

CDSC AIP 2019

Goal 1	<p>Achievement To improve student achievement across Years 7-12 ensuring that all students across all ability levels are supported and challenged to reach their potential and are demonstrating growth</p>																																																																																																																																																												
Essential elements	<p>7. Data collection, analysis and evaluation of student learning growth over time Documented and agreed data collection and analysis and evaluation approaches across year levels and learning areas. Draws on range of standardised and customised assessment tools to produce a database of student learning progress over time. Student learning growth regularly measured and informs curriculum planning and goal setting for individual students Whole School Literacy focus-Secondary School reform</p>																																																																																																																																																												
Data-Reading and Writing	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: left;">Relative Growth</th> </tr> <tr> <th style="text-align: left;">2018 Data</th> <th style="text-align: center;">Low</th> <th style="text-align: center;">Med</th> <th style="text-align: center;">High</th> </tr> </thead> <tbody> <tr> <td>State</td> <td style="text-align: center;">25 %</td> <td style="text-align: center;">50 %</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>Year 7 Reading</td> <td style="text-align: center;">33.6</td> <td style="text-align: center;">46.4</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Year 7 Writing</td> <td style="text-align: center;">28.57</td> <td style="text-align: center;">49.21</td> <td style="text-align: center;">22.22</td> </tr> <tr> <td>Year 9 Reading</td> <td style="text-align: center;">33.57</td> <td style="text-align: center;">45</td> <td style="text-align: center;">21.43</td> </tr> <tr> <td>Year 9 Writing</td> <td style="text-align: center;">47.18</td> <td style="text-align: center;">39.44</td> <td style="text-align: center;">13.38</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <table border="1" style="width: 100%; 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<p>Actions</p>	<ul style="list-style-type: none"> ● Literacy strategies <ul style="list-style-type: none"> ○ Continue to develop and embed our whole school Literacy model for reading and writing ○ Continue to upskill our leadership team to drive our Literacy model across the college and deliver professional learning to staff and assist teachers to use Literacy strategies in their classroom ○ Evaluate and refine our SHINE program for Literacy intervention ○ Work with our Network COP to develop a network Literacy strategy ● Growth <ul style="list-style-type: none"> ○ Continue to upskill our leadership team to improve Data literacy across the college and support teachers to use data to identify student point of need and collaboratively plan to ensure every student grows ○ Develop our Learning areas into Professional Learning Communities where teachers discuss their assessment data and collaboratively plan how they will teach to their students' point of need ○ Create a whole school culture around growth mindset and feedback
<p>Evidence</p>	<ul style="list-style-type: none"> ● Staff can articulate our whole school reading and writing strategies ● All Learning Area Leaders are becoming Literacy experts ● All teachers are teaching agreed Reading and Writing strategies- Observation, embedded in curriculum, documentation and resources, Meeting agendas ● Professional Learning is being provided to all staff to be able to use reading and writing strategies in their teaching practice ● Staff are working in collaborative teams in each learning area to embed reading and writing strategies into teaching ● Reading and Writing strategies are aligned with all staff PDP's and staff are able to demonstrate growth for their students ● Network-we have developed a consistent approach to Reading and Writing across the Network ● Reading and Writing data is improving across the Network as demonstrated by NAPLAN and PAT data ● Learning data (NAPLAN) is improving and students are moving out of the bottom two bands and more students moving into top two bands ● NAPLAN growth-moving towards less than 25% of students in low growth and more than 25% of students in high growth ● ATSS data around high expectations and students reporting that their learning is tailored to their point of need improving ● Years 7-10-continued improvement in PAT growth compared to norms
<p>Goal 2</p>	<p>Engagement</p>

	Improve student's connectedness to their learning and student and parent connectedness to the school community
Essential elements	<p>1. Documented curriculum plan, assessment and shared pedagogical approaches Curriculum plan informed by strategic and annual implementation planning. Regularly reviewed and updated by teams of teachers. Time and resourced allocated for teachers to share pedagogical content knowledge about the curriculum, implementation and monitoring of effective learning programs and planning content specific instruction</p> <p>4. Student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement Students have range of opportunities to contribute to their learning and view these positively. Teachers and students set individual learning goals together and teachers help them see progress. Proactively involve students in decision making about planning and improvement</p> <p>8. Explicit use of evidence based school improvement strategies and teacher professional practice activities Embedding GANAG lesson schema and HYLS and HITS across the college</p>
12 month target Key Improvement Strategy	Continue to implement consistent high quality evidence based teaching practices across the college to improve student learning outcomes
	<p>Discussion prompts:</p> <ul style="list-style-type: none"> • How do you ensure consistency of teacher practice across your school? • How does your school address in-school variation in teacher practices? • How does your school use peer coaching to improve teacher practice and student performance?
Data	<p>ATSS: Effective Teaching time: 50% Differentiated Learning Challenge: 47% Stimulated Learning: 41% Classroom Behaviour: 44%</p> <p>Staff survey Collective Efficacy-51%</p> <p>Use of a pedagogical model-54%-73%</p> <p>Believe peer feedback improves practice-56%-71%</p> <p>Professional learning through peer observation-38%-59%</p> <p>Using high impact teaching strategies-56%-74%</p>

<p>Actions</p>	<ul style="list-style-type: none"> • Pedagogical Model -GANAG- <ul style="list-style-type: none"> ○ Continue the implementation of the CDSC Pedagogical Model (GANAG) ensuring that all elements of the model are visible across the college ○ Refine our coaching model to plan, observe, give feedback and reflect on each other’s practice to build capacity to deliver high quality teaching practices • Student voice in learning <ul style="list-style-type: none"> ○ Implement actions that amplify student voice in their learning including the “Teach the Teacher” and “Survey my Class” programs to provide students opportunities to give feedback and have agency in their learning
<p>Key Evidence</p>	<p>Pedagogical Model</p> <ul style="list-style-type: none"> • Improvement in ATSS data related to teacher practice • Improvement in staff opinion survey related to building practice • Student achievement data is improving-NAPLAN, PAT, Assessments • Teacher evaluation data through teach the teacher, survey my class, self-assessment, peer observation and coaching is improving • Lesson schema visible across the college • Student achievement data is improving-NAPLAN, PAT, Assessments • Teachers capacity to use and demonstrate HYLS/HITs into their teaching practice is increasing • Classroom and peer observation is demonstrating increased use of HYLS in teaching practice • Lesson schema and teaching framework built into staff PDP and aligned with AIP <p>Student Voice</p> <ul style="list-style-type: none"> • Improvement in ATSS data related to teacher practice • “Survey my Class” program is introduced and data being analyzed and acted upon by classroom teachers • “Teach the Teacher” program is building student influence in the classroom in regards to assessment practice, curriculum, teaching practice and engaging teaching practices <p>Data: Continue to improve data in the following areas</p> <p>ATSS: Effective Teaching time: 50% Differentiated Learning Challenge: 47% Stimulated Learning: 41% Classroom Behaviour: 44%</p> <p>ATSS Collective Efficacy-51% Use of a pedagogical model-54%-73% Believe peer feedback improves practice-56%-71% Professional learning through peer observation-38%-59% Using high impact teaching strategies-56%-74%</p>
<p>Goal 3</p>	<p>Wellbeing</p>

	Build an enhanced environment of learning and resilience for all members of the CDSC community																																												
Essential element	5. Whole school approach to health, wellbeing, inclusion and engagement Staff have consistent understandings and regular engagement with the school's health, wellbeing and inclusion and engagement programs and policies.																																												
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KIS	To create a positive college-wide environment which allows all members to successfully engage in learning																																												
Actions	School Engagement Policy <ul style="list-style-type: none"> • SWPBS <ul style="list-style-type: none"> ○ Build student engagement through the implementation of the School Wide Positive Behaviour Support Framework ○ Build leadership capacity to deliver SWPBS and support all staff to use this framework in their teaching practice ○ Work with our COP to develop a network SWPBS strategy • Resilience Project <ul style="list-style-type: none"> ○ Evaluate the outcomes of the Resilience Project and embedding the principles of this program on a daily basis 																																												
Evidence	<ul style="list-style-type: none"> • Whole student engagement data as measured in Compass will improve including suspension, removal data and attendance data • ATSS around classroom behaviour, managing bullying ,teacher concern, resilience, attendance and school connectedness to improve from baseline values <p>Improvement in the following data:</p> <table border="1"> <thead> <tr> <th></th> <th>Not Positive</th> <th>Neutral %</th> <th>Positive %</th> </tr> </thead> <tbody> <tr> <td>Resilience</td> <td>22</td> <td>32</td> <td>46</td> </tr> <tr> <td>Sense of Confidence</td> <td>19</td> <td>33</td> <td>48</td> </tr> <tr> <td>Motivation and Interest</td> <td>20</td> <td>29</td> <td>51</td> </tr> <tr> <td>Sense of connectedness</td> <td>28</td> <td>34</td> <td>38</td> </tr> <tr> <td>Managing bullying</td> <td>23</td> <td>35</td> <td>42</td> </tr> </tbody> </table>		Not Positive	Neutral %	Positive %	Resilience	22	32	46	Sense of Confidence	19	33	48	Motivation and Interest	20	29	51	Sense of connectedness	28	34	38	Managing bullying	23	35	42																				
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Goal 4	Productivity Effectively use the school and community resources to build a culture of opportunity, high expectations and purpose throughout the school community			
KIS	To align resources to enhance student learning outcomes and build practice excellence			
Data	Data on differentiation and Student engagement in learning Data on writing and Reading for our Network			
Actions	<ul style="list-style-type: none"> ○ Trial-differentiated classroom groupings, teaching practices and differentiated curriculum in Year 7 Literacy and Numeracy classes to further build engagement in the classroom ○ Develop Learning Specialist Team to support Year 7 teachers to implement GANAG and HYLs along with differentiated teaching practices and develop differentiated curriculum ○ Year 7 team trialing SWPBS in the classroom supported by House leadership teams and L/Specialists ○ PE classes in Year 7 undertaking team teaching practices in units of work to support collaborative teaching ○ COP-introduce SWPBS across our Network ○ Develop network action plan in conjunction with our Network coach to introduce and embed SWPBS across the Network 			
Evidence	<ul style="list-style-type: none"> ● Differentiated groupings demonstrating learning growth ● Teacher capacity to target and differentiate teaching has increased ● NAPLAN data improving in Writing, Reading and Numeracy ● More students in top two bands for NAPLAN and less students in bottom two bands for NAPLAN performance ● Less students in low growth for NAPLAN and more students in medium and high growth ● PAT data improving in writing, reading and numeracy at Years 7 ● Network has developed Matrix for each school and are upskilling staff to introduce SWPBS ● PD Network days are building staff capacity in SWPBS ● Removal and suspension data is decreasing across Network schools 			