

Annual Implementation Plan - 2019
Define Actions, Outcomes and Activities

Chaffey Secondary College (7250)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	To optimise learning growth for all students in every Key Learning Area.			
12 Month Target 1.1	Increase high growth in NAPLAN Data in all domains to 20% Reduce low growth in NAPLAN Data in all domains to 25% Teacher judgements to show growth of 1.0 in all domains on average.			
KIS 1 Building practice excellence	The development of a Chaffey Secondary College instructional model that guides effective teaching and learning with a focus on consistency, differentiation and high expectations for all.			
Actions	Embed an Instructional model in planning documents and classroom practices. Implement a SEAL program for 2020. Develop literacy strategies across the College to improvement writing outcomes in every unit of work. Initiate Quicksmart Literacy to improve Naplan data in the lowest 2 bands at year 7 and 10.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - be greater agents for their own learning - seek and provide feedback in all subjects - access differentiated curriculum <p>Teachers will:</p> <ul style="list-style-type: none"> - provide greater opportunity for student agency in their own learning - design learning and assessment based on a differentiated model of practice. - incorporate multiple feedback loops and strategies into their lessons. - embed effective writing tasks across all subject areas. <p>Leaders will:</p> <ul style="list-style-type: none"> - hold staff accountable to the improvement and planning cycle. - develop and implement a regular monitoring and evaluation cycle. 			
Success Indicators	<ul style="list-style-type: none"> - Unit plans completed for every subject 7 to 10 incorporating Visible Learning framework both Semester 1 and 2 and inclusive of a significant writing task for each unit of work. - Assessment tasks in all subjects to be differentiated according to the Solo Taxonomy. Feedback to be based on visible learning feedback model. - Quicksmart Literacy embedded and first 30 week block completed by end of 2019 for targeted group of Year 7 and Year 10 students. - Quicksmart tutors to include indigenous tutors. - Literacy improvement to reduce lowest two bands at Year 7 and 9 by 10% in reading and comprehension. - Literacy strategies to be developed, implemented and embedded in planning documents (supported by performance and development evidence and reflection). - SEAL program will be defined, documented and implemented for a 2020 start. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff to undertake the Visible Learning Professional Learning on Solo Taxonomy and differentiated assessment.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff to undertake the Visible Learning Professional Learning on Feedback	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Leadership Team to conduct a Visible Learning Evidence into impact data collection program.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Unit Plans and documented curriculum to be developed inclusive of the instructional model for semester 1. All unit plans to have a clear writing task per unit.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Unit Plans and documented curriculum to be developed inclusive of the instructional model for semester 2.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Define and develop a SEAL program for Chaffey Secondary College to be implemented in 2020	<input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement Quicksmart literacy program in 2019 to lowest two Naplan bands at Year 7 and 10.	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$120,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Literacy coaching for English staff.	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Building practice excellence	Establish professional learning teams with a focus on the implementation of an agreed instructional model, lesson observations in teams and regular feedback and reflection on teacher practice.
--	--

Actions	Classroom Observations and Professional Learning to concentrate on Explicit teaching, structuring lessons, setting goals, worked examples, the use of feedback and differentiated teaching as a baseline. Differentiated professional learning for staff.
----------------	---

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - see staff modelling effective professional learning - be exposed to effective teaching strategies effectively in every classroom. <p>Teachers will:</p> <ul style="list-style-type: none"> - research, develop and reflect on the high impact teaching strategies. - conduct a cycle of inquiry - embed best practice into curriculum documentation. <p>Leaders will:</p> <ul style="list-style-type: none"> - design and implement PLT process, framework and operating procedures - conduct a reflection and evaluation of the inquiry process.
-----------------	---

Success Indicators	<ul style="list-style-type: none"> - PLTs created and planned on a semester cycle of inquiry inclusive of a presentation - staff to complete 3 lesson observations per term to be included in P and D process.
---------------------------	--

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Formation of PLTs with focii on HITs, instructional model and lesson observations.	<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
Professional learning focus on visible learning	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Professional action research on highlighted HITs elements	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Evidence-based high-impact teaching strategies	Build the capacity of staff to use evidence based processes to inform teaching and learning practice.			
Actions	Embedding a consistently applied assessment schedule, building data literacy capabilities using the SPA tool, using evidence to inform practice in all classes. Moderation cycles for planing and assessment.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - build an understanding of data measures for literacy and numeracy - take ownership over their own learning data and set goals for improvement - track their own their pre and post test progress in subject assessments <p>Teachers will:</p> <ul style="list-style-type: none"> - understand the SPA tool and its ability to track and record student data - build pre and post test tasks to track data and map student <p>Leaders will:</p> <ul style="list-style-type: none"> -Oversee data integrity and lead data collection. - Analyse whole school, cohort, class level and student data. 			
Success Indicators	<ul style="list-style-type: none"> - 100% standardised data collection over 12 months on demand terms 1 and 3 and PAT terms 2 and 4 - accurate and reliable standardised data - evidence based, measurable improvement - greater correlation between standardised and subject based testing. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning around the SPA tool and student profiling	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Developing and embedding pretests and post tests as a further measurement tool.	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Professional Learning with Region data coach to build capacity in interpreting data.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To develop positive and resilient students who display behaviours and attitudes that reflect the high expectations of the college community.			
12 Month Target 2.1	<p>Student Survey:</p> <p>Sense of connectedness to be at or above the 50th percentile</p> <p>Effective classroom behaviour to be at or above the 50th percentile.</p>			

	Effective teaching time to be at or above the 50th percentile Staff Survey School Staff Safety to be at or above the 50th percentile.			
KIS 1 Empowering students and building school pride	Full implementation of School Wide Positive Behaviour Systems across the College. Introduction of the visible wellbeing framework to explicitly teach behaviour and introduce a growth mindset.			
Actions	Embed the school wide positive behaviours program across the college. Develop a framework and conduit for explicitly teaching appropriate behaviour.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - co-contribute to the building of the matrix - learn and display the explicit behaviours based on the College values - focus on positive reinforcement and positive behaviours in all settings <p>Teachers will:</p> <ul style="list-style-type: none"> -- co-contribute to the building of the matrix - teach the explicit behaviours based on the College values - focus on positive reinforcement and positive behaviours in all settings - produce positive to negative referrals in the ratio of 6:1 - use explicit language of SWPB <p>Leaders will:</p> <ul style="list-style-type: none"> - analyse behavioural data and target interventions as needed - schedule meeting time to co-develop matrix - form focus groups of parents, teachers and students to refine SWPB, explicit teaching and responses. - develop signage for the school based on the matrix. 			
Success Indicators	<ul style="list-style-type: none"> - reduction in negative referrals - increase in positive referrals - improvement in College connectedness (student survey) - improvement in classroom behaviour (student and staff survey) - improvement in safety (staff and student survey) 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implementation team to continue working with Regional SWPB coach to develop whole school action plan	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of a rewards system to embed positive education and positive behaviours	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff Professional Learning on explicitly teaching positive behaviours in the classroom. Visible Wellbeing	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$22,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	To create a culture of shared and distributed leadership with collective responsibility for student outcomes			
12 Month Target 3.1	School Staff Survey results above 50th percentile for: Collective efficacy Collective responsibility Teacher Collaboration			

	Leadership Module results above 50th percentile for: Leading Change Cultural Leadership			
KIS 1 Building leadership teams	Develop a new leadership model and build the capacity of the team to focus on whole school improvement.			
Actions	Clearly defined roles and accountability lines established across the college. Building of leadership capacity through coaching.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - understand role structures of their respective subschool <p>Teachers will:</p> <ul style="list-style-type: none"> - understand role structures of each subschool and role definition and responsibilities of each leadership team member - align with a leadership member for P and D and set goals accordingly <p>Leaders will:</p> <ul style="list-style-type: none"> - use coaching conversations when working with staff and students - develop their teams and measure the outcomes of their team members. - understand, model and reinforce the roles and responsibilities of each team member - focus on leadership as the team 			
Success Indicators	<ul style="list-style-type: none"> - all P and D plans completed for all staff by due dates and in line with the P and D guidelines - improvement in instructional leadership, visibility, leading change and cultural leadership in the staff survey 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a leadership flowchart and roles and responsibilities map.	<input checked="" type="checkbox"/> Leadership Team <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
All Leadership Team members to undergo growth coaching as a framework for leadership conversations.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All Leadership Team members to undergo open to learning as a framework for coaching conversations.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Clearly defined appraisal and recognition processes both individually and collectively.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Instructional and shared leadership	Integrate staff voice into College leadership based around the work of the School Improvement Teams from 2019			
Actions	Continuation of the work started in 2018, Bastow Building Leadership Teams, to embed the recommendations of the SIT team and staff in the newly formed action teams. Action teams are: Building positive student culture, building positive staff culture and building school and community pride.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - contribute to focus groups on SWPB, community and College pride <p>Teachers will:</p>			

	<ul style="list-style-type: none"> - co-develop and create improvement initiatives in the three action teams. - implement recommendations from the action teams - reflect and evaluate on change initiatives <p>Leaders will:</p> <ul style="list-style-type: none"> - schedule meeting time for three action teams and ensure staff, student and community voice are evident in outcomes - allocate resources to implement improvement initiatives - evaluate and reflect on change process 			
Success Indicators	<ul style="list-style-type: none"> - improvement in community and parent perception of the College - improvement in participation to parent survey - improvement in overall satisfaction, school connectedness and promoting positive behaviour (parent opinion survey) - improvement in collective efficacy, collective responsibility and overall climate in staff survey - improvement in connectedness and sense of confidence in student survey 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Reorganisation of the teams based on the new staff profile.	<input checked="" type="checkbox"/> All Staff <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
Action teams to define their scope of work and develop timelines	<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
Action teams to consult and inform staff of key actions and milestones.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Build recommendations for 2019/2020 to complete the work of each action team.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used