOT) is available to support schools to complete annual planning and monitoring online. For more information about SPOT please see [here](#).

School name: Fairhills High School

DRAFT REVISED: 6/05/2018 (HW2052)

School number: 7823



Based on School Strategic Plan: 2017-21 (HW1936)

Section 1: Document 2018 Goals and FISO High-impact Improvement Initiatives

Each section is designed to plan for and monitor the key improvement strategies, linked to the 12-month targets set by the school. These should align to the Goals and Targets set in your School Strategic Plan.

STRATEGIC PLAN GOAL	Achievement: Enhance student learning outcomes with a particular focus on literacy, numeracy & 21st Century skills.
STRATEGIC PLAN TARGETS	<p>Assessment Outcomes (Years 7-10)</p> <ul style="list-style-type: none"> - 75% of students achieve medium or high growth consistently in all aspects of year 7-9 NAPLAN (71) - Overall Year 7-9 growth greater than the years 3-5 growth achieved in the students' primary schools by 30 (+10) - Teacher judgements data in years 7 and 9 English and Maths to be more closely aligned within 10% to NAPLAN results. (within 20%) <p>Assessment Outcomes (VCE)</p> <ul style="list-style-type: none"> - Increase VCE data to State average or higher for the GAT-based 'Value Add' measure - State gov't school mean is -0.5 (-1.5) - Successful VTAC placement increased to 90% or better of the students who apply (80%) - English mean study score better than 2016 benchmark of 25.2 (25.5) - VCE and VCAL percentage successful completion increased to 95% (86)
12 MONTH TARGETS	Details of annual progress towards the 4 year targets listed above are provided on the attachment HW2210 – The 2018 adjusted figures are shown above in brackets
FISO IMPROVEMENT INITIATIVE	Build practice excellence
FISO IMPROVEMENT INITIATIVE RATIONALE	Student outcome data is okay but needs improving. Changing classroom practices is the most powerful way of achieving this.

Key Improvement Strategy 1	Build a personalised learning environment with high expectations for all students and staff.
Actions	<p>The school Strategic Plan (based on the School Review) provides a number of recommended actions to operationalise this KIS over the 4 years. In 2018, these 3 Taskforces will select, highlight and address those that are relevant</p> <ol style="list-style-type: none"> 1. PL program tied to the SP, AIP and PDP 2. Everyone is a teacher of literacy - maintain reading strategies and increase the focus on writing skills. Teachers in all KLAs identify and employ the reading and writing strategies relevant to their subjects. 3. Make more use of KLAs, PLTs and Trios and other possible arrangements to increase collaboration and consistency 4. Everyone is a teacher of numeracy - maintain the focus on 'word problem' strategies and increase the use of real life applications. Teachers in all KLAs identify and employ these strategies as relevant to their subjects. 5. Investigate the desirability/process for Mainstream and accelerated year 10 students undertaking VCE/VCAL subjects 6. Build teachers' understanding of curriculum, progression points and standards. Review curriculum documents so that they link assessment with the Victorian Curriculum. 7. Review and ensure whole school implementation of the instructional model 8. Build teacher use and understanding of data - how do we differentiate for all students. 9. Review assessment processes and utilise PAT, on-demand or Essential Assessments to provide more standardised common assessment data for teachers to triangulate internal assessment pieces. Develop common summative assessment tasks and moderation guidelines to increase consistency. 10. Systematically implement the 'Curiosity and Powerful Learning' program over the next several years (as our Network FISO initiative) to continuously build teacher capacity and refine accountability arrangements so that we achieve improved student outcomes. 11. Identify, incorporate and embed 21st century skills and attributes. Show how these link with the Victorian Curriculum and adjust the current curriculum documentation accordingly.
Evidence of impact	<p>Each Taskforce will develop:</p> <ul style="list-style-type: none"> • its own list of activities/milestones and evidence • implement, monitor and report on progress made

ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence of Impact	Budget
							YTD
[Drafting Note: What Activities and Milestones will be implemented, to bring about the desired changes in knowledge, skills and mindset for each group you have identified? Group by who will do them (e.g. teachers, Curriculum Coordinators, Principal etc.)]	[Drafting Note report here the group responsible e.g. teachers, Curriculum	[Drafting Note Is this a Professional Learning Priority for the school (yes/no)?	[Drafting Note report here the timeframe for completion.]	[Drafting Note report here the budget you expect to use to implement this		6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in knowledge, skills and mindset and progress towards achievement of Activities and Milestones]	
						12 months:	

	Coordinators, Principal etc]			Activity and Milestone. Also Record if Equity funding will be used]			
Taskforce 1: Literacy (Action 2, 3, 8, 10) 1. Audit all literacy tasks, years 7-10 to confirm that skills address the curriculum of that subject. 2. Create relevant literacy tasks lesson materials that address the skills required for each subject for each topic in Year 7-10. 3. Deliver a range of KLA based literacy workshops that concentrate on skill building for each subject. 4. Review and update the whole school Literacy Strategy document	AV/DK	Yes	All year	\$1,000+ + E/F staffing		6 months:	S: - Improved NAPLAN 7 to 9 growth data (Reading and Writing) - Improved teacher judgements outcomes in English classes T: - KLAs conduct an audit with the assistance of the literacy coach - KLAs members create tasks using the models provided L: - Taskforce members each create two literacy tasks with assistance of the literacy coach and use these as models for their KLA - Each Taskforce member will create and present the subject specific workshop - The Literacy Leader will update the Literacy Strategy document
						12 months:	S: - Improved NAPLAN 7 to 9 growth data (Reading and Writing) - Improved teacher judgements outcomes in English classes T: - KLAs conduct an audit with the assistance of the literacy coach - KLA members create tasks using the models provided L: - Taskforce members each create two literacy tasks with assistance of the literacy coach and use these as models for their KLA - Each Taskforce member will create and present the subject specific workshop - The Literacy Leader will update the Literacy Strategy document
Taskforce 2: Numeracy (Action 3, 8, 10) 1. Audit all numeracy tasks, years 7-10 to confirm that skills address the curriculum of that subject. 2. Create relevant numeracy tasks lesson materials that address the skills required for each subject for each topic in Year 7-10. 3. Review and update the whole school Numeracy Strategy document 4. Utilise H.O.W.S method to tackle real world worded problem solving 5. Use routine pre-testing to determine the differentiation required in each mathematics topic 6. Provide numeracy-related P/L to all staff (eg. Excel spreadsheet construction, percentage calculation procedures, measurement conversions etc.) 7. Provide numeracy-related digital resources relevant to each KLA on Compass 8. Emphasise 21 st Century Skills (eg. collaboration, digital literacy, critical thinking & problem solving) in numeracy-related activities in all KLAs in accordance with the Victorian Curriculum 9. Incorporate more Financial mathematics into all KLAs including Mathematics to address a black hole in the Fairhills HS curriculum	GP/SS	Yes	All year	\$1,000+ + E/F staffing		6 months:	S: - Improved NAPLAN 7 to 9 growth data (Numeracy) - Improved teacher judgements outcomes in Maths classes - Students routinely tackle worded problem solving in each mathematics topic - Students complete regular on-line diagnostic pre & post testing - Students have access to relevant digital numeracy-related resources on Compass - Students engage in more everyday Financial mathematics discussion and problem-solving T: - KLA leaders confirm audit of numeracy-related tasks in each Year 7-10 course outline - Teachers analyse PAT, NAPLAN and other pre-test data to plan differentiated work for their maths students - Teachers conduct common summative assessment tasks based on pre-tests & formative assessment data - Teachers in all KLAs have access to digital numeracy-related resources on Compass - Teachers able to participate in numeracy-related P\L L: - Taskforce members each create two numeracy tasks with assistance of the numeracy coach and use these as models for their KLA - Each Taskforce member create and present the subject specific workshop - The Numeracy Leader will update the Numeracy Strategy document
						12 months:	S: - Improved NAPLAN 7 to 9 growth data (Numeracy) - Improved teacher judgements outcomes in Maths classes - Students routinely tackle worded problem solving in each mathematics topic - Students complete regular on-line diagnostic pre & post testing - Students have access to relevant digital numeracy-related resources on Compass - Students engage in more everyday Financial mathematics discussion and problem-solving T: - KLA leaders confirm audit of numeracy-related tasks in each Year 7-10 course outline - Teachers analyse PAT, NAPLAN and other pre-test data to plan differentiated work for their maths students

						<ul style="list-style-type: none"> - Teachers conduct common summative assessment tasks based on pre-tests & formative assessment data - Teachers in all KLAs have access to digital numeracy-related resources on Compass - Teachers able to participate in numeracy-related P\. L: - Taskforce members each create two numeracy tasks with assistance of the numeracy coach and use these as models for their KLA - Each Taskforce member create and present the subject specific workshop - The Numeracy Leader will update the Numeracy Strategy document 	
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Key Improvement Strategy 2	Focus on common and agreed polices of pedagogy and practice guided by the effective use of data.						
Actions	<p>The school Strategic Plan (based on the School Review) provides a number of recommended actions to operationalise this KIS over the 4 years. In 2018, these 3 Taskforces will select, highlight and address those that are relevant</p> <ol style="list-style-type: none"> PL program tied to the SP, AIP and PDP Everyone is a teacher of literacy - maintain reading strategies and increase the focus on writing skills. Teachers in all KLAs identify and employ the reading and writing strategies relevant to their subjects. Make more use of KLAs, PLTs and Trios and other possible arrangements to increase collaboration and consistency Everyone is a teacher of numeracy - maintain the focus on 'word problem' strategies and increase the use of real life applications. Teachers in all KLAs identify and employ these strategies as relevant to their subjects. Investigate the desirability/process for Mainstream and accelerated year 10 students undertaking VCE/VCAL subjects Build teachers' understanding of curriculum, progression points and standards. Review curriculum documents so that they link assessment with the Victorian Curriculum. Review and ensure whole school implementation of the instructional model Build teacher use and understanding of data - how do we differentiate for all students. Review assessment processes and utilise PAT, on-demand or Essential Assessments to provide more standardised common assessment data for teachers to triangulate internal assessment pieces. Develop common summative assessment tasks and moderation guidelines to increase consistency. Systematically implement the 'Curiosity and Powerful Learning' program over the next several years (as our Network FISO initiative) to continuously build teacher capacity and refine accountability arrangements so that we achieve improved student outcomes. Identify, incorporate and embed 21st century skills and attributes. Show how these link with the Victorian Curriculum and adjust the current curriculum documentation accordingly. 						
Evidence of impact	<p>Each Taskforce will develop:</p> <ul style="list-style-type: none"> its own list of activities, milestones and evidence implement, monitor and report on progress made 						
ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence of Impact	Budget
							YTD
[Drafting Note: What Activities and Milestones will be implemented, to bring about the desired changes in knowledge, skills and mindset for each group you have identified? Group by who will do them (e.g. teachers, Curriculum Coordinators, Principal etc).]	[Drafting Note report here the group responsible e.g. teachers, Curriculum Coordinators, Principal etc]	[Drafting Note Is this a Professional Learning Priority for the school (yes/no)?]	[Drafting Note report here the timeframe for completion.]	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]		6 months [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in knowledge, skills and mindset and progress towards achievement of Activities and Milestones]	
						12 months:	
Taskforce 3: Curriculum and Classroom Practice (Action: 3, 6, 7, 8, 9, 10, 11)	MN/RG	Yes	All Year	\$6,169 + E/F staffing		<p>6 months:</p> <p>T: - review and then consistently use the Instructional Model</p> <p>- differentiate learning activities using student data</p> <p>- consistently use the curriculum progression points in devising and marking assessment tasks</p> <p>- curriculum documents revised & uploaded</p> <p>S: - understand and actively make use of the I/M, differentiated learning tasks & measures of learning progress</p> <p>L: - KD/Coaches provide P/L activities for Ts to build understanding/skills for these practices</p> <p>- KD/Coaches systematically visit classrooms and provide teachers with feedback on the above practices</p> <p>- KLA leaders provide support & quality control for curriculum rewriting</p>	
						<p>12 months:</p> <p>T: - review and then consistently use the Instructional Model</p> <p>- differentiate learning activities using student data</p> <p>- consistently use the curriculum progression points in devising and marking assessment tasks</p> <p>- curriculum documents revised & uploaded</p> <p>S: - understand and actively make use of the I/M, differentiated learning tasks & measures of learning progress</p> <p>L: - KD/Coaches provide P/L activities for Ts to build understanding/skills for these practices</p> <p>- KD/Coaches systematically visit classrooms and provide teachers with feedback on the above practices</p> <p>- KLA leaders provide support & quality control for curriculum rewriting</p>	

Goal 2





The table below is designed to plan for and monitor each Goal of the SSP. There will be multiples of this section, depending on how many KIS are to be delivered in 2018. Be mindful to focus your efforts and not set out to complete too many strategies.

Monitoring Please note: In Progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed. Delete dots as appropriate.]

STRATEGIC PLAN GOAL 2	Engagement: Increase levels of student empowerment and engagement with their school, their learning and their community.
STRATEGIC PLAN TARGETS	<p>Student Opinion survey – Excellence in T&L: Differentiated learning, Stimulated learning, Classroom behaviour, teacher concern, learning confidence (48, 40, 48, 35, 51) Positive climate for learning: School connectedness, Student Voice, Student Safety (Advocate at school, Managing bullying, Respect for diversity) (41, 37, 49, 56, 51, 40) Targets: years 7-12 all at 50% positive endorsement</p> <p>Staff Opinion survey – Positive Climate: Collective efficacy, Academic emphasis, Trust in parents/students, collective focus on student learning. (39, 36, 39, 52) Leadership: Instructional leadership, Cultural leadership, Leaders support for staff change, Leading change (42, 45, 48, 48) Targets: all at 50% positive endorsement</p> <p>Student Attendance – All year levels at or better than the state average (16, 20, 22, 18, 12, 10) Percentage of students with attendance below 85% less than 15% (25%)</p>
12 MONTH TARGETS	Details of annual progress towards the 4-year targets listed above are provided on attachment HW2210. The 2018 adjusted figures are shown above in brackets.
FISO IMPROVEMENT INITIATIVE	Empowering students and building school pride.
FISO IMPROVEMENT INITIATIVE RATIONALE	Student and staff opinion data is generally below state means as are attendances in some year levels.

Key Improvement Strategy 1	Build a whole-school culture of respect for Teaching and Learning
Actions	<p>The school Strategic Plan (based on the School Review) provides a number of recommended actions to operationalise this KIS over the 4 years. In 2018, these 3 Taskforces will select, highlight and address those that are relevant</p> <ol style="list-style-type: none"> 12. Investigate various opportunities for mentors/buddies to link 7-9 with 10-12 13. Develop Pastoral care structures/Home group Tutorials. 14. Provide targeted P/L for H/G Tutors – pastoral care, PSD curriculum, Careers program and other specialist programs such as ‘Resilient Families’. 15. Introduce a Principal’s Student Advisory Group to get the pulse of the school 16. Review subject provision and possible opportunities for more student choice both within and between subjects 17. Review opportunities for authentic student voice that impacts on student learning; (curriculum, pedagogy and assessment) as well as student wellbeing. 18. Students learn to be better learners through making expectations more explicit, both for teachers and students. What do effective lessons/activities look like in all subjects as well as pastoral care tutorials. 19. Move the culture of the school to being more aspirational to build student efficacy. Celebrate and promote student academic success. Investigate whole-school events and opportunities. 20. Ensure values are being practised and promoted across the school and used as a positive tool with a common language and culture. 21. Review Behaviour Management with a focus on proactive, consistent and simplified approach. Include student voice and P/L for all staff. 22. Ensure consistent implementation of a time out process, particularly the restorative conversations to achieve better student buy –in 23. Review parent engagement opportunities and increase the participation from parents in the school 24. Review the effectiveness of attendance follow-up procedures and IEPs in increasing student engagement 25. Investigate strategies which lead to increased school connectedness and respect for diversity.
Evidence of impact	<p>Each Taskforce will develop:</p> <ul style="list-style-type: none"> • its own list of activities, milestones and evidence • implement, monitor and report on progress made

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
[Drafting Note: What Activities and Milestones will be implemented, to bring about the desired changes in knowledge, skills and mindset for each group you have identified? Group by who will do them (e.g. teachers, Curriculum Coordinators, Principal etc).]	[Drafting Note report here the group responsible e.g. teachers, Curriculum Coordinators, Principal etc]	[Drafting Note Is this a Professional Learning Priority for the school (yes/no)?	[Drafting Note report here the timeframe for completion.]	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ●	6 months [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in knowledge, skills and mindset and progress towards achievement of Activities and Milestones]	
					● ● ●	12 months:	

<p>Taskforce 4: Pastoral care and Student Engagement (Actions: 15, 23, 24, 25)</p> <ol style="list-style-type: none"> 1. Form a Principal's Student Advisory Group which will meet regularly to consider student engagement issues and 'student voice' input to our T & L strategies 2. Develop, document and implement a parent engagement strategy following a review of the existing opportunities 3. Develop and conduct a year 7/8 Student Exhibition evening to show case their learning activities across their various subjects 4. Develop, document and implement a comprehensive year's program of school connectedness activities including at least two 'diversity days' 5. Review and simplify the existing IEP arrangements (designed to re-engage at-risk students) and develop a monitoring process to ensure that classroom teachers are implementing the plans of the IEP students in their classes 	TM/MB	No	All year	\$3,000 + E/F staffing		<p>6 months:</p> <p>S: - representative students provide helpful input to the PAG -significant participation in the Showcase Exhibition evening -significant participation in the school connectedness activities -IEP students reporting increased engagement with their learning and the school (survey)</p> <p>T: -year 7/8 teachers assisting with preparation for and attending the showcase evening -evidence that IEP plans are being implemented in teachers' classes</p> <p>L: -Principal regularly meets with the PAG and takes appropriate action with ideas generated -KD/BD revise the IEP pro-forma and processes and include a monitoring component and student survey -TM/MB ensures that the parent engagement strategy is put into place -TM/MB lead the staff involved in the school connectedness program</p>	
						<p>12 months:</p> <p>S: - representative students provide helpful input to the PAG -significant participation in the Showcase Exhibition evening -significant participation in the school connectedness activities -IEP students reporting increased engagement with their learning and the school (survey)</p> <p>T: -year 7/8 teachers assisting with preparation for and attending the showcase evening -evidence that IEP plans are being implemented in teachers' classes</p> <p>L: -Principal regularly meets with the PAG and takes appropriate action with ideas generated -KD/BD revise the IEP pro-forma and processes and include a monitoring component and student survey -TM/MB ensures that the parent engagement strategy is put into place -TM/MB lead the staff involved in the school connectedness program</p>	
<p>Taskforce 5: Positive Behaviour (Actions: 21, 22)</p> <ol style="list-style-type: none"> 1. Finalise and implement in Term 2 a clear, workable 'Time-Out' strategy to manage classroom behaviour issues. This includes a review of the behavioural plan proposal developed by the previous Taskforce and response to feedback/concerns raised by teaching staff 2. Investigate the DET School Wide Positive Behaviour Strategies (SWPBS) and plan to participate in a pilot program. Input key strategies into new FHS plan 3. Develop and document a FHS Positive Behaviour plan for long term implementation in consultation with Student Voice, staff & parent community 4. Provide Professional Learning to all staff to implement the FHS Positive Behaviour Management plan 5. Communicate all aspects of the FHS Positive Behaviour management plan to students, parents & staff 6. Monitor and provide consistent, regular reviews, feedback and learning to continuously improve the FHS Positive Behavioural plan 	SL/PD	Yes	All year	\$5,000 + E/F staffing		<p>6 months:</p> <p>S: -Understand and adhere to the FHS Positive Behaviour plan -Use language that is positive and provide feedback to teaching staff to establish behavioural improvements</p> <p>T: -Understand, use and deliver the FHS Positive Behaviour Management Plan -Use positive language in the classroom and in conversations with students to provide direction and feedback with a focus on the restorative practices -Undertake and participate in professional Learning activities -Support the communication of the FHS Behavioural plan to students and parents</p> <p>L: -SL/PD develop & document the Plan and obtain ratification by SIT -SL/PD lead implementation phase -KD/PD provide and deliver Professional Learning activities to staff to build and develop skills in Positive Behaviour Management</p>	
						<p>12 months:</p> <p>S: -Understand and adhere to the FHS Positive Behaviour plan -Use language that is positive and provide feedback to teaching staff to establish behavioural improvements</p> <p>T: -Understand, use and deliver the FHS Positive Behaviour Management Plan -Use positive language in the classroom and in conversations with students to provide direction and feedback with a focus on the restorative practices -Undertake and participate in professional Learning activities -Support the communication of the FHS Behavioural plan to students and parents</p> <p>L: -SL/PD develop & document the Plan and obtain ratification by SIT -SL/PD lead implementation phase -KD/PD provide and deliver Professional Learning activities to staff to build and develop skills in Positive Behaviour Management</p>	

Key Improvement Strategy 2	Use 'Student Voice' to build staff understandings and refine school practices to enhance student engagement.
Actions	<p>The school Strategic Plan (based on the School Review) provides a number of recommended actions to operationalise this KIS over the 4 years. . In 2018, these 3 Taskforces will select, highlight and address those that are relevant</p> <p>12. Investigate various opportunities for mentors/buddies to link 7-9 with 10-12</p> <p>13. Develop Pastoral care structures/Home group Tutorials.</p> <p>14. Provide targeted P/L for H/G Tutors – pastoral care, PSD curriculum, Careers program and other specialist programs such as 'Resilient Families'.</p> <p>15. Introduce a Principal's Student Advisory Group to get the pulse of the school - meet every 2-3 weeks.</p> <p>16. Review subject provision and possible opportunities for more student choice both within and between subjects</p> <p>17. Review opportunities for authentic student voice that impacts on student learning; (curriculum, pedagogy and assessment) as well as student wellbeing.</p> <p>18. Students learn to be better learners through making expectations more explicit, both for teachers and students. What do effective lessons/activities look like in all subjects as well as pastoral care tutorials.</p> <p>19. Move the culture of the school to being more aspirational to build student efficacy. Celebrate and promote student academic success. Investigate whole-school events and opportunities.</p> <p>20. Ensure values are being practised and promoted across the school and used as a positive tool with a common language and culture. Ensure that student responsibility is clearly articulated.</p> <p>21. Review Behaviour Management with a focus on proactive, consistent and simplified approach. Include student voice and P/L for all staff.</p> <p>22. Ensure consistent implementation of a time out process, particularly the restorative conversations to achieve better student buy –in</p> <p>23. Review parent engagement opportunities and increase the participation from parents in the school</p> <p>24. Review the effectiveness of attendance follow-up procedures and IEPs in increasing student engagement</p> <p>25. Investigate strategies which lead to increased school connectedness and respect for diversity.</p>
Evidence of impact	<p>Each Taskforce will develop:</p> <ul style="list-style-type: none"> its own list of activities, milestones and evidence (Sem 1) implement, monitor and report on progress made

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
<i>[Drafting Note: What Activities and Milestones will be implemented, to bring about the desired changes in knowledge, skills and mindset for each group you have identified? Group by who will do them (e.g. teachers, Curriculum Coordinators, Principal etc).]</i>	<i>[Drafting Note report here the group responsible e.g. teachers, Curriculum Coordinators, Principal etc]</i>	<i>[Drafting Note Is this a Professional Learning Priority for the school (yes/no)?]</i>	<i>[Drafting Note report here the timeframe for completion.]</i>	<i>[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]</i>	● ● ●	6 months <i>[Drafting Note report here the tangible markers or indicators of success reflecting observable changes in knowledge, skills and mindset and progress towards achievement of Activities and Milestones]</i>	
					● ● ●	12 months:	
Taskforce 6: Student Voice (Actions: 12, 13, 15, 16, 17, 19, 21, 25) <ol style="list-style-type: none"> Design and implement a student/student mentor program that is linked to the Pastoral care arrangements Use the PAG to investigate the issue of subject breadth and student choice in the curriculum as a possible means of increasing student engagement with their learning Further develop the 'teach the teacher' initiative commenced in 2017 	ER/KB	No	All year	\$3,000 + E/F Staffing	● ● ● ● ● ● ● ●	6 months: S: - increased cross year level opportunities for students to build relationships and support one another's personal development and learning -increased opportunities for choice and hands-on learning within each KLA - increased volunteer student involvement in the T the T initiative T: -Appropriate changes to classroom practice resulting from the T the T initiative -Appropriate changes to KLA curriculum designs to provide increased choice and more hands-on learning activities -involvement of the Pastoral Care tutors in the Mentor program L: - ER, MB and SSLs lead the development of the mentor program -Principal and MN lead the development of the curriculum changes in consultation with the KLA Leaders -KB lead the T the T initiative	
					● ● ●	12 months: S: - increased cross year level opportunities for students to build relationships and support one another's personal development and learning -increased opportunities for choice and hands-on learning within each KLA - increased volunteer student involvement in the T the T initiative T: -Appropriate changes to classroom practice resulting from the T the T initiative -Appropriate changes to KLA curriculum designs to provide increased choice and more hands-on learning activities -involvement of the Pastoral Care tutors in the Mentor program L: - ER, MB and SSLs lead the development of the mentor program -Principal and MN lead the development of the curriculum changes in consultation with the KLA Leaders -KB lead the T the T initiative	

Section 2: Other FISO Dimensions (if required)

This section is for documenting any additional FISO dimensions that schools may be focusing on, in addition to the one or two chosen High-impact improvement initiatives.

Be mindful to focus your efforts and not set out to complete too many strategies.

Monitoring Please note: In Progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed. Delete dots as appropriate.]

STRATEGIC PLAN GOAL	[Drafting Note: Insert here your school's additional goal from the School Strategic Plan]
STRATEGIC PLAN TARGETS	[Drafting Note: Record the targets in your SSP related to this Goal]
12 MONTH TARGETS	[Drafting Note: Record the 12 month targets (milestones of the 4 year targets) that the school aims to achieve in 2018 for this Goal. The measures of progress should be a breakdown of the 4 year targets, and may be supplemented with other school-generated data that will indicate progress if required (e.g. On Demand data)]
FISO DIMENSION	[Drafting Note: Record the FISO Dimension that will be used to enact this target. The FISO Dimensions are listed here]
FISO DIMENSION RATIONALE	[Drafting Note: Explain why the school, following self-evaluation against the FISO Continua of Practice, rigorous data analysis, and in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make explicit reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention]
Key Improvement Strategy	[Drafting Note: record here the KIS from the SSP related to this goal]
Actions	[Drafting Note: record here the main actions the school will take to achieve the KIS. These Actions describe how the KIS is operationalised, and represent the prioritised and sequenced sub-strategies that, over the four years, will result in the successful implementation of the KIS. Specific programs should NOT be listed here]
Evidence of impact	[Drafting Note: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these are the desired outcomes, how do the Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:... teachers will:...]

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
[Drafting Note: What Activities and Milestones will be implemented, to bring about the desired changes in knowledge, skills and mindset for each group you have identified? Group by who will do them (e.g. teachers, Curriculum Coordinators, Principal etc).]	[Drafting Note report here the group responsible e.g. teachers, Curriculum Coordinators, Principal etc]	[Drafting Note Is this a Professional Learning Priority for the school (yes/no)?]	[Drafting Note report here the timeframe for completion.]	[Drafting Note report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	● ● ●	6 months [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in knowledge, skills and mindset and progress towards achievement of Activities and Milestones]	
					● ● ●	12 months:	
					● ● ●	6 months:	
					● ● ●	12 months:	
					● ● ●	6 months:	
					● ● ●	12 months:	
					● ● ●	6 months:	
					● ● ●	12 months:	
					● ● ●	6 months:	
					● ● ●	12 months:	

Section 3: Whole School Professional Learning and Development Plan

The Whole School Professional Learning and Development Plan outlines how the whole school will seek to learn together in pursuit of the Key Improvement Strategies set in the AIP. The plan supports principals in professional learning and development discussions, by providing a clear line of sight of professional learning to AIP goals/targets and KIS. Also refer to the resources on the Professional Practice Elements page, [here](#).

Professional Learning Priorities	Who	When	Key Professional Learning Strategies (Choose up to 3)	Organisational Structure (Select)	Expertise Accessed	Where
Classroom Practice (CPL Fiso Group)	KD/SL	All year	<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/Action research team <input type="checkbox"/> Collaborative curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA Curriculum Specialists <input type="checkbox"/> Primary Mathematics and Science Specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input type="checkbox"/> School Improvement Partnerships <input checked="" type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External Consultants (please add details below) CPL	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site (please describe)
Positive Behaviour (Department Pilot program)	PD/TM	All year	<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative inquiry/Action Research team <input type="checkbox"/> Collaborative curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA Curriculum Specialists <input type="checkbox"/> Primary Mathematics and Science Specialists <input type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input type="checkbox"/> School Improvement Partnerships <input checked="" type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External Consultants (please add details below) DEPT	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site (please describe)
Middle Leadership Development (VASSP/Bastow)	KD/SL	All year	<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative inquiry/Action Research team <input type="checkbox"/> Collaborative curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA Curriculum Specialists <input type="checkbox"/> Primary Mathematics and Science Specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input type="checkbox"/> School Improvement Partnerships <input checked="" type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External Consultants (please add details below) VASSP	<input checked="" type="checkbox"/> On-site <input type="checkbox"/> Off-site (please describe)

Section 4: School Self-Evaluation

For the six FISO Improvement Initiatives and any additional Dimensions your school has focussed on in your AIP, complete a self-evaluation against the FISO Continua of Practice and provide documentary evidence to support your selection of proficiency level status. Include a discussion of your progress towards goals and targets, based on a rigorous self-evaluation of a range of data. You can find the FISO Continua of Practice [here http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx](http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx) . This can also be easily completed in [SPOT](#).

Schools undergoing review in 2018 will need to complete a self-evaluation against all 16 dimensions of the FISO Continua of Practice and provide evidentiary documentation to support this.

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum proficiency status (Emerging, Evolving, Embedding, Excelling)	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Yes	2 - Evolving	[Drafting Note School self-evaluation section enables schools to continuously collect, monitor and analyse school data about school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The School self-evaluation against the Continua of Practice should be completed as data becomes available]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Yes	2 - Evolving	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				



FAIRHILLS HIGH SCHOOL

STRATEGIC PLAN: PROGRESS TOWARDS TARGETS

Revised 2/12/17

'Achieving Excellence'

NB. Annual targets are shown in (brackets). **Green** indicates that annual target has been achieved.

A. Assessments (green indicates that annual target has been achieved)

Measure	2017 B/mark	2018 Actual	2019 Actual	2020 Actual	2020 Target	Difference	State
7-9 NAPLAN Growth (% Medium + High)	69	(71)	(73)	(75)	75		75
7-9 NAPLAN Growth (compared to 5-7)	+35	(+10)	(+20)	(+30)	+30		Neg
VCE Value Add (State mean -0.5)	-1.20	(-1.5)	(-1.0)	(-0.5)	-0.5		-0.5
VCE Outcomes (% VTAC Placement)	92	(80)	(85)	(90)	90		Not available
VCE English mean	24.93	(25.5)	(26.0)	(26.5)	26.5		28.5
Percent successful completion of VCE/VCAL	93/69	(86/75)	(89/80)	(92/85)	95/85		Not available

B. Student Opinion Survey (Excellence in Teaching and Learning –percentage endorsement)

*Measure	2017 Benchmark	2018 Actual	2019 Actual	2020 Actual	2020 Target	Difference	State
Differentiated Learning	47						
Stimulated Learning	39						
Learning Confidence	50						
Classroom Behaviour	47						
Teacher Concern	34						

C. Student Opinion Survey (Climate for Learning and Student Safety – percentage endorsement)

*Measure	2017 Benchmark	2018 Actual	2019 Actual	2020 Actual	2020 Target	Difference	State
1.School Connectedness	40						
2.Student Voice	36						
3.Advocate at School	55						
4.Managing Bullying	50						
5.Respect for Diversity	39						
Student Safety (items 3+4+5)	48						

D. Parent Opinion Survey (Community Engagement - percentage endorsements)

Measure	2017 Benchmark	2018 Actual	2019 Actual	2020 Actual	2020 Target	Difference	State
Parent Participation	60						
Teacher Communication	50						
School Improvement	61						
General Satisfaction	81						

E. Parent Opinion Survey (Excellence in T&L and Learning Climate - percentage endorsements)

Measure	2017 Benchmark	2018 Actual	2019 Actual	2020 Actual	2020 Target	Difference	State
Stud. Motivation and support	50						
Non-experience of bullying	61						

F. Attendance

Measure (days absent)	2016/7 Benchmark	2018 Actual	2019 Actual	2020 Actual	2020 Target	Difference	State
Yr 7	17.3	16			16		16.52
Yr 8	25.02	20			20		20.47
Yr 9	24.85	22			22		22.13
Yr 10	18.98	18			18		19.55
Yr 11	12.93	12			12		17.23
Yr 12	10.11	10			10		16.13
Total	18.04	16.3			16.3		18.84
Percent Attend.	90.1				91.9		90.6

G. Staff Opinion Survey (Climate – percentage endorsements)

Measure	2017 Benchmark	2018 Actual	2019 Actual	2020 Actual	2020 Target	Difference	State
Collective Efficacy	34	(39)	(44)	(48)	48		48
Academic Emphasis	33	(36)	(39)	(42)	42		42
Trust in Students & Parents	35	(39)	(43)	(46)	46		46
Collective Focus on Student Learning	46	(52)	(58)	(65)	65		65

H. Staff Opinion Survey (Leadership = all PCOs and PORs – percentage endorsements)

Measure	2017 Benchmark	2018 Actual	2019 Actual	2020 Actual	2020 Target	Difference	State
Instructional Leadership	41	(42)	(43)	(44)	44		44
Cultural Leadership	42	(45)	(48)	(51)	51		51
Leaders Support for (staff) Change	46	(48)	(50)	(52)	52		52
Leading Change	47	(48)	(49)	(51)	51		51

