**Annual Implementation Plan - 2020**

**Define Actions, Outcomes and Activities**

Travancore School (4465)



Submitted for review by Judy Ring (School Principal) on 20 December, 2019 at 11:34 AM  
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 23 December, 2019 at 03:08 PM  
Awaiting endorsement by School Council President

**Define Actions, Outcomes and Activities**

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| Goal 1 | Improve student outcomes by building teacher practice. | | | | |
| 12 Month Target 1.1 | The school staff survey professional learning summary of module component means whole school will increase from: ? Active participation 75% to 90 % ? Overall endorsement 92% to 95% ? Feedback is seen as crucial to the professional learning process 87% to 90% Student survey will show an increase in the number of students who agree or strongly agree that: ‘Travancore teachers tell us what we are learning and why.’  (85 to 90%) ‘Travancore teachers give me feedback about my participation   and work, (80 to 85%)  Case studies are compiled to describe and develop teacher practice. | | | | |
| KIS 1 Building practice excellence | Develop and strengthen teaching practices and evidence based approaches. | | | | |
| **Actions** | Consolidate team learning sequences and student assessment practices. Consolidate student goal setting processes across teams. Continue to develop moderation processes across teams.  Continue to develop teachers' application of HITS. | | | | |
| **Outcomes** | Teams/teachers will... -Embed learning sequences and student assessment into team practices. -Seek a voice from students and partners as part of the goal setting process.  -Build on their goal setting to develop moderation processes to assess student goal achievement.  -Embed moderation processes into team practices so that student goal achievement is assessed consistently.  -Incorporate HITS into their PDP goals.  Students and partners will... -Have a voice in goal-setting.  Leaders will... -Provide support to team leaders to embed learning sequences and student assessment into team practices.  -Monitor and support the development of team goal setting and moderation processes.  -Provide guidance and support to teachers to develop and achieve PDP goals linked to HITS. | | | | |
| **Success Indicators** | Evidence that teams have embedded learning sequences and student assessments into team practices (e.g. team protocols, other team processes/proformas, team leader meeting minutes, student assessment data, case studies). Data from teacher reflection on Practice Principles 6.1-6.4 (Assessment Practices). Team assessment-linked PDP goals and evidence of achievement (e.g. team presentations/sharing, new documents, team meeting minutes, Team PPD minutes etc.). Evidence of team goal setting processes that seek student and partner voice (e.g. team presentations/sharing, new documents, case studies). Feedback survey data from students and partners around goal setting (e.g. current goal focused questions/possible new question?). Evidence that team moderation processes are embedded into team practices (e.g. team presentations/sharing, new documents such as moderation rubrics, student review meeting agendas). Evidence that teachers are using team moderation practices to assess student goal achievement (e.g. teacher sharing, student review meeting minutes, case studies). Analysis of inclusion of HITS in teacher PDP goals (i.e. peer observation goal or other goals). Achievement of HITS related PDP goals (e.g. successful strategies, evidence of achievement, mid and end of cycle reflections, discussion with reviewer). Peer observation feedback related to HITS (e.g. post observation reflection tool, peer feedback survey, whole school reflection data). | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Repeat teacher reflection on Practice Principles 6.1-6.4 (Assessment Practices) and comparatively analyse data. | | 🗹 Education Support  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Review team goal setting processes and incorporate into team documentation. | | 🗹 Learning Specialist(s)  🗹 Teacher(s)  🗹 Team Leader(s) | 🗹 PLP Priority | from: Term 2  to: Term 3 | $0.00  🞎 Equity funding will be used |
| Identify opportunities to include student/partner voice in goal setting. Include new processes in team documentation. | | 🗹 Learning Specialist(s)  🗹 Teacher(s)  🗹 Team Leader(s) | 🗹 PLP Priority | from: Term 2  to: Term 3 | $0.00  🞎 Equity funding will be used |
| Review team processes around moderation of student goal achievement. | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 School Improvement Team  🗹 Team Leader(s) | 🗹 PLP Priority | from: Term 2  to: Term 3 | $0.00  🞎 Equity funding will be used |
| KIS 2 Building practice excellence | Embed systems for teacher collaboration, classroom observation and effective feedback. | | | | |
| **Actions** | Embed structure and sequence that supports peer feedback | | | | |
| **Outcomes** | Students (and partners) will...  Teachers will...  Regularly observe and provide feedback on practice Incorporate a peer feedback as a strategy into their PDP   Leaders will... -Monitor and support the development of embedding the structure and sequence for peer feedback -Provide guidance and support to teachers to develop PDP goals with peer feedback as a strategy | | | | |
| **Success Indicators** | Clear structure & schedule for peer feedback Observations taking place twice yearly Pre/post observation reflections& whole school reflections Evidence presented in PDP | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Continue to improve on the structure and schedule for the whole school peer feedback process, with observations to occur twice yearly. | | 🗹 Assistant Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| To develop PDP goals to incorporate agreed elements (e.g. links to Practice Principles, HITS, self reflection activities, SMART writing frame, case studies and peer feedback) and use these as evidence of success/learning | | 🗹 Assistant Principal  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Goal 2 | Improve student health and wellbeing outcomes across the wider community | | | | |
| 12 Month Target 2.1 | The School will be rated at the level of excelling (FISO) in  ? Building community partnerships  ? Partnerships to support student health, wellbeing and achievement  ? Parent, carer and family engagement   Evaluation of community capacity building programs indicate 85% of respondents have increased their capacity to respond to the needs of children and young people highly or extremely  Feedback from 90% of respondents on the Partner Schools Survey indicate that:  Travancore School impacted positively on your capacity to   support your student?  Feedback from 80% of respondents on the Partner Schools Survey indicate strongly agree that: ‘A positive working relationship was developed between your  setting and Travancore School’.  Feedback from 90% of respondents on the Mental health Partner Survey indicate that: ‘Travancore school have successfully supported the education  based needs of the young person in my clinical care’   ‘I am satisfied with the communication I received from Travancore  school about the young person in my clinical care’ | | | | |
| KIS 1 Building communities | Build capacity across the wider community to improve student health and wellbeing by supporting and promoting best practice. | | | | |
| **Actions** | Develop sustainable and effective partnerships between teachers, parents and families  Strengthen networks and partnerships in order to share information and work together to provide integrated service delivery, enabling them to address complex social barriers to participation in learning | | | | |
| **Outcomes** | Teachers will: -show increased confidence in communicating consistent messages to parents and carers around program goals and processes -incorporate refinements to outreach work into current practice Leaders will: -engage with and drive collaborative school improvement work through the EES CoP -support the inclusion agenda through contributions from Travancore knowledge and skill base -respond to community concerns and requests for appropriate school refusal interventions through the provision of professional learning, building and strengthening local networks, direct and phone consultations, sharing of quality resources and advocating for system wide responses Community will: - continue to approach Travancore as a reliable knowledge base for information and resources around school refusal -continue to participate in and request capacity building activities from Travancore School -(parents) have a clear understanding of the specific program interventions offered by the school | | | | |
| **Success Indicators** | -parent feedback surveys -EES activities and evaluations -requests for Travancore support for other EES schools -professional learning program content and feedback presented in the wider community -recommended adjustments to outreach practice -INSA conference evaluation | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Teams complete new and updated parent resources and have agreed specific strategies to share and communicate program information and resources with parents and carers. | | 🗹 Assistant Principal  🗹 Teacher(s)  🗹 Team Leader(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Regular participation with EES CoP, negotiating EES activity planning to align with current school improvement agenda. | | 🗹 Assistant Principal  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🞎 Equity funding will be used |
| Respond to community requests to build capacity, including:  Take a lead role in running the 2nd INSA conference  Jointly run secondary consultation initiatives  respond to school requests for PL - particularly around school refusal | | 🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🞎 Equity funding will be used |
| Contribute staff to support the Inclusive Classrooms -Student Behaviour online course | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Consolidate outreach review outcomes and collaborate with RCH clinical teams to adjust current practice | | 🗹 School Improvement Team  🗹 Team Leader(s) | 🞎 PLP Priority | from: Term 1  to: Term 3 | $0.00  🞎 Equity funding will be used |
| Active participation and support for the Moonee Valley network Wellbeing Community of Practice | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Review and update resources on school refusal website | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 3 | $0.00  🞎 Equity funding will be used |
| Goal 3 | Improve student outcomes by teachers evaluating their impact on learning. | | | | |
| 12 Month Target 3.1 | 80% of student ILP objectives will continue to be attained.  85% of Operation Newstart and In2School students tracked 3 months from closure are engaged in education with at least 70% attendance for the previous 4 weeks.  Student survey shows 90% of students agree or strongly agree that: ‘Travancore School is supporting me to continue my education’ ‘Travancore teachers provide extra help and support to students  who need it’. ‘Travancore teachers support me to set learning goals”  Case studies are analysed to elicit themes and outcome data | | | | |
| KIS 1 Evaluating impact on learning | Strengthen teacher capacity to analyse data to inform student learning. | | | | |
| **Actions** | Embed practices for teams to respond to data analysis by adapting their pedagogical practice and refining interventions. Continue development of data literacy and have dedicated time to collaboratively build teacher capabilities. | | | | |
| **Outcomes** | TEACHERS Use available data to direct improvements to teaching practice and program delivery.  Follow identified template to develop individual case studies. Follow identified procedures for collecting, sharing and storing evaluation from capacity building activities. LEADERS Have a purpose and direction to drive the development of qualitative data (case studies). Reflect and analyse capacity building evaluations at agreed time points. | | | | |
| **Success Indicators** | Data schedule is enacted at the team level with reflections and actions fed back to school leaders. Teams include data analysis actions in team meeting agendas and minutes, to ensure actions are followed up. Teachers use school wide template to develop a case study. An analysis of qualitative data is completed to inform future purpose and direction of case study development.  Analysis of capacity building activities are discussed at SIT to inform future capacity building delivery. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Initiate training opportunities for identified staff members for data report generation. | | 🗹 Education Support  🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Teams incorporate actions identified from data analysis into team meetings, ensuring actions are completed. Team Leaders evaluate actions identified and completed at Team Leader meetings. | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Team Leader(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Analysis of case studies is presented and future direction of school wide qualitative data is discussed. | | 🗹 Leading Teacher(s)  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Collate evaluation material into central location and incorporate capacity building evaluation into the school data schedule. | | 🗹 Education Support  🗹 Leading Teacher(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Identify a whole school PDP goal around case studies. Teachers will develop a further two case studies around specific criteria. | | 🗹 All Staff  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Goal 4 | Improve student health and wellbeing outcomes at Travancore school | | | | |
| 12 Month Target 4.1 | Student Survey responses to the following statements indicating agree or strongly agree will increase: ‘Travancore School is a safe learning environment’ (to 90%) ‘Travancore teachers help me to build relationships with others’ (to 80%) ‘There is a teacher at Travancore school who believes I can be   successful” (to 90%) ‘Travancore teachers encourage and expect me to do my best’   (to 95%)  90% of responses on the Parent/Carer Survey indicated that: ‘Providing strategies and resources to support your child with   their learning and wellbeing’ was very helpful.  The School will be rated at the level of excelling (FISO) in  ? Strengthening the social and emotional wellbeing of students ? Addresses the physical health need of students ? Addresses the psychological and social wellbeing of students | | | | |
| KIS 1 Health and wellbeing | Implement evidence based curriculum programs to develop the health and wellbeing of students across Travancore teams. | | | | |
| **Actions** | Engage with mental health specialists to plan, evaluate and improve health and well being programs for students with school refusal. Further embed knowledge of social and emotional health curriculum within the school and across the wider community | | | | |
| **Outcomes** | Students will: - be provided with access to the In2School program across the year. - set goals to develop social and emotional health Outreach teachers and clinical community teams will: -have an agreed staged intervention model to collaboratively respond to severe school refusal (outside of the In2School program) - work collaboratively with each other to improve targeted interventions to schools -show improved confidence in responding to severe school refusal behaviours in a coordinated approach with each other In2School team will: - consolidate and embed documented practices Leaders will: -have a deeper understanding of the needs of staff in area schools to effectively deliver RRRR curriculum | | | | |
| **Success Indicators** | Feedback on capacity building activities around RRRR Agreed plan with partners around the provision of In2School In2School research outcome data Feedback and outcomes from school refusal specific PL - with RCH MH clinicians | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| As a Lead school, plan and facilitate RRRR capacity building activities with partner schools | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🞎 Equity funding will be used |
| Negotiate In2School resourcing plan for 2020 with RCH MH. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Participate in developing PL and interventions around school refusal within RCH MH clinical teams | | 🗹 Principal  🗹 Team Leader(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Promote culturally inclusive learning experiences for students through staff professional learning. | | 🗹 Assistant Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |