**Annual Implementation Plan: for Improving Student Outcomes**

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| School name: Noble Park English Language School | Year: 2017 |
| School number: 8749 | Based on strategic plan: 2015-2018 |
| Endorsement:  Principal: Enza Calabro  25 March 2017 | Senior Education Improvement Leader: Kenneth Robinson 25 March 2017 |
| School council: Martin Sykes  25 March 2017 | |

Section 1: NPELS Improvement Priorities and Initiatives

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| **School Strategic Plan goals** | |  | **Improvement Priorities** | **Improvement Initiatives** |  |
| * To maximise individual student learning growth particularly in English acquisition. * To implement a responsive school transitions program that optimises successful transitions in Australian education and mainstream schooling. * To provide optimum levels of support and programs for the wellbeing of all students and families. * To provide the best possible human, physical and financial resourcing in order to maximise student performance, student wellbeing, student engagement and transitions. | |  | **Professional leadership** | Building leadership teams | **✓** |
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|  | **Excellence in teaching and learning** | Building practice excellence  Curriculum planning and assessment | **✓** |
|  | **Positive climate for learning** | Empowering students and building school pride | **✓** |
|  | Setting expectations and promoting inclusion |  |
|  | **Community engagement in learning** | Building communities |  |
| **Improvement Initiatives rationale** | | | | | |
| Noble Park English Language School is a multi-campus school for primary and secondary students. It provides an intensive English language program for newly arrived migrants, refugees, asylum seekers and international students from non-English speaking backgrounds. The majority of our students are refugees. While the duration of the program is 6 months, refugees are entitled to stay in the program for 12 months. The students are also introduced to the Victorian education system and are assisted with settlement in Australia. Many students have been displaced by war, economic hardship or political persecution. Our school is committed to assisting students to regain trust in people and systems and to develop the self-esteem and confidence required to face challenges in their new country.  Student numbers fluctuate from year to year and cohorts of students can also change depending on their country of origin and refugee experience. Every term a large number of students transition to mainstream schools and other settings. We are responsive to different cultural groups coming to the school. Programs and additional support are tailored to the specific needs of student groups. Consequently, the school constantly monitors the effectiveness of programs for changing cohorts.  NPELS, in consultation with the Senior Education Improvement Leader, has selected the above Improvement Initiatives as a major focus for 2017. These two Improvement Priorities have been introduced in 2016. The evaluation of the AIP showed that we have achieved positive results in these areas and should continue to deepen and embed our work on the Framework for Improving Student Outcomes (FISO) initiatives. 2016 analysis of data has identified particular emergent issues that will be addressed via a small number of high impact initiatives to in 2016. These initiatives aim to improve overall student achievement, engagement and wellbeing.  2016 student achievement data showed target growth of two sub-stages across all dimensions including Speaking and Listening, Reading/Viewing and Writing in the following student categories: International, Age Equivalent, Interrupted and No Schooling. There will be a particular focus on International students’ language development to achieve the minimum targeted growth as outlined in the SSP 2014-2018.  Students, who are at risk of disengagement, will be identified and Individual Learning Plans (ILPs) will be developed to support individual student needs, so that all students can be provided with a differentiated program according to their specific needs. We will continue to maintain the high quality of ILPs and share them with students and families.  Based on the results of the Staff Survey, we have identified areas for further growth, which include teacher collaboration and development of guaranteed and viable curriculum. This will be achieved through restructuring professional learning communities, coaching, time allocation for collaborative work, moderation of student learning outcome performance across campuses, building staff capacity and ongoing evaluation and reflection of actions. Curriculum documents will also be revised and aligned with the New EAL Victorian Curriculum.  Considering the results of Attitude to School Surveys and Parent Surveys, we will strive to achieve the best learning outcomes for our students. This will be done through establishing and developing positive relationships: staff with students, students with each other and staff and parents and a wider school community. The school will also continue to implement a restorative approach and practice in dealing with challenging student behaviour to create a safe and conducive learning environment.  **Excellence in teaching and learning**  We will improve outcomes for newly arrived students by building staff capacity and the quality of learning and teaching in every classroom. This will also involve implementing the new EAL Victorian Curriculum by developing the essential knowledge, skills and understanding that will ensure our students are equipped to access mainstream curricula and to settle their lives in Australia.  Staff will be able to analyse, plan, assess learning and provide feedback to students through their use of the Compass software platform to ensure that divergent student needs are met. A culture of collaboration and collective responsibility in promoting student learning will be established in teachers to ensure effective and consistent teaching practice across the school.  **Professional leadership**  We strongly believe that effective leaders are critical to lead the improvement of student learning outcomes. Following “The Developmental Learning Framework for School Leaders” (2007), our leadership team aims to establish collective responsibility for monitoring different aspects of the school that contribute to a just and secure environment. We monitor and evaluate the effectiveness of programs, initiatives and interventions designed to cater for individual needs and develop shared responsibility for improving student outcomes. Our leaders have been engaged in the development of protocols for working together, conducting meetings and promoting collective responsibility for decisions making within the school. We work towards creating an environment where all members of the school community feel accepted and valued.  In 2016 there was a focus on building leadership capacity of leadership within the school through the delivery of an intensive in- house professional development program, individual coaching, shadowing and participation in action based research projects. In 2017, we will identify Professional Learning Communities (PLC) leaders and build their leadership skills to work collaboratively and to ensure the alignment of the EAL curriculum, pedagogy and assessment and reporting with goals for student learning. A more distributed school leadership approach will be used to drive the AIP key improvement strategies. PLC leaders will lead the teams to design and deliver a curriculum that is responsive to system changes and to changes in the student cohort. We will ensure that our leaders are well-trained, well-networked and well-prepared to succeed in this changing environment. | | | | | |
| Key improvement strategies (KIS)  List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas. | | | | | |
| **Improvement initiative:** | **Key improvement strategies (KIS)** | | | | |
| **Professional leadership**   * Building leadership teams | To build leadership capacity through the coaching/learning partnership programs and professional development   * Leadership team at Noble Park campus is actively involved in professional learning with their staff. They do so in formal, structured professional learning teams and also in informal discussions and coaching. | | | | |
| **Excellence in teaching and learning:**   * Building practice excellence | To build teacher capacity to achieve improved student outcomes:   * Teachers engage in cross campus connection to build capacity in assessment, moderation and delivery of EAL curriculum across Casey, Springvale, and Stonnington Glen Eira campuses. * Professional learning teams are formalised and teachers work collaboratively to develop their practice. Teachers provide and receive feedback from peers, school leaders and students to improve teaching practice. | | | | |

Section 2: Improvement Initiative 1- Professional leadership: building leadership teams

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order.

Please not that, in the 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.

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| **STRATEGIC PLAN GOALS** | To maximise individual student learning growth particularly in English acquisition. | | | | | | | | |
| **IMPROVEMENT INITIATIVE** | **Professional leadership: building leadership teams** | | | | | | | | |
| **STRATEGIC PLAN TARGETS** | To ensure consistent improvement levels based on the EAL Developmental Continuum with a minimum growth of 2 sub stages per student in all modes of language | | | | | | | | |
| **12 MONTH TARGETS** | To ensure consistent improvement levels based on the EAL Developmental Continuum with a minimum growth of 2 sub stages per student in all modes of language | | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | | **ACTIONS** | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** |
| **Estimate** | **YTD** |
| **To build leadership capacity through the coaching/learning partnership programs and professional development:**  Leadership team at Noble Park campus is actively involved in professional learning (PL) with their staff. They do so in formal, structured professional learning teams and also in informal discussions and coaching. | | * Develop PL program for Professional Learning Communities (PLC) leaders and their teams * PLCs are strategically formed to include experienced and novice teachers * PLCs use consistent and agreed protocols to enhance their productivity and collaboration * PLC leaders work closely with principal class to ensure the ongoing development of their leadership skills * PLCs and curriculum leaders meet fortnightly with learning partner/coach   to receive feedback on their practice and to enhance their skills | Principal class  Coach  Curriculum leaders  PLC leaders  eLearning leader  P-10 Coordinator | Term 1  Term 2  Ongoing  Ongoing | **6 months:**  PL program for Semester 1 will be developed and communicated to PLC leaders and staff  New PLC structure will be established  Time will be allocated for collaboration (Mon/Wed/Thurs)  Agreed protocols will be developed and leaders know how to lead teams  Collaboration between teachers will be increased and planning will be improved  Better use of data will be evident to drive teaching and learning |  | Through effective professional learning a culture of high expectation, collaboration and support will be put in place to build staff capacity  Baseline data established using:     * Professional Learning Community Matrix * Building Leadership teams Continuum * PLC leaders’ survey and reflection   Improvement will be shown after 6 months using the above tools  100% of PLC teams have a PLC leader who will participate in the training program | $284. 165 |  |
| **12 months:**  Professional Learning program for semester 2 will be further developed, delivered and evaluated  There will be growth in leadership capacity |  | 100% of PLC leaders will reflect on and evaluate the impact of their collaborative work on student learning and determine what they can do to improve their professional practice  Leadership capacity will be built as evidenced by improvements shown through change in practice measured by   * Professional Learning Community Matrix * Building Leadership teams Continuum * PLC leaders survey * Summary statement from PLC leaders’ reflective journals   Teacher learning will be more effective as a result of PDP common goals that connect teachers to their peers  PDP guidelines will be reviewed to incorporate team goals  Evidence of common goals in PLCs  PDP reviewers reflection on how common PDP goals have improved connection of teachers to their peers |  |  |

Section 2: Improvement Initiative 2- Excellence in teaching and learning

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order.

Please not that, in the 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.

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| **STRATEGIC PLAN GOALS** | To maximise individual student learning growth particularly in English acquisition. | | | | | | | | |
| **IMPROVEMENT INITIATIVE** | **Building practice excellence** | | | | | | | | |
| **STRATEGIC PLAN TARGETS** | To ensure consistent improvement levels based on the EAL Developmental Continuum with a minimum growth of 2 sub stages per student in all modes of language | | | | | | | | |
| **12 MONTH TARGETS** | To ensure consistent improvement levels based on the EAL Developmental Continuum with a minimum growth of 2 sub stages per student in all modes of language | | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | | **ACTIONS** | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |

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| **To build teacher capacity to achieve improved student outcomes:**   * Teachers engage in cross campus connection to build capacity in assessment, moderation and delivery of EAL curriculum across Casey, Springvale, and Stonnington Glen Eira campuses. | * A schedule of professional learning is established that best meets teacher learning needs and student outcomes * Collaborate to gather and moderate assessment data, interpret evidence and plan for student learning * Teachers provide feedback and reflection on the impact of this initiative * Collective PDP goals set for all teachers to ensure consistency | Campus Coordinators  Curriculum Leader  Teachers  eLearning leader  P-10 Coordinator | Ongoing | **6 months:**  Protocols for working together will be developed and implemented  Teachers will develop exemplary assessment tasks and samples in Speaking/Listening which could be used across the school to ensure consistency and rigour |  | Baseline data will be established in term 1 using the Building Practice Excellence Continuum  Improvement will be shown after 6 months using the Building Practice Excellence Continuum the above tool  New assessment tasks will be developed and shared on Compass  Evaluation survey at the end of term 2 will show an increased consistency of judgement using the EAL Continuum to measure student outcomes  Students who have been in a New Arrival Program for 6 months will have progressed at least 1 sub - stage in speaking and listening as measured against the EAL Developmental Continuum | $96, 268 |  |
| **12 months:**  Teacher capacity will be built as evidenced by improvements shown through change in practice measured by the Building Practice Excellence Continuum  Teachers will reflect on the impact of the program on their teaching and assessment practices |  | Teacher reflection shows growth compared to the baseline data using the FISO Continua for School Improvement: Building Practice Excellence  Evaluation survey at the end of term 4 will show an increased consistency of judgement using the EAL Continuum to measure student outcomes compared to baseline data  Students who have been in a NAP for a year will have progressed at least 2 sub - stages in speaking and listening, reading and writing as measured against the EAL Developmental Continuum  School Staff Survey across three campuses will have showed improved results in Teacher Collaboration by at least 5%   * Casey campus (24.4% in 2016) * Stonningtong/Glen Eira campus (84% in 2016) * Springvale campus (80% in 2016) |  |  |
| * At the Noble Park campus Professional Learning Communities (PLCs) are formalised and teachers work collaboratively to develop their practice. Teachers provide and receive feedback from peers, school leaders and students to improve teaching practice. | * PLCs teams use consistent and agreed protocols to enhance their productivity and collaboration * PLC teams work closely with the PLC leaders to ensure they build practice excellence in teaching and learning * PLCs teams engage in peer observations/team teaching and receive feedback on their practice to enhance their skills and thereby student outcomes * Teachers use assessment data and other evidence to evaluate student progress and identify gaps in student learning. They adapt their teaching to meet student needs * Teachers moderate and document consistent judgments about the effectiveness of their classroom practice to reduce variability between classes * Students at risk of disengagement will have Individual Learning Plans | Curriculum Leaders  PLC leaders’  PLC teams  Teachers  Coach  eLearning leader  P-10 Coordinator | Terms 1-2 | **6 months:**  Agreed protocols will be developed for PLCs collaboration  Time will be provided for PLCs work together including common planning time in the timetable  Peer observation and team teaching will be evident  Primary PLCs at Noble Park will have completed language planners for terms 1 and 2 using the school design tool  Protocol for data use will be developed and implemented  Moderation of student work will be more consistent |  | 100% of PLCs will have developed 2 language planners and received feedback from colleagues.  Curriculum leaders will write a reflection on the quality of language planners and will include their observation on the following:   * The planners demonstrate teachers’ deepening understanding of the skills, knowledge and understanding of EAL Developmental Continuum. * Summative assessment is differentiated and visible in the planners and instructional rubrics facilitate accurate measurement of student growth.   100% of teachers will have trialled developed rubrics to measure students’ progress in English.  Students who have been in a NAP for 12 months will have progressed at least 2 sub - stages in speaking and listening, reading/viewing and writing as measured against the EAL Developmental Continuum  School Staff Survey at the Noble Park campus will have shown improved results in Teacher Collaboration by at least 5% (34% in 2016)  Reflection of campus coordinators and curriculum leaders on the progress of students at risk |  |  |
| Secondary: The revised and strengthened learning sequence will include evidence of pedagogy for differentiation. This will include: graphic organisers, differentiated and the use of gradual release responsibility, specific strategies for EAL literacy (Functional grammar)  Instructional rubrics are strengthened to capture the increased complexity of summative tasks  At least one learning sequence will be strengthened by term 2 |  | Secondary students will move on the EAL Developmental Continuum at least one sub stage per term and 2 sub stages per semester  Revised language planners, common assessment task, rubrics, and learning sequences indicate teacher strengthened practice in target teaching and achieving student growth.  Reflection of teachers in PLC and PDPs will show strengthened understanding of teacher impact on student learning |  |  |
|  | Teachers will participate in Functional Grammar professional learning with Brian Dare to improve classroom practice in explicit teaching of grammar | Teachers  PLC leaders  Curriculum leaders  Campus coordinators | Terms 1 and 2 | Functional grammar will be incorporated into program documentation and classroom delivery  16 teachers will be trained in developing a deeper understanding of Functional Grammar |  | Teacher surveys will show change of practice in teaching grammar  Teachers will share knowledge and practice of the use of the Functional grammar (FG) approach at meetings |  |  |
|  |  |  |  | **12 months:**  Four language planners will have been completed using the school design tool  At least 2 learning sequences will be strengthened. |  | Teachers will become responsible for students learning based on  interdependence, shared responsibility and mutual accountability  School Staff Survey at Noble Park campus will have showed the improvement of the results   * Teacher Collaboration at 40% (34% in 2016) * Collective focus on student learning at 60% (55.8% in 2016)   PDP reviewers’ reflection on improved pedagogy and learning program as evidence though the PDP process. |  |  |
|  | **⚫ ⚫ ⚫** |  |  |  |

**Section 4: Annual Self-Evaluation**

[**Drafting Note** Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of 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 Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

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| **Priority** | **Improvement model dimensions – note state-wide Improvement Initiatives are bolded** | **Is this an identified initiative or dimension in the AIP?** | **Continuum status** | **Evidence and analysis** |
| **Excellence in teaching and learning** | **Building practice excellence** | Yes | 3 - Embedding | [**Drafting note** For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.] |
| **Curriculum planning and assessment** | Yes | 2 - Evolving |  |
| Evidence-based high impact teaching strategies | Select | 2 - Evolving |  |
| Evaluating impact on learning | Select | 2 - Evolving |  |
| **Professional leadership** | **Building leadership teams** | Yes | 2 - Evolving |  |
| Instructional and shared leadership | Yes | 2 - Evolving |  |
| Strategic resource management | Select | 2 - Evolving |  |
| Vision, values and culture | Yes | 2 - Evolving |  |
| **Positive climate for learning** | **Empowering students and building school pride** | Select | Select status |  |
| **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 herethe 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:** | | | | |