

2017/2018 Implementation plan

Improvement Goal	This will be achieved by	Narrow and Sharp Focus	Actions	Timeframe
<u>Goal 1.</u> Complete the documentation of a Data Collection Plan and Timetable for the annual collection, communication, analysis and use of student performance data.	<p>Making the full range of student data easily accessible to all staff.</p> <p>Support teachers as they develop the skills to interpret and use this data as a tool to build their differentiated teaching strategies and to personalise learning.</p>	<p>Write a data plan which articulates purpose, nature, collection and use of data on an annual basis at the School. The plan must contain direct links to differentiation</p> <p>Use of data is linked to the St Margaret's Quality Teaching and Learning Framework (QTLF) through the pillars of differentiation, challenge and feedback.</p>	<ul style="list-style-type: none"> • Draft plan to be presented at ELT • ELT provide feedback on the plan • Plan refined • Plan submitted to the Principal for final approval • Plan presented to teachers at staff meeting • HOFs to "implement" plan through Faculty structure <p>Learning analytics will continue to be developed so that it fulfils the platform for data analysis and use at the school.</p>	<p>13 June</p> <p>18 July 14 August</p> <p>14 August to November (End of Term 4)</p> <p>Term 1, 2018 – Operational</p>
<u>Goal 2.</u> Systematically review student outcomes data to identify specific achievement targets that should be improved across the school.	Clearly defining the roles, responsibilities and accountabilities for school leaders who will lead and monitor the implementation of this goal.	<p>The achievement of these targets will form a narrow and sharp explicit improvement agenda.</p> <p>These targets are: <i>(3 out of 4 Year levels in the Top 10 schools in NAPLAN; 35% OP – 1 – 5 and 98% 1 – 15)</i></p>	<p>Inform teachers of the intent to build in targets for students' outcomes data with regard to As/Bs/Cs in subjects.</p> <p>School leaders will gather this data biannually, using it to evaluate progress on Goal 5.</p> <p>Discuss this agenda with all teachers with the aim of gaining their commitment to ensuring that the targets are achieved by establishing</p>	<p>July, 2017 January, 2018 July, 2018 January, 2019</p>

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			NAPLAN and QCST and OP goals in the interim and publishing them in the School's newsletter.	December, 2017
Goal 3. Develop and implement a whole school Professional Learning Plan	Ensuring that each member of staff develops an individual Professional Learning Plan	This Professional Learning Plan is focused on the school's sharp and narrow focus - use of data, learning intentions and encouraging students' deep thinking	<p>Create a Professional Learning Plan template for all teaching staff to use.</p> <p>As part of their annual staff review, ELT support staff to build this professional learning plan in line with the school vision and strategic objectives.</p> <p>Assist staff in developing this plan in line with areas in which they require growth and those in line with the school agenda for improvement.</p> <p>Provide budgetary support for teachers to undertake professional learning, through providing within school professional learning opportunities (sessions as part of our staff PD days) and external opportunities in line with schools narrow and sharp focus.</p> <p>Continue this work through the current ISQ project which requires an outcome in November, 2017</p>	<p>Semester 2, 2017 annual review first phase of development of the professional learning plan with teachers</p> <p>Allocation of ELT members to follow up progress with specific teachers during Semester 1, 2018</p>

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Goal 4. Continue to place a high priority on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture.	Ensuring professional learning includes coaching, feedback to teachers and modelling lessons focused on improving classroom teaching and individual learning projects.	Develop, trial and launch reciprocal coaching program throughout the school (assisted by ISQ project) Focus on helping staff develop in learning intentions and data usage.	Stage 1 - Pilot project to establish parameters - 2 groups of 3 (6 people involved in reciprocal coaching relationships). They will Engage in coaching training Develop framework for coaching and associated documentation	Semester 2, 2017
			Stage 2 – Extension Phase 1 - 3 groups of 3 (9 people involved in reciprocal coaching relationships)	Semester 1, 2018
			Stage 3 – Extension Phase 2 – 9 groups of 3 (27 people involved in reciprocal coaching relationships)	Semester 2, 2018
			Stage 4 - Full implementation Throughout the process, Professional Learning provided related to teacher reflection.	Semester 1, 2019
			In addition to this, whole School opportunities to be provided for Peer to Peer Learning which focuses professional learning on the construction and use of effective learning intentions and the use of data for effective teaching	Ongoing
Goal 5. Review all assessment tasks and criteria sheets for years 7 to 10 to	Ensuring that the criteria for Achievement Levels are understood by all students and that teachers develop	Build a high quality assessment for learning package that includes a focus on learning	Build teacher understanding of what effective assessment is by <ul style="list-style-type: none"> emphasising the link with learning intentions and mandating inclusion 	From July, 2017

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<p>ensure that the content descriptors being assessed are identified and that the criteria are from the Australian Curriculum.</p>	<p>learning experiences that assist students to achieve at the highest possible level.</p> <p>Implementing moderation processes to ensure consistency and rigour in the awarding of achievement levels.</p>	<p>intentions, criteria and moderation.</p>	<p>of Learning Intentions on assessment tasks</p> <ul style="list-style-type: none"> • emphasising the importance of criteria/standard matrices • mandating a whole school moderation process for Years 7 to 10, which involves collaboration pre and post marking and cross-marking • work with Heads of Faculty to develop a policy for moderation and calibration to ensure academic rigour and comparability of results. <p>Criteria sheets which reflect Australian Curriculum achievement standards must be provided with assessment at the beginning of every term – (in central repository)</p> <p>Criteria sheets must be in the form of a standards matrix and must be accessible to students – with clear links to the purpose/intentions of the unit (as outlined on the published unit plans in the central repository) – so they must be unit/year specific</p> <p>Mandate these processes from July, 2017 as common practices. Monitored regularly by both the Dean of Studies and Dean of Pedagogy.</p>	
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<p>Goal 6. Work with teachers to ensure there is an agreed set of effective teaching strategies which are aligned to the St Margaret's Quality Teaching and Learning Framework which are priorities for implementation in their teaching.</p>	<p>Continuing and extending in-class support for teachers to embed high expectations and intellectual rigour into their lessons.</p>	<p>Learning Intentions – every teacher, in every classroom, in every lesson will have a clearly articulated learning intention/s which shapes their teaching, student learning and relates directly to planned assessment</p>	<p>Build teacher understanding of what an effective learning intention is, by</p> <ul style="list-style-type: none"> mandating they complete 2 of 3 readings relating to the topic – discussed at Faculty level professional development presentations (teacher led) which draw together the main ideas <p>Support teachers as they practise writing and using learning intentions in their classrooms by providing feedback and opportunities for personal reflection</p> <p>Focus professional learning and peer to peer lesson observation on the construction and use of effective learning intentions</p> <p>Model the creation and use of effective learning intentions through demonstration in unit plans and lessons</p> <p>Embed learning intentions by</p> <ul style="list-style-type: none"> having them listed in Unit Plans which are saved in a central repository on S drive by the end of week 2 of each term ensure learning intentions are listed on assessment pieces <p>Ensure accountability by mandating the above</p>	<p>Term 3 2017 will be an intensive development phase centred on learning intentions.</p> <p>By Term 4 2017 every teacher is expected to have engaged in school provided and self-driven professional learning relating to learning intentions.</p> <p>By Term 4 2017 every teacher is expected to have reached a level of competency regarding learning intentions and their connection with planning, cognition and assessment.</p>
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