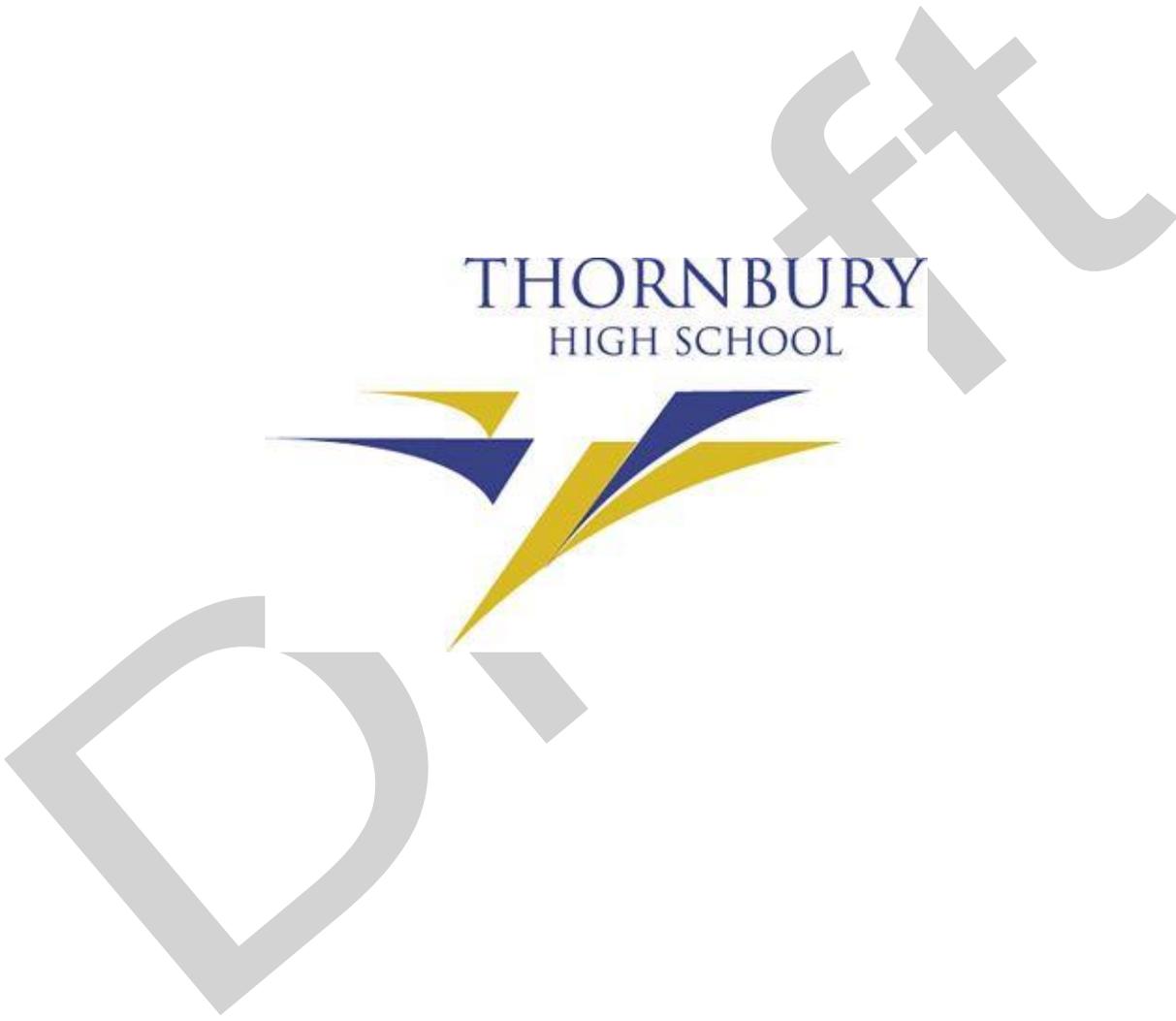


# 2018 Annual Implementation Plan

## for improving student outcomes

Thornbury High School (8797)

THORNBURY  
HIGH SCHOOL



Submitted for review by Michael Keenan (School Principal) on 12 December, 2017 at 02:38 PM  
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 20 December, 2017 at 10:43 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2018

Thornbury High School (8797)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging moving towards Evolving
<b>Professional leadership</b>	Building leadership teams	Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Emerging moving towards Evolving
	Vision, values and culture	Emerging

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

Community engagement in learning	Building communities	Emerging moving towards Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Emerging

<b>Enter your reflective comments</b>	Overall the self-evaluation reflects my belief that the school, while well-established in the eyes of the community, is really only at the beginning of the next phase of improvement in teaching and learning. Some of the foundations are in place, like a strong cohort of leading teachers evenly distributed between wellbeing and teaching and learning positions, but in 2017 much of the focus has been on creating a sustainable financial and resource structure that will enable a much greater focus on learning improvements at all levels of the school.
<b>Considerations for 2019</b>	<p>New model for Koorie program if joint submission with VAHS to commonwealth is successful</p> <p>Kyle is now coordinating the support for all out of home care students</p> <p>The international student program will be growing by 50%. Whole school focus on literacy including EAL in the mainstream. Establishment in semester 2 of Thornbury High English Language Centre, overseen by ELC/EAL coordinator</p>

	New role and appointment for Concept/High achievers program
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Thornbury High School (8797)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Improve learning outcomes for all students	NAPLAN: Year 7 to 9 Learning gain – 75% of students make 'medium' or 'high' gain Greater than or equal to 25% in 'high' in reading and numeracy	Yes	2018: % of students with high or medium gains NAPLAN reading (Years 7 to 9): 77 % of students with high or medium gains NAPLAN writing (Years 7 to 9): 79	Evidence-based high-impact teaching strategies
	Achieve a median VCE study score of 30 Students will achieve at or above the GAT predicted level in at least 75% of Unit 3/4 subjects	Yes	2018: Median study score: 30 % studies 40+: 5 At or above GAT predicted level: 65%	Evaluating impact on learning

<p>Embed a common practice of highly effective teaching and learning</p>	<p>Attitudes to school survey – students to be in the top quartile in stimulated learning. School staff survey (teacher/principal) staff opinion results improve in academic emphasis and teacher collaboration each year</p>	<p>No</p>	<p>2018: Stimulated learning - third quartile staff survey - reverse 2017 decline in academic emphasis</p> <p>The 2017 Attitudes to School survey places Thornbury High near the top of the second quartile in stimulated learning. The target in 2018 is to move this response into the third quartile through a renewed focus on high impact teaching and learning strategies.</p> <p>Academic emphasis on the school staff survey actually declined slightly, from 66.47 in 2016 to 64.71 in 2017. The goal is to reverse this decline.</p> <p>Teacher collaboration has showed some improvement, from 59.64 in 2016 to 62.28 in 2017, the second-year of the current Strategic Plan. The goal is to continue this trend.</p>	
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<p>To Improve student engagement in their learning</p>	<p>All curriculum at 7 - 10 to be documented with differentiated tasks and activities Consistent improvement over the 4 years of the strategic plan on the parent and student survey results for 'School connectedness'</p>	<p>No</p>		
<p>To improve student connectedness with the broader school community.</p>	<p>Improve attendance at extracurricular activities  Increase the breadth and accessibility of extra-curricular activities</p>	<p>Yes</p>	<p>2018 Increase student numbers participating in school production Increase participation in instrumental music in Year 8 Increase student numbers participating in SRC, peer support and debating Increase attendance at whole school athletics carnival and 7-8 swimming carnival</p>	<p>Empowering students and building school pride</p>
<p>Strengthen the school's capacity to provide a safe and inclusive learning and working environment.</p>	<p>Maintain equal male and female enrolments  To achieve measures above the 85<sup>th</sup> percentile in the areas of <b>student safety</b> and <b>student distress</b> as identified in the student attitude to school survey</p>	<p>No</p>		

<p>Strengthen the school's capacity to provide an orderly and stimulating learning and working environment.</p>	<p>To achieve measures above 80% in the parent opinion survey in the area of student safety</p> <p>To reduce the percentage of students reporting themselves as experiencing bullying in the THS bullying survey (over the four years of the SSP)</p>	<p>Yes</p>	<p>2018 parent opinion survey: At least three of the four student safety measures at or above 80%</p> <p>THS bullying survey: reporting to show a decline from 2016</p>	<p>Empowering students and building school pride</p>
<p>Allocate resources to optimise the professional development, engagement and wellbeing of all staff</p>	<p>Overall endorsement of school climate to be at or above 65% by 2019 (whole school staff survey)</p> <p>Four year improvement trend growth in staff trust and collaboration (whole school staff survey)</p>	<p>No</p>		

### Improvement Initiatives Rationale

The 2017 School Performance Report (based primarily on 2016 data) identifies THS as a 'Renew' school, with overall static performance and requiring renewed effort to be high performing. Key strengths borne out by data include Mathematics (2016 VCE Further Mathematics mean of 31.87 and 76% of students with high or medium gains in 2017 NAPLAN Numeracy (7 to 9), a significant increase of 8%). Other strengths are evident in student attitudes to learning and the percentage of positive endorsement in Academic Emphasis, both in the "Influence" category in the latest school performance report. Areas that most need immediate attention include literacy growth and achievement, with static performance in the % of students with high or medium gain in NAPLAN Reading (7 to 9) and a below par 2016 VCE English mean of 27.62.

The school is also re-focusing its efforts in 2018-19 on engagement as indicated through attendance (in the 'Transform' category on the latest school performance report). The school believes that participation in extra-curricular activities like school productions and music concerts as well as sporting opportunities (eg. the school has a Football Academy aligned with Melbourne Victory) and competitions are critical in student engagement levels.

The key FISO initiative for 2017 has been building the leadership capacity of all staff and in particular middle leadership through preparation for a revised Leading Teacher profile for 2018-19. In 2018-19 building practice excellence in literacy will be a primary focus after a number of cross-faculty staff undertook significant 'train-the-trainer' literacy professional development in 2017.

The school is also redefining student voice as a critical component of its structures and practices with the introduction of role-based school captains and a new student Principal's Advisory Group for 2018.

<b>Goal 1</b>	Improve learning outcomes for all students
<b>12 month target 1.1</b>	2018: % of students with high or medium gains NAPLAN reading (Years 7 to 9): 77 % of students with high or medium gains NAPLAN writing (Years 7 to 9): 79
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategies</b>	
KIS 1	Build teacher capacity to effectively teach literacy across the curriculum with a particular focus on EAL in mainstream classes
<b>12 month target 1.2</b>	2018: Median study score: 30 % studies 40+: 5 At or above GAT predicted level: 65%
<b>FISO Initiative</b>	Evaluating impact on learning
<b>Key Improvement Strategies</b>	
KIS 1	Consolidate a rigorous and systematic review of VCE data, led by leading teachers through the existing professional learning cycle of PD and Curriculum meetings and KLA working groups

<b>Goal 2</b>	To improve student connectedness with the broader school community.
<b>12 month target 2.1</b>	2018 Increase student numbers participating in school production Increase participation in instrumental music in Year 8 Increase student numbers participating in SRC, peer support and debating Increase attendance at whole school athletics carnival and 7-8 swimming carnival
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Encourage student participation in a broad range of extra-curricular activities

<b>Goal 3</b>	Strengthen the school's capacity to provide an orderly and stimulating learning and working environment.
<b>12 month target 3.1</b>	2018 parent opinion survey: At least three of the four student safety measures at or above 80%  THS bullying survey: reporting to show a decline from 2016
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Further develop student agency in developing a safe learning and social environment

## Define Evidence of Impact and Activities and Milestones - 2018

Thornbury High School (8797)

<b>Goal 1</b>	Improve learning outcomes for all students			
<b>12 month target 1.1</b>	2018: % of students with high or medium gains NAPLAN reading (Years 7 to 9): 77 % of students with high or medium gains NAPLAN writing (Years 7 to 9): 79			
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies			
<b>Key Improvement Strategy 1</b>	Build teacher capacity to effectively teach literacy across the curriculum with a particular focus on EAL in mainstream classes			
Actions	In 2017 a number of key staff participated in a range of extensive Bastow and other literacy professional development programs. In 2018 we have a reinvigorated focus on literacy across the curriculum and particularly in the EAL area. The target in 2018 is to have implemented a series of 3-6 week trials in small KLA teams that will evaluate the effectiveness of a range of literacy strategies that include some of the HITS across Years 7-9. Professional learning in cross-faculty cohorts will be led by key literacy staff			
Evidence of impact	Teachers will have trialled a number of literacy strategies within the KLA teams, including: * annotated modelling * pre-teaching academic vocabulary * explicit teaching of language patterns and key concept words across KLAs  Students will demonstrate in their responses a greater capacity to understand different genres and purposes of writing and the importance of academic vocabulary. This will also be evident in their explanations of the choices they have made.  Leaders will facilitate collaboration within and across faculties to support staff to improve their capacity to use effective literacy strategies			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Facilitate professional learning for staff in literacy strategies	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Collaboratively trial and evaluate literacy strategies within KLA teams	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Participate in professional learning led by THS staff trained in 2017 in literacy strategies	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	Improve learning outcomes for all students			
<b>12 month target 1.2</b>	2018: Median study score: 30 % studies 40+: 5 At or above GAT predicted level: 65%			
<b>FISO Initiative</b>	Evaluating impact on learning			
<b>Key Improvement Strategy 1</b>	Consolidate a rigorous and systematic review of VCE data, led by leading teachers through the existing professional learning cycle of PD and Curriculum meetings and KLA working groups			
Actions	Build on the 2017 introduction of a formal review of 2016 VCE results with analysis of the impact of the changes made within KLA groups as borne out in the 2017 VCE results. (The GAT target is a measure that takes into account the differing ability within cohorts and classes, while the VCE median is a potential measure of overall improvement.) Increase the focus on achievement of high-ability students with closer analysis of the percentage of students within studies that achieve study scores of 40+.			
Evidence of impact	The evidence will be in two stages:  The analysis of the 2017 VCE results in comparison with 2016 by study to assess the impact of strategies trialled in 2017  The performance of the 2018 VCE students both in raw scores and measured against GAT prediction			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>

		Learning Priority		
2017 VCE data to be made available to staff at the commencement of 2018	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used
VCE data to be analysed within KLA teams	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve student connectedness with the broader school community.
<b>12 month target 2.1</b>	2018 Increase student numbers participating in school production Increase participation in instrumental music in Year 8 Increase student numbers participating in SRC, peer support and debating Increase attendance at whole school athletics carnival and 7-8 swimming carnival
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	Encourage student participation in a broad range of extra-curricular activities
Actions	The school is re-focusing its efforts in 2018 on engagement as indicated through attendance (in the 'Transform' category on the latest school performance report). The school believes that participation in extra-curricular activities like school productions and music concerts as well as sporting opportunities (eg. the school has a Football Academy aligned with Melbourne Victory) and competitions are critical in student engagement levels. Our goal in 2018 is to increase participation in such activities through actions such as: <ul style="list-style-type: none"> <li>* Free instrumental music classes continue for Year 7 (second year)</li> <li>* Reduce the cost of participation in instrumental music at Year 8 (after free instrumental music for all year 7 students in 2017)</li> <li>* Expanded student leadership program including Principal Advisory Group</li> <li>* New school captain roles to include, arts, sports and civics and citizenship</li> <li>* student-led assemblies</li> </ul>

Evidence of impact	Students have a greater voice in promoting participation in extra-curricular activities through student-led assemblies Students become part of a formal Principal Advisory Group Students become Community members of School Council Percentage participation rates increase across a range of extra-curricular activities			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Principal Advisory Group formed	Principal	<input type="checkbox"/> No	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will be used
Students to lead assemblies	Sub School Leader/s	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	Strengthen the school's capacity to provide an orderly and stimulating learning and working environment.
<b>12 month target 3.1</b>	2018 parent opinion survey: At least three of the four student safety measures at or above 80%  THS bullying survey: reporting to show a decline from 2016
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	Further develop student agency in developing a safe learning and social environment
Actions	The introduction of a student Principal Advisory Group in 2018 will give students greater agency in the area of student safety and bullying in particular. The goal is to continue the THS bullying survey but with much greater student involvement in the design of the questions and the analysis of the responses, and then the sharing of this with the wider community including parents.  The school is also commencing in 2018 as a partner school in the Department's Respectful relationships program.

Evidence of impact	Students actively involved in the preparation, promotion, analysis and communication of the 2018 student anti-bullying survey Evidence of this in communication channels like Compass newsfeed and newsletter. School actively involved in the respectful relationships community of practice led by Wales Street Primary School.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Principal Advisory Group formed	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Student anti-bullying survey fully online and available for student input	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Thornbury High School (8797)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Facilitate professional learning for staff in literacy strategies	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Collaboratively trial and evaluate literacy strategies within KLA teams	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  Fay Coccoli to provide support to small KLA teams and teachers in class	<input checked="" type="checkbox"/> On-site
Participate in professional learning led by THS staff trained in 2017 in literacy strategies	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
VCE data to be analysed within KLA teams	KLA Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

### Documents that support the plan

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