

2019 Annual Implementation Plan

for improving student outcomes

Fountain Gate Secondary College (8870)



Submitted for review by Pete Hanratty (School Principal) on 26 April, 2019
Endorsed by Deborah Harry (Senior Education Improvement Leader) on 08 May, 2019
Endorsed by Gillian Gavin (School Council President) on 08 May, 2019

Self-evaluation Summary - 2019

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

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	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
	Parents and carers as partners	Evolving

School Strategic Plan Goals and Targets

Goal 1	To improve student learning outcomes.
Target 1.1	<p>Improve NAPLAN performance in the top two bands against similar schools at Year 9 in Reading, Writing and Numeracy. The target is to match similar schools by the end of 2022.</p> <p>2018 Results</p> <p>Reading = 8% vs 14% for similar schools</p>

	<p>Writing = 4% vs 6% for similar schools</p> <p>Numeracy = 12% vs 16% for similar schools</p>								
Target 1.2	<p>Reduce the number of students below National Minimum Standard at Year 9 in Reading, Writing and Numeracy.</p> <table> <tr> <td>2018 results</td> <td>2022 targets</td> </tr> <tr> <td>Reading = 12%</td> <td>8%</td> </tr> <tr> <td>Writing = 35%</td> <td>25%</td> </tr> <tr> <td>Numeracy = 6%</td> <td>4%</td> </tr> </table>	2018 results	2022 targets	Reading = 12%	8%	Writing = 35%	25%	Numeracy = 6%	4%
2018 results	2022 targets								
Reading = 12%	8%								
Writing = 35%	25%								
Numeracy = 6%	4%								
Target 1.3	<p>Increase the number of VCE subjects in VASS Report 10 with a mean 'value add' above zero.</p> <p>2018 subjects above were: Biology, Business Management, Chemistry, English, Literature and Philosophy (24 total subjects)</p>								
Target 1.4	<p>Improved Attitudes to School Survey positive endorsement in the Differentiated Learning and Stimulating Learning; and Staff Opinion Survey measures in Collective Efficacy, Academic Emphasis and in the "Teaching and Learning" module.</p> <p>2018:</p> <p>AToS: Differentiated Learning = 64% Year 7-12 Stimulated Learning = 62% Year 7 - 12</p> <p>SOS: Collective Efficacy = 39% positive; Academic Emphasis = 33%</p> <p>2022 Target:</p>								

	The average of the 2019 - 2022 positive endorsement is above the 2018 result
Key Improvement Strategy 1.a Instructional and shared leadership	Build instructional and shared leadership across the College to support consistent implementation of the whole-school instructional model.
Key Improvement Strategy 1.b Building practice excellence	Embed and evaluate the impact of the whole-school instructional model, which includes the high impact teaching strategies.
Goal 2	To improve student learning growth.
Target 2.1	<p>Improve NAPLAN Relative High Growth performance against similar schools.</p> <p><u>2018 Year 7 - 9 results</u></p> <p>Reading = high growth 22% (similar schools 25% High Growth)</p> <p>Writing = high growth 17% (similar schools 20% High Growth)</p> <p>Numeracy = high growth 22% (similar schools 23% High Growth)</p> <p>By the end of 2022, the percentage of students with high growth in Reading, Writing and Numeracy to be equal to similar schools.</p>
Target 2.2	<p>Decrease relative low growth for NAPLAN reading, writing and numeracy.</p> <p><u>2018 results</u></p> <p>Reading = low growth 28%</p> <p>Writing = low growth 39%</p> <p>Numeracy =, low growth 22%</p>

<p>Target 2.3</p>	<p>Increase positive endorsement of staff opinion measures collective efficacy, teacher collaboration and academic emphasis.</p> <p><u>2022 target</u></p> <p>Collective Efficacy = the average of the 2019 - 2022 positive endorsement is above the 2018 result of 39%</p> <p>Teacher Collaboration = the average of the 2019 - 2022 positive endorsement is above the 2018 result of 50%</p> <p>Academic Emphasis = the average of the 2019 - 2022 positive endorsement is above the 2018 result of 33%</p>
<p>Key Improvement Strategy 2.a Instructional and shared leadership</p>	<p>Enhance the whole school approach to literacy and numeracy to drive teaching and learning</p>
<p>Key Improvement Strategy 2.b Instructional and shared leadership</p>	<p>Build instructional and shared leadership across the College to support consistent implementation of the whole-school approach to the use of data.</p>
<p>Goal 3</p>	<p>To improve student engagement in their learning.</p>
<p>Target 3.1</p>	<p>Reduce the Average Absence Breakdown: average number of days absent per student years 7-12.</p> <p>2018 - 17.6 All absences; 7.6 unapproved, 10 approved</p> <p>2022 Target: The average of the 2019 - 2022 Average Absence Breakdown is lower than the 2018 result of 17.6 (YTD)</p>
<p>Target 3.2</p>	<p>Improve students' positive endorsement in the AToS in the measure of Teacher Concern and Respect for Diversity.</p> <p><u>2018:</u></p> <p>Teacher Concern = 48% Year 7-12 Respect for diversity = 59% Year 7 - 12</p>

	<p><u>2022 Target:</u></p> <p>The average of the 2019 - 2022 positive endorsement in Teacher Concern is above the 2018 result of 48%</p> <p>Respect for diversity: the average of the 2019 - 2022 positive endorsement is above the 2018 result of 59%</p>
Target 3.3	<p>Improve students' positive endorsement in the AToS in the measure of School Stage Transitions and Student Voice and Agency.</p> <p><u>2022 Targets</u></p> <p>Student voice and agency: the average of the 2019 - 2022 positive endorsement is above the 2018 result of 55%</p> <p>School Age Transitions 10-12: the average of the 2019 - 2022 positive endorsement is above the 2018 result of 67%</p>
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop actively engaged, motivated learners through provision of stimulating, rigorous and relevant learning.
Key Improvement Strategy 3.b Empowering students and building school pride	Enhance student voice and agency in their learning.
Key Improvement Strategy 3.c Empowering students and building school pride	Review and redevelop the whole-school student pathways program to ensure students are well-informed and supported as they transition into, within and beyond the College.

Select Annual Goals and Targets

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12-month target						
To improve student learning outcomes.	Yes	<p>Improve NAPLAN performance in the top two bands against similar schools at Year 9 in Reading, Writing and Numeracy. The target is to match similar schools by the end of 2022.</p> <p>2018 Results</p> <p>Reading = 8% vs 14% for similar schools</p> <p>Writing = 4% vs 6% for similar schools</p> <p>Numeracy = 12% vs 16% for similar schools</p>	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.						
		<p>Reduce the number of students below National Minimum Standard at Year 9 in Reading, Writing and Numeracy.</p> <table border="0"> <tr> <td>2018 results</td> <td>2022 targets</td> </tr> <tr> <td>Reading = 12%</td> <td>8%</td> </tr> <tr> <td>Writing = 35%</td> <td>25%</td> </tr> <tr> <td>Numeracy = 6%</td> <td>4%</td> </tr> </table>	2018 results	2022 targets	Reading = 12%	8%	Writing = 35%	25%	Numeracy = 6%
2018 results	2022 targets								
Reading = 12%	8%								
Writing = 35%	25%								
Numeracy = 6%	4%								

		<p>Increase the number of VCE subjects in VASS Report 10 with a mean 'value add' above zero.</p> <p>2018 subjects above were: Biology, Business Management, Chemistry, English, Literature and Philosophy (24 total subjects)</p>	<p>Increase number of VCE subjects in VASS Report 10 from 6 to 7 subjects.</p>
		<p>Improved Attitudes to School Survey positive endorsement in the Differentiated Learning and Stimulating Learning; and Staff Opinion Survey measures in Collective Efficacy, Academic Emphasis and in the "Teaching and Learning" module.</p> <p>2018:</p> <p>AToS: Differentiated Learning = 64% Year 7-12 Stimulated Learning = 62% Year 7 - 12</p> <p>SOS: Collective Efficacy = 39% positive; Academic Emphasis = 33%</p> <p>2022 Target:</p> <p>The average of the 2019 - 2022 positive endorsement is above the 2018 result</p>	<p>Improve Differentiated Learning and Stimulated Learning by 1% or more; Collective Efficacy by 5% and Academic Emphasis by 2% or more.</p>

To improve student learning growth.	Yes	<p>Improve NAPLAN Relative High Growth performance against similar schools.</p> <p><u>2018 Year 7 - 9 results</u></p> <p>Reading = high growth 22% (similar schools 25% High Growth)</p> <p>Writing = high growth 17% (similar schools 20% High Growth)</p> <p>Numeracy = high growth 22% (similar schools 23% High Growth)</p> <p>By the end of 2022, the percentage of students with high growth in Reading, Writing and Numeracy to be equal to similar schools.</p>	To maintain comparable results in Reading (3), Writing (3) and Numeracy (1).
		<p>Decrease relative low growth for NAPLAN reading, writing and numeracy.</p> <p><u>2018 results</u></p> <p>Reading = low growth 28%</p> <p>Writing = low growth 39%</p> <p>Numeracy =, low growth 22%</p>	To reduce relative low growth in Reading by 2%, Writing by 2% and Numeracy by 2%
		<p>Increase positive endorsement of staff opinion measures collective efficacy, teacher collaboration and academic emphasis.</p>	Improve Collective Efficacy, Teacher Collaboration by 5%, and Academic Emphasis by 2%.

		<p><u>2022 target</u></p> <p>Collective Efficacy = the average of the 2019 - 2022 positive endorsement is above the 2018 result of 39%</p> <p>Teacher Collaboration = the average of the 2019 - 2022 positive endorsement is above the 2018 result of 50%</p> <p>Academic Emphasis = the average of the 2019 - 2022 positive endorsement is above the 2018 result of 33%</p>	
To improve student engagement in their learning.	Yes	<p>Reduce the Average Absence Breakdown: average number of days absent per student years 7-12.</p> <p>2018 - 17.6 All absences; 7.6 unapproved, 10 approved</p> <p>2022 Target: The average of the 2019 - 2022 Average Absence Breakdown is lower than the 2018 result of 17.6 (YTD)</p>	To reduce Average Absence Breakdown by 0.5 day.
		<p>Improve students' positive endorsement in the AToS in the measure of Teacher Concern and Respect for Diversity.</p> <p><u>2018:</u></p> <p>Teacher Concern = 48% Year 7-12 Respect for diversity = 59% Year 7 - 12</p> <p><u>2022 Target:</u></p> <p>The average of the 2019 - 2022 positive endorsement in Teacher Concern is above the 2018 result of 48%</p>	To improve Teacher Concern and Respect for Diversity by 1%.

		<p>Respect for diversity: the average of the 2019 - 2022 positive endorsement is above the 2018 result of 59%</p>	
		<p>Improve students' positive endorsement in the AToS in the measure of School Stage Transitions and Student Voice and Agency.</p> <p><u>2022 Targets</u></p> <p>Student voice and agency: the average of the 2019 - 2022 positive endorsement is above the 2018 result of 55%</p> <p>School Age Transitions 10-12: the average of the 2019 - 2022 positive endorsement is above the 2018 result of 67%</p>	<p>To improve Student Voice and Agency by 3%, and School Age Transitions by 1%.</p>