



2018 ANNUAL ACTION PLAN

SCHOOL: Mount Stromlo High School

NETWORK: South Weston

VISION:

This plan supports the school’s vision to be a Professional Learning Community. We are a collaborative team that focuses on learning for all students. Using evidence to inform classroom practice we meet individual needs and ensure all students leave our school with the skills and knowledge to succeed. Student learning and achievement is at the core of everything we do at our school. There is a strong sense of community as teachers, support staff, parents, carers and community organisations work together to support and develop our students. We are united in the belief that all students can learn to high levels and we are committed to building a collaborative and positive learning community that embodies the school values of respect, learning, pride and endeavour.

SCHOOL CONTEXT

In 2014 Mount Stromlo High School participated in the school validation process. The 2015-2018 Strategic Plan focused on improving the use of data to inform teaching, school identification, communication with parents and planning strategically for continual improvement. 2018 Annual Action Plan is the final year of implementing the Strategic Plan and is focused on strengthening and embedding many of the actions that were developed the previous year. The executive team has reviewed both system and school data, previous action plans and the vision for Mount Stromlo before developing the 2018 Annual Action Plan.

Endorsed by School Principal:

Name: Mrs Kate Marshall

Signature: _____

Date: _____

Endorsed by Board Chair:

Name: Mr Craig Lilley

Signature: _____

Date: _____

Endorsed by School Network Leader

Name: Mr Wayne Prowse

Signature: _____

Date: _____

Priority	To drive an explicit learning agenda
Targets:	Increase the percentage of 'within school matched' students achieving growth in NAPLAN by 3% against the mean of the last five years. PAT data will show a year's growth for 80% of students
Outcomes to be achieved	There is a consistent and continually improving school wide approach to teaching, learning and assessment. Staff effectively use data to inform teaching practice and differentiate the curriculum. High quality professional learning for teachers is embedded within school structures. All students achieve age appropriate proficiency or better in reading, writing and numeracy. All students take active responsibility for their learning, working in partnership with teachers and parents
Links to Directorate Strategic Priority Areas	Quality Learning, Inspirational teaching and leadership, High expectations, High performance

Key Improvement Strategy 1	Key Performance Indicators	Budget
Implement school wide teaching and assessment practises for staff and students	Staff use school based assessment and system data to inform teaching practise. All staff participated in and apply professional learning.	\$5,000 (PAT) CRS days
Specific Actions	Responsibility	Commence date
Consistent whole school approach to assessment (rubrics, assessments templates and scaffolds)	DP	Mar 2018
Continue to embed consistent curriculum templates to show essential learning, extension opportunities, literacy and numeracy requirements for each learning area.	DP	Feb 2018
Ongoing professional learning for staff in the use of data	DP, SLC Science, SLC Maths	Term 1
Key Improvement Strategy 2	Key Performance Indicators	Budget
Embed the practices, structures and culture of expert teaching teams	All PLTs use common structures All lessons will have a specific learning objective, shared with students and informed by formative assessment tasks. Staff refer to AITSL Standards for classroom observation feedback	CRS days

Specific Actions	Responsibility	Commence date
Renew the Strategic Professional Learning Plan	DP	Mar 2018
Embed ATSL standards through Peer Observation Program and staff professional learning.	Expert Teaching Teams Domain with K. Paten & J. Lambert	Term 1
Continue to embed common PLT that encourage teachers to work collaboratively and use data to design learning.	Executive	Term 1
Key Improvement Strategy 3	Key Performance Indicators	Budget
Embed literacy and numeracy teaching across the curriculum	Literacy and Numeracy skills identified for each subject area to be responsible for explicit teaching and authentic opportunities for students to practice. Areas of need for literacy and numeracy in each cohort are identified and systematically addressed	CRS days
Specific Actions	Responsibility	Commence date
Map literacy and numeracy skills for each faculty area	Exec	Term 1
Ongoing professional learning for the Writing Framework and the Writing Project including exemplars at staff and PLT meetings	DP, SLC Humanities	Term 1
All staff are aware of and using the Numeracy framework in lessons and assessment items	DP, Numeracy Coordinator	Term 1
Use PAT data to identify areas of cohort need in literacy and numeracy for targeted skill development across the school.	DP, SLC Science, SLC Maths	Term 1

Priority	To strengthen and promote a connected school culture
Targets:	An increase in the excellent rating of 5 percentile points in the reported results from the school climate survey questions relating to parent, student and staff 'School Identification' and 'Shared Values and Approach' Increase student attendance to 90%
Outcomes to be achieved	Staff, students and parents feel connected to the school. There are effective opportunities for parental and community engagement that focus on student learning.

Links to Directorate Strategic Priority Areas	Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community.
Areas of National Quality Standards being addressed	Increased parental engagement

Key Improvement Strategy	Key Performance Indicators	Budget
Strength school identification for staff and students	School Satisfaction/ Climate Survey to show increased identification to school; school values, perception of behaviour being managed appropriately and fairly. Induction program created for staff and students	\$5,000 (+1 FTE)
Specific Actions	Responsibility	Commence date
Embed revised merit system	School Identification Domain	Term 1
Continue to renew school values by communicating them to school community and embedding them in all relevant aspects of school life	School Identification Domain	Term 1
Continue review of Student Services policies and practices	Student Services Exec & DP	Term 1
Reinvigorate SRC and alternative avenues for student voice	SLAB	Term 1
Embed; Boys Ed program, CAP and TSP	SLAB	Term 1
Establish partnership with a community agency to support highly disengaged and at-risk students	SLAB	Term 2