

8743



Annual Implementation Plan 2008

Based on Strategic Plan developed for 2007 -2010

Endorsement by School Council	Insertion of a tick (✓) in the next column indicates that the School Principal, as Executive Officer of the School Council, verifies that this Annual Implementation Plan was endorsed at a meeting of School Council.	[✓]
		Kerrie Croft 30.03.2008
Endorsement by Regional Director (or nominee)	Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	[]
		Anne-Marie Quinn 30.03.2008

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve the levels of learning achievement for all students from Year 7 to Year 12 in all domains of the curriculum, with particular focus on Maths and English.	<p>At least 70% of students to achieve at the expected VELS rating each year from Years 8-10.</p> <p>At least 20% of students to achieve above the expected VELS rating each year from Years 8-10.</p> <p>Median study scores for all VCE studies to be greater than the medians predicted by students' performance on the GAT.</p>	<p>60% of students in Years 9 and 10 to be at or above the expected VELS levels in Mathematics as measured by the Year 9 AIM and the AIM On-Demand general adaptive test in Mathematics.</p> <p>70% of students in Year 9 at or above the expected VELS level in Spelling as measured by the Year 9 AIM.</p> <p>Increase by 5% the number of students at Years 8-10 at least two progression points above the expected level in all domains as measured by teachers.</p> <p>To increase by 5% the number of VCE class groups whose median study scores are greater than those predicted by students' performances on the GAT</p>
Student Engagement and Wellbeing	To improve student engagement in learning and feelings about school	<p>Increase by 25% the net agree responses in the Student Attitude to School Survey to the measures of teacher effectiveness, teacher empathy, stimulating learning and school connectedness</p> <p>To reduce average student absence rates in each of Years 7-10 by at least three days.</p>	<p>To increase by 5% the net agree responses in the Student Attitudes to School Survey to the measures of teacher effectiveness, teacher empathy and school connectedness at Year 8-12</p> <p>To increase by 5% the net agree responses from current Year 11 and 12 students (for matched cohorts) to two items in the Student Attitudes to School Survey related to student motivation ('I am very keen to do very well in school' & 'I try very hard in school')</p> <p>To reduce the average absent days per student in Year 9 by three days</p>
Student Pathways and Transitions	To improve school transition processes for all students at key points in their schooling, ensuring that every post-compulsory student has a realistic and positive pathway to post school options	To increase the real retention for Years 7-10, 10-11 and Years 11 – 12 by 10%.	To increase the real retention for Years 7-10, 10-11 and Years 11-12 by 2%

Implementation

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
<p><i>KEY IMPROVEMENT STRATEGY 1:</i> Introduce a whole-school student development program to build every student's capacity for:</p> <ul style="list-style-type: none"> • <i>Setting and working towards challenging and realistic learning goals</i> • <i>Forming positive relationships and leadership</i> • <i>Achieving successful entry to their preferred tertiary education or employment destination</i> 	<ul style="list-style-type: none"> • Implementation of induction program for new students • The forging of sub-school and year level identities via structured year-level /sub-school assemblies • A program for developing, monitoring and reporting students' personal learning goals for Years 7-10 to be incorporated in student diaries and implemented by HG teachers in conjunction with YLC's . • A program incorporating goal setting to be included in Year 12 study retreat at start of school year • Meetings once a week after briefing with YLC's to support HG teachers to implement these programs • A program to develop Managed Individual Pathways (MIPS) for all year 9 students 		<p>Year Level Coordinators (YLCs)</p> <p>Year Level Coordinators (YLCs) Student Development Coordinator (SDC)</p> <p>Student Development Coordinator (SDC) Home Group (HG) Teachers Year Level Coordinators (YLCs)</p> <p>YLC</p> <p>Student Development Coordinator (SDC) Home Group (HG) Teachers Year Level Coordinators (YLCs)</p> <p>Careers Coordinator MIPS Coordinator</p>	<p>Ongoing</p> <p>Ongoing Rotating through the day once a term</p> <p>Home group</p> <p>Week 1 Term 1</p> <p>Ongoing</p> <p>Term 3 and 4</p>	<p>Program developed and implemented</p> <p>Year level assembly program running throughout the year</p> <p>Student developed personal learning goals on student report cards</p> <p>Student goals for 2008 developed</p> <p>Program developed and implemented</p>

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<p>KEY IMPROVEMENT STRATEGY 2: <i>Establish a collective accountability for the design, documentation and delivery of teaching and learning programs that:</i></p> <ul style="list-style-type: none"> • <i>Integrate the three strands of the Victorian Essential Learning Standards to provide coherent pathways to further education, employment and life</i> • Contain rigorous and robust assessment and monitoring of progress against the VELs by individual students, cohorts of students and the school as a whole to inform future planning to maximise learning opportunities for every student 	<p>Ongoing development, implementation and review of courses to respond to the needs of the school community:</p> <ul style="list-style-type: none"> • Dual Curriculum teacher, in collaboration with other Year 7 & 8 teachers, to implement the Year 7/8 Dual Stream Curriculum • Domains to integrate Year 9 “I Can” units into their mainstream courses • Development of new courses for the new multimedia and performing arts centre • Arts and Technology domains to research and plan new courses during Semester 1 • Implementation of Festival for Healthy Living program for all Year 8 classes • Focus on improving spelling at Year 9 and overall performance in Mathematics at Years 9 and 10. • Emphasis on spelling practice in Year 9 English classes • Introduction of CAS-assisted learning units at Years 7-10 <p>Principal and AM to evaluate programs with course leaders. These will be data informed reviews that will, where appropriate, include feedback from students and parents.</p>		<p>Dual Stream Curriculum Teacher</p> <p>Domain Leaders (DL)</p> <p>Arts and Technology Domains</p> <p>Student Development Coordinator PE Teachers</p> <p>English and Mathematics Domain Leaders (DL)</p> <p>Principal Accountability Manager (AM)</p>	<p>End Term 4</p> <p>End of Term 4</p> <p>End Term 2 & 4</p> <p>End Term3</p> <p>End Term 4</p> <p>End Term 3</p>	<p>By the end of Term 3 course leaders evaluate new curriculum initiatives using data including, where appropriate, feedback from students and parents. The results of these reviews are used to inform the college’s curriculum development priorities for 2009</p> <p>Programs implemented in terms 2,3 and 4</p> <p>All Year 7 & 8 courses to be completed by end of Term 2 Year 9&10 courses to be completed by end Term 4</p> <p>By the end of Term 4 all Year 7 – 10 maths classes have completed one unit using CAS .</p>

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<p><i>KEY IMPROVEMENT STRATEGY 4:</i> To develop an Action Plan on effective teaching and learning and the successful integration of ICT within the ultranet framework</p>	<ul style="list-style-type: none"> • All staff complete ePotential survey twice during 2008 • Whole staff work through eLearning Planning Guide Matrix • Analyse survey data to identify school and individual teacher learning needs • In their 2008 P&D Plan, Each teacher will identify a personal learning focus on successful integration of ICT. 		IT Manager (ITM) Accountability Manager (AM) Domain Leaders (DL) Accountability Manager (AM) •Principal •D&I	Surveys completed by end of Term 1 and end Term 4 Ongoing End Term 4 End Term 2	Improvement in ePotential outcomes over 2008 survey results All teacher personal Performance Plans include a teaching and learning goal on the effective use of ICT in the classroom