

Annual Implementation Plan - 2021

Select Annual Goals and KIS

Euroa Secondary College (7820)



Submitted for review by Leanne Winfield (School Principal) on 11 February, 2021 at 05:29 PM
Endorsed by Trent McCrae (Senior Education Improvement Leader) on 11 February, 2021 at 08:48 PM
Endorsed by Andrew Townsend (School Council President) on 16 February, 2021 at 12:00 PM

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By end of 2021, Year 7-10 students will have shown positive growth on PAT testing in Reading and Mathematics and on Teacher Judgement in English and Mathematics.</p> <p>By end of 2021 improve Teacher Concern from 48% to 53%, School Connectedness from 51% to 56% and Student Voice and Agency from 37% to 41%.</p>
Improve the overall School Climate	Yes	<p>By 2022 the percentage of staff reporting positively on the Staff Survey-school climate factors for Guaranteed and viable curriculum, and teacher collaboration will be 50 per cent or greater.</p> <p>By 2022 average unexplained absences across all year levels will be reduced.</p>	<p>By end of 2021 the percentage of staff reporting positively on the Staff Survey-school climate factors for Guaranteed and viable curriculum will be 50% or greater, and teacher collaboration will be 45% or greater.</p> <p>By end of 2021 reduce 20 or more days absent from 40% to 30%</p>
To improve consistent high quality instructional teaching practices.	Yes	<p>By 2022 the percentage of students in all domains with low growth from Year 7 to Year 9 will decrease.</p> <p>By 2022 the percentage of students in all domains with high growth from Year 7 to Year 9 will increase.</p>	<p>By end of 2021 maintain use of HITS at 70%</p> <p>improve Pedagogical Model from 55% to 60% i and Teacher Collaboration (School Climate) from 36% to 45%.</p> <p>By end 2021 the VCE median study score will be 27 or greater.</p>

		<p>By 2022 the VCE median study score will be 27 or greater.</p> <p>By 2022 the percentage of students gaining scores of 40 or more will increase to 5 per cent or greater.</p> <p>By 2022 the percentage of students above the line on Report 16 in VASS will increase.</p>	<p>By end 2021 the percentage of students gaining scores of 40 or more will increase to 5 per cent or greater.</p> <p>By end 2021 the percentage of students above the line on Report 16 in VASS will increase.</p>
		<p>By 2022 the per cent of students with a positive attitude to the Parent Factor Effective teaching practice for cognitive engagement and each of the factors Differentiated learning challenge, Effective classroom behavior, Effective teaching time and Stimulated learning will be 50 per cent or greater for all year levels.</p>	<p>By end 2021 the percent of students (AToSS) with a positive attitude to the Effective teaching time (63%) and each of the factors Differentiated learning challenge (58%), Effective classroom behavior (49%), and Stimulated learning (50%) will be 50% or greater for all year levels.</p>
		<p>By 2022 the percentage of staff reporting positively on the Staff Survey-school climate factors for academic rigour and collective efficacy will be 50 per cent or greater.</p>	<p>By end of 2021 the percentage of staff reporting positively on the Staff Survey-school climate factors for academic rigour (35%) and collective efficacy (47%) will be 50 per cent or greater.</p>
To improve the outcome of all students in literacy.	Yes	<p>By 2022 the mean study score for English will increase to 27 or greater.</p> <p>By 2022 the percentage of students in NAPLAN reading and writing with low growth from Year 7 to Year 9 will decrease.</p>	<p>By end 2021 the mean study score for English will increase to 27 or greater.</p> <p>By end of 2021 the percentage of students improve in NAPLAN Relative Growth in Reading Year 7 2019 (53, 35, 12) to</p>

		By 2022 the percentage of students in NAPLAN reading and writing with high growth from Year 7 to Year 9 will increase.	Year 9 2021 (48, 35, 17) and Writing Year 7 2019 (46, 46, 8) to Year 9 2021 (40, 40, 20) f and in Numeracy Year 7 (50, 39, 11) to Year 9 (45, 40, 15).
		By 2022 the percentage of staff reporting positively on the Staff Survey- school climate factors for Collective efficacy, Collective focus on student learning and collective responsibility will be 60 per cent or greater.	By end of 2021 the percentage of staff reporting positively on the Staff Survey- school climate factors for Collective efficacy (47%), Collective focus on student learning (58%) and collective responsibility (64%) will be 60 per cent or greater.

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	By end of 2021, Year 7-10 students will have shown positive growth on PAT testing in Reading and Mathematics and on Teacher Judgement in English and Mathematics. By end of 2021 improve Teacher Concern from 48% to 53%, School Connectedness from 51% to 56% and Student Voice and Agency from 37% to 41%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	Improve the overall School Climate	
12 Month Target 2.1	By end of 2021 the percentage of staff reporting positively on the Staff Survey- school climate factors for Guaranteed and viable curriculum will be 50% or greater, and teacher collaboration will be 45% or greater. By end of 2021 reduce 20 or more days absent from 40% to 30%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop a consistent whole school approach to plan and document curriculum that integrates assessment and pedagogy for lessons and units of work in all domains in Years 7-10.	Yes
KIS 2 Setting expectations and promoting inclusion	Develop strategies to reduce unexplained absences.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We have chosen this KIS to consolidate our work on documented curriculum and assessment and to continue our development of pedagogy through the use of Literacy strategies, SWPBS instructional strategies and the HITS. This will be incorporated by connecting these strategies to the Euroa Secondary College Instructional Model which will be further developed by inclusion of the Workshop Model. This is an area where further development is needed in the FISO capability area of Curriculum Planning and Assessment. Attendance is a priority as we need to reduce absences and also need to develop our school processes such as ensuring roll marking accuracy, our coding, our checking process and collective accountability for accurate attendance records.	
Goal 3	To improve consistent high quality instructional teaching practices.	

12 Month Target 3.1	By end of 2021 maintain use of HITS at 70% improve Pedagogical Model from 55% to 60% i and Teacher Collaboration (School Climate) from 36% to 45%. By end 2021 the VCE median study score will be 27 or greater. By end 2021 the percentage of students gaining scores of 40 or more will increase to 5 per cent or greater. By end 2021 the percentage of students above the line on Report 16 in VASS will increase.	
12 Month Target 3.2	By end 2021 the percent of students (AToSS) with a positive attitude to the Effective teaching time (63%) and each of the factors Differentiated learning challenge (58%), Effective classroom behavior (49%), and Stimulated learning (50%) will be 50% or greater for all year levels.	
12 Month Target 3.3	By end of 2021 the percentage of staff reporting positively on the Staff Survey- school climate factors for academic rigour (35%) and collective efficacy (47%) will be 50 per cent or greater.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build the capacity of all teachers to execute and embed the instructional model in all lessons.	Yes
KIS 2 Building leadership teams	To build the capacity of the School Improvement Team to lead and evaluate the impact of professional learning.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We have chosen to continue to develop our work on the instructional model to ensure consistency in our practice across Domains. PLC training will enable us to develop the capacity of our SIT, deliver PL to staff and evaluate PL through staff feedback and surveys. We have also included the MYLNS team in the Leadership team so that capability teachers are part of the leadership planning to develop capacity of teachers.	
Goal 4	To improve the outcome of all students in literacy.	

12 Month Target 4.1	<p>By end 2021 the mean study score for English will increase to 27 or greater.</p> <p>By end of 2021 the percentage of students improve in NAPLAN Relative Growth in Reading Year 7 2019 (53, 35, 12) to Year 9 2021 (48, 35, 17) and Writing Year 7 2019 (46, 46, 8) to Year 9 2021 (40, 40, 20) f and in Numeracy Year 7 (50, 39, 11) to Year 9 (45, 40, 15).</p>	
12 Month Target 4.2	<p>By end of 2021 the percentage of staff reporting positively on the Staff Survey- school climate factors for Collective efficacy (47%), Collective focus on student learning (58%) and collective responsibility (64%) will be 60 per cent or greater.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build the capacity of all teachers to be explicit teachers of literacy through the use of the High Reliability Literacy Teaching Practice.	Yes
KIS 2 Building practice excellence	Build the capacity of teachers in the English Domain to improve the teaching of reading, writing, speaking and listening.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>We will continue to develop the literacy practices of all of our teachers using the Bastow Leading Literacy knowledge and practices and the department's Literacy Toolkit. We will also continue to work on developing Numeracy practices within the school. This will be delivered through staff meetings and through coaching by the MYLNS Capability Leader and the Learning Specialists. The Learning Specialists will begin coaching of teachers of VCE classes to work towards increasing all VCE Study Scores. The English team will continue to develop their practice and the consistency within this Domain.</p>	