

# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Hume Central Secondary College (8862)



**HUME CENTRAL**  
Secondary College

Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Hume Central Secondary College (8862)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
<p>To increase student learning growth and achievement across all curriculum areas, particularly in literacy and numeracy.</p>	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>The percentage of students achieving high relative growth from 7-9 in NAPLAN reading to increase from <b>17% in 2017 to 25%</b> in 2021</li> <li>The percentage of students achieving low relative growth from 7-9 in NAPLAN reading to decrease from <b>42% in 2017 to 25%</b> in 2021</li> <li>The percentage of students achieving high relative growth from 7-9 in NAPLAN writing to increase from <b>13% in 2017 to 25%</b> in 2021</li> <li>The percentage of students achieving low relative growth from 7-9 in NAPLAN writing to decrease from <b>30% in 2017 to 25%</b> in 2021</li> <li>The percentage of students achieving high relative growth from 7-9 in NAPLAN numeracy to increase from <b>15% in 2017 to 25%</b> in 2021</li> <li>The percentage of students achieving low relative growth from 7-9 in NAPLAN numeracy to decrease from <b>36% in 2017 to 25%</b> in 2021</li> </ul> <p><b>ELC</b></p> <ul style="list-style-type: none"> <li>In speaking and listening, reading and writing, 100% students to increase a minimum of 2 progression levels in the EAL Continuum.</li> <li>All teachers will use TEAL assessment tasks to identify entry and exit levels for all Language Centre students.</li> </ul> <p><b>VCE/VET/VCAL</b></p> <ul style="list-style-type: none"> <li>VCE All Study median to increase to at or above 28 by 2021</li> <li>VCE subjects and scored VET subjects with mean of <b>25</b> or below in 2017 to improve their mean by 10% by 2021</li> <li>VCE subjects and scored VET subjects with mean of <b>27</b> or above in 2017 to improve their mean score by a minimum of 5% by 2021</li> <li>To increase the satisfactory VCAL certificate completion rate at Year 12 from 87% 2016 to 100% at enrolled level (foundation, intermediate or senior) 2021.</li> </ul>	<p>Yes</p>	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>% of students achieving high relative growth from 7-9 in READING to increase from 17% in 2017 to 19%</li> <li>% of students achieving low relative growth from 7-9 in READING to decrease from 42% in 2017 to 38%</li> <li>% of students achieving high relative growth from 7-9 in WRITING to increase from 13% in 2017 to 17%</li> <li>% of students achieving low relative growth from 7-9 in WRITING to decrease from 30% in 2017 to 28%</li> <li>% of students achieving high relative growth from 7-9 in NUMERACY to increase from 15% in 2017 to 18%</li> <li>% of students achieving low relative growth from 7-9 in NUMERACY to decrease from 36% in 2017 to 33%</li> </ul> <p><b>ELC</b></p> <ul style="list-style-type: none"> <li>In speaking and listening, reading and writing, 98% students to increase a minimum of 2 progression levels in the EAL Continuum.</li> <li>All teachers will be trained in using TEAL assessment tasks to identify entry and exit levels for all Language Centre students.</li> </ul> <p><b>VCE/VET/VCAL</b></p> <ul style="list-style-type: none"> <li>VCE All Study median to increase to at or above 26</li> <li>VCE subjects and scored VET subjects with mean of 25 or below in 2017 to improve their mean by 3%</li> <li>VCE subjects and scored VET subjects with mean of 27 or above in 2017 to improve their mean score by a minimum of 2% by 2021</li> <li>To increase the satisfactory VCAL certificate completion rate at Year 12 from 87% 2016 to 92% at enrolled level (foundation, intermediate or senior)</li> </ul>	<p>Evaluating impact on learning</p>

	<p><b>STUDENT ATTITUDES</b></p> <ul style="list-style-type: none"> <li>• Increase "Effective teaching time" from 66.6% (percent endorsed in 2017) to more than 75% in 2021</li> <li>• Increase "Differentiated learning challenge" from 63.63% (percent endorsed in 2017) to more than 73% in 2021</li> <li>• Increase "Stimulating learning" from 59.79% (percent endorsed in 2017) to more than 70% in 2021.</li> </ul> <p><b>STAFF OPINION</b></p> <p><b>To be at or above state endorsement in:</b></p> <ul style="list-style-type: none"> <li>• Collective efficacy - from 63.98% endorsement in 2017 to 70% or above in 2021 (state: 65.35% 2017)</li> <li>• Academic Emphasis - from 58.9% endorsement in 2017 65% in 2021 (state: 61.35% 2017)</li> </ul> <p><b>Maintain above the state endorsement in:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching time - 60% endorsement in 2017 (state: 59.90% 2017)</li> <li>• Differentiated learning challenge - 63% endorsement in 2017 (state: 56.53% 2017)</li> <li>• Stimulating learning - 58.79% endorsement in 2017 (state: 52.11% 2017)</li> </ul>		<p><b>STUDENT ATTITUDES</b></p> <ul style="list-style-type: none"> <li>- Increase "Effective teaching time" from 66.6% endorsed in 2017 to 69%</li> <li>- Increase "Differentiated learning challenge" from 63.63% endorsed in 2017 to 66%</li> <li>- Increase "Stimulating learning" from 59.79% endorsed in 2017 to 63%</li> </ul> <p><b>STAFF OPINION</b></p> <ul style="list-style-type: none"> <li>- Increase Collective Efficacy - from 63.98% endorsement in 2017 to 66%</li> <li>- Increase Academic Emphasis - from 58.9% endorsement in 2017 to 61%</li> </ul> <p><b>Maintain above the state endorsement in:</b></p> <ul style="list-style-type: none"> <li>- Effective teaching time</li> <li>- Differentiated learning challenge</li> <li>- Stimulating learning</li> </ul>	
<p>To attract, retain and extend a higher proportion of high performing students Years 7-12.</p>	<ul style="list-style-type: none"> <li>• By 2021, the Year 7 intake from Broadmeadows PS and Broadmeadows Valley PS to be at least 85% of each Grade 6 cohort</li> <li>• By 2021, the Year 7 intake from Bethal PS, Dallas Brooks PS, Coolaroo South PS, Meadows PS, Broadmeadows PS, Westmeadows PS and Broadmeadows Valley PS to include a 40% increased proportion of students at or above level</li> <li>• By 2021, the Year 7 SEAL intake will be a competitive process with a class selected at each junior campus from a minimum of 60 applicant students</li> <li>• Increase the Year 7 enrolments of their higher performing students as reflected in NAPLAN in reading, writing and numeracy to 10% in 2021 (from 4.7%, 4.2% and 3% respectively in 2016)</li> <li>• The percentage of students awarded 40+ scores to comprise at least 5%-7% of the Year 12 cohort each year over 2018-2021</li> <li>• 100% increase of International students from 15 in 2017 to 30 in 2021</li> <li>• Parent opinion survey to be at 90% or above endorsement in 'High Expectations'.</li> </ul>	<p>Yes</p>	<ul style="list-style-type: none"> <li>- For 2019, the Year 7 intake from Broadmeadows PS and Broadmeadows Valley PS to be at least 80% of each Grade 6 cohort</li> <li>- For 2019, the Year 7 intake from Bethal PS, Dallas Brooks PS, Coolaroo South PS, Meadows PS, Broadmeadows PS, Westmeadows PS and Broadmeadows Valley PS to include a 10% increased proportion of students at or above level</li> <li>- For 2019, SEAL intake procedures will be well documented and communicated to the community and at least 30 Grade 6 students will undertake the application process</li> <li>- Increase the Year 7 enrolments of higher performing students as reflected in NAPLAN in reading, writing and numeracy to 5% for 2019 (from 4.7%, 4.2% and 3% respectively in 2016)</li> <li>- The percentage of students awarded 40+ scores to comprise at least 5-7% of the Year 12 cohort in 2018</li> <li>- Increase of International students from 15 in 2017 to 19 in 2018</li> <li>- Parent opinion survey to be at 85% or above endorsement in 'High Expectations'.</li> </ul>	<p>Empowering students and building school pride</p>

<p>To improve student behaviour, resilience, engagement and self-regulation and ownership of their learning.</p>	<p><b>STUDENT ATTITUDES</b>  <b>To be at or above state endorsement in:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Behaviour - from 59.38% endorsement in 2017 to 70% or above in 2021(state: 56.06% 2017)</li> <li>• Self-Regulation and Goal Setting – from 59.22 endorsement in 2017 % to 70% or above in 2021 (state: 62.10% 2017)</li> <li>• Attitudes to Attendance – from 78.26% endorsement in 2017 to 90% or above in 2021 (state: 79.01% 2017)</li> <li>• Not Experiencing Bullying - from 54.99% endorsement in 2017 to 65% or above in 2021 (state: 59.97% 2017)</li> </ul> <p><b>Maintain above state endorsement in:</b></p> <ul style="list-style-type: none"> <li>• Resilience–61.31% endorsement in 2017 (state: 58.82% 2017)</li> <li>• Student Voice and Agency–53.65% endorsement in 2017 (state: 46.71% 2017)</li> <li>• Sense of Connectedness–58.51% endorsement in 2017 (state: 52.82% 2017)</li> </ul> <p><b>ATTENDANCE</b></p> <ul style="list-style-type: none"> <li>• Decrease absence rate for Years 7-12 students from <b>an average of 23 days</b> per student in 2017 to less than an average of 19 days per student in 2021 (State average 18.84 in 2016).</li> </ul> <p><b>EXITS AND SUSPENSIONS</b></p> <ul style="list-style-type: none"> <li>• 20% reduction in classroom exits and suspensions compared with 2017 data</li> </ul> <p><b>RETENTION</b></p> <ul style="list-style-type: none"> <li>• Retention rate to be at or above state mean.</li> </ul>	<p>Yes</p>	<p><b>STUDENT ATTITUDES</b>  <b>To be at or above state endorsement in:</b></p> <ul style="list-style-type: none"> <li>- Effective Classroom Behaviour - from 59.38% endorsement in 2017 to 62% or above in 2018 (state: 56.06% 2017)</li> <li>- Self-Regulation and Goal Setting – from 59.22% endorsement in 2017 to 62% or above in 2018 (state: 62.10% 2017)</li> <li>- Attitudes to Attendance – from 78.26% endorsement in 2017 to 83% or above in 2018 (state: 79.01% 2017)</li> <li>- Not Experiencing Bullying - from 54.99% endorsement in 2017 to 58% or above in 2018 (state: 59.97% 2017)</li> </ul> <p><b>Maintain above state endorsement in:</b></p> <ul style="list-style-type: none"> <li>- Resilience – 61.31% endorsement in 2017 (state: 58.82% 2017)</li> <li>- Student Voice and Agency – 53.65% endorsement in 2017 (state: 46.71% 2017)</li> <li>- Sense of Connectedness – 58.51% endorsement in 2017 (state: 52.82% 2017)</li> </ul> <p><b>ATTENDANCE</b></p> <ul style="list-style-type: none"> <li>- Decrease absence rate for Years 7-12 students from an average of 23 days per student in 2017 to less than an average of 22 days per student in 2018 (State average 18.84 in 2016).</li> </ul> <p><b>EXITS AND SUSPENSIONS</b></p> <ul style="list-style-type: none"> <li>- 5% reduction in classroom exits and suspensions compared with 2017 data</li> </ul> <p><b>RETENTION</b></p> <ul style="list-style-type: none"> <li>- Retention rate to be at or above state mean.</li> </ul>	<p>Setting expectations and promoting inclusion</p>
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<p><b>Improvement Initiatives Rationale</b></p>	
<p>Evaluating impact on learning:  Empowering students and building school pride:  Setting expectations and promoting inclusion:</p>	

<p><b>Goal 1</b></p>	<p>To increase student learning growth and achievement across all curriculum areas, particularly in literacy and numeracy.</p>
<p><b>12 month target 1.1</b></p>	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>- % of students achieving high relative growth from 7-9 in READING to increase from 17% in 2017 to 19%</li> <li>- % of students achieving low relative growth from 7-9 in READING to decrease from 42% in 2017 to 38%</li> <li>- % of students achieving high relative growth from 7-9 in WRITING to increase from 13% in 2017 to 17%</li> <li>- % of students achieving low relative growth from 7-9 in WRITING to decrease from 30% in 2017 to 28%</li> <li>- % of students achieving high relative growth from 7-9 in NUMERACY to increase from 15% in 2017 to 18%</li> <li>- % of students achieving low relative growth from 7-9 in NUMERACY to decrease from 36% in 2017 to 33%</li> </ul> <p><b>ELC</b></p> <ul style="list-style-type: none"> <li>- In speaking and listening, reading and writing, 98%% students to increase a minimum of 2 progression levels in the EAL Continuum.</li> <li>- All teachers will be trained in using TEAL assessment tasks to identify entry and exit levels for all Language Centre students.</li> </ul> <p><b>VCE/VET/VCAL</b></p> <ul style="list-style-type: none"> <li>- VCE All Study median to increase to at or above 26</li> <li>- VCE subjects and scored VET subjects with mean of 25 or below in 2017 to improve their mean by 3%</li> </ul>

	<ul style="list-style-type: none"> <li>- VCE subjects and scored VET subjects with mean of 27 or above in 2017 to improve their mean score by a minimum of 2% by 2021</li> <li>- To increase the satisfactory VCAL certificate completion rate at Year 12 from 87% 2016 to 92% at enrolled level (foundation, intermediate or senior)</li> </ul> <p><b>STUDENT ATTITUDES</b></p> <ul style="list-style-type: none"> <li>- Increase "Effective teaching time" from 66.6% endorsed in 2017 to 69%</li> <li>- Increase "Differentiated learning challenge" from 63.63% endorsed in 2017 to 66%</li> <li>- Increase "Stimulating learning" from 59.79% endorsed in 2017 to 63%</li> </ul> <p><b>STAFF OPINION</b></p> <ul style="list-style-type: none"> <li>- Increase Collective Efficacy - from 63.98% endorsement in 2017 to 66%</li> <li>- Increase Academic Emphasis - from 58.9% endorsement in 2017 to 61%</li> </ul> <p><b>Maintain above the state endorsement in:</b></p> <ul style="list-style-type: none"> <li>- Effective teaching time</li> <li>- Differentiated learning challenge</li> <li>- Stimulating learning</li> </ul>
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<b>FISO Initiative</b>	Evaluating impact on learning
<b>Key Improvement Strategies</b>	
KIS 1	Build capacity of leaders and teachers to use the "Evidence-Based Inquiry Cycle for Continuous Improvement" within CDTs and peer coaching relationships
KIS 2	Build teacher capacity to effectively teach reading and writing across all Learning Areas using the Literacy for Learning approach
<b>Goal 2</b>	To attract, retain and extend a higher proportion of high performing students Years 7-12.
<b>12 month target 2.1</b>	<ul style="list-style-type: none"> <li>- For 2019, the Year 7 intake from Broadmeadows PS and Broadmeadows Valley PS to be at least 80% of each Grade 6 cohort</li> <li>- For 2019, the Year 7 intake from Bethal PS, Dallas Brooks PS, Coolaroo South PS, Meadows PS, Broadmeadows PS, Westmeadows PS and Broadmeadows Valley PS to include a 10% increased proportion of students at or above level</li> <li>- For 2019, SEAL intake procedures will be well documented and communicated to the community and at least 30 Grade 6 students will undertake the application process</li> <li>- Increase the Year 7 enrolments of higher performing students as reflected in NAPLAN in reading, writing and numeracy to 5% for 2019 (from 4.7%, 4.2% and 3% respectively in 2016)</li> <li>- The percentage of students awarded 40+ scores to comprise at least 5-7% of the Year 12 cohort in 2018</li> <li>- Increase of International students from 15 in 2017 to 19 in 2018</li> <li>- Parent opinion survey to be at 85% or above endorsement in 'High Expectations'.</li> </ul>
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Expand transition work and communities of practice with local primary schools, with a particular focus on high achieving students
KIS 2	Review, refine and extend the SEAL and ISP programs
KIS 3	Develop marketing/branding strategy to showcase College programs and initiatives and enhance College profile within the community

<b>Goal 3</b>	To improve student behaviour, resilience, engagement and self-regulation and ownership of their learning.
<b>12 month target 3.1</b>	<p><b>STUDENT ATTITUDES</b> To be at or above state endorsement in:</p> <ul style="list-style-type: none"> <li>- Effective Classroom Behaviour - from 59.38% endorsement in 2017 to 62% or above in 2018 (state: 56.06% 2017)</li> <li>- Self-Regulation and Goal Setting – from 59.22% endorsement in 2017 to 62% or above in 2018 (state: 62.10% 2017)</li> <li>- Attitudes to Attendance – from 78.26% endorsement in 2017 to 83% or above in 2018 (state: 79.01% 2017)</li> <li>- Not Experiencing Bullying - from 54.99% endorsement in 2017 to 58% or above in 2018 (state: 59.97% 2017)</li> </ul> <p><b>Maintain above state endorsement in:</b></p> <ul style="list-style-type: none"> <li>- Resilience – 61.31% endorsement in 2017 (state: 58.82% 2017)</li> <li>- Student Voice and Agency – 53.65% endorsement in 2017 (state: 46.71% 2017)</li> <li>- Sense of Connectedness – 58.51% endorsement in 2017 (state: 52.82% 2017)</li> </ul> <p><b>ATTENDANCE</b></p> <ul style="list-style-type: none"> <li>- Decrease absence rate for Years 7-12 students from an average of 23 days per student in 2017 to less than an average of 22 days per student in 2018 (State average 18.84 in 2016).</li> </ul> <p><b>EXITS AND SUSPENSIONS</b></p> <ul style="list-style-type: none"> <li>- 5% reduction in classroom exits and suspensions compared with 2017 data</li> </ul> <p><b>RETENTION</b></p> <ul style="list-style-type: none"> <li>- Retention rate to be at or above state mean.</li> </ul>
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategies</b>	
KIS 1	Full implementation of SWPBS Tier 1 with fidelity and formalised Tier 2 implementation underway
KIS 2	Review, refine and extend the RRRR program (7-12)
KIS 3	Increased student participation and ownership of learning behaviours