

Annual Implementation Plan 2012

Sample SECONDARY COLLEGE

Based on Strategic Plan developed for 2012 - 2015

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| Endorsement by School Principal | Signed………………………………………. (Principal’s signature)  Name………………………………………….  Date…………………………………………… |
| Endorsement by School Council | Signed………………………………………. (School Council President’s signature)  Name………………………………………….  Date…………………………………………… |
| Endorsement by Regional Director or nominee | Signed………………………………………. (Regional Director or nominee’s signature)  Name………………………………………….  Date…………………………………………… |

## Strategic Intent

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|  | **Goals** | **Targets** | **One Year Targets** |
| **Student Learning** | To improve learning outcomes, particularly in literacy and numeracy for all students. | * By 2015 the number of students in highest two NAPLAN bands at Year 9 will be increased from 22% in 2010 to 35% in Reading, from 31% to 40% in Writing, and from 41% to 55% in Numeracy; the number of students in the lowest two NAPLAN bands at Year 9 decreased from 19% in 2010 to 10% in Reading, from 20% to 10% in Writing, and from 8% to 3% in Numeracy. * By 2015 the mean Units 3 & 4 VCE all study score will increase from 31 in 2010 to be at least 33 * By 2015 the percentage of high achievement scores (40+) at VCE will increase from 8 in 2010 to be at least 13 | * In 2012 the number of students in highest two NAPLAN bands at Year 9 will be increased from 23% in 2011 to 30% in Reading, from 34% to 35% in Writing, and from 45% to 50% in Numeracy; the number of students in the lowest two NAPLAN bands at Year 9 decreased from 16% in 2011 to 15% in Reading, from 21% to 16% in Writing, and from 9% to 5% in Numeracy. * In 2012 the mean Units 3 & 4 VCE all study score will increase from 30 in 2011 to be at least 31. * In 2012 the percentage of high achievement scores (40+) at VCE will increase from 5.9 in 2011 to be at least 10 |
| **Student Engagement and Wellbeing** | To develop the confidence and capacity of students to engage in the global community. | * Attitudes to School – to increase by 2015 responses in Empathy from 3.52 in 2010 to 3.80 and Stimulating Learning from 3.05 in 2010 to 3.30 * Attitudes to School - to increase by 2015 responses in Student Distress from 5.07 in 2010 to 5.50, Student Morale from 4.83 in 2010 to 5.20 and Connectedness to Peers from 4.02 in 2010 to 4.30 | * Attitudes to School – to increase responses in Empathy from 3.62 in 2011 to 3.68 and Stimulating Learning from 3.05 in 2011 to 3.30 * Attitudes to School - to increase responses in Student Distress from 5.27 in 2011 to 5.35, Student Morale from 5.01 to 5.10 and Connectedness to Peers from 4.12 to 4.20 |
| **Student Pathways and Transitions** | To improve the transition processes for students and their families into, through and out of the school. | * To improve real student retention Yrs 7 to 12 from 63.8% in 2010 to be at least 70% by 2015 * To improve parent survey response to Transitions each year from 5.19 in 2010 to at least 5.4 in 2015 and School Connectedness from 5.01 in 2010 to at least 5.4 in 2015 | * To improve real student retention Yrs 7 to 12 from 65.7% in 2011 to be at least 68% * To improve parent survey response to Transitions each year from 5.38 in 2011 to at least 5.4 and School Connectedness from 5.16 in 2011 to at least 5.25 |

**Implementation**

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| **Key Improvement Strategies and Significant Projects** | **What**  (Actions) the activities and programs required to progress the key improvement strategies | **How**  (Resources) 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 |
| **Student Learning**  Establish collective accountability for the assessment and monitoring of progress of individual students, cohorts of students, and the school as a whole | Establish a Data Literacy Team to build teacher capacity to understand and analyse data. | Allocate appropriate people | CLT | Term 1 | A data team will be established |
|  | Analyse transition documents, including range of assessment outcomes to identify every student by name performing above or below expectations | Comparing and contrasting multiple sources of data – NAPLAN, PAT, transition data. | Literacy & Numeracy Coordinators | End of term 1 | Students performing in top two and bottom two bands will be identified by name and all teachers will be made aware of this list. |
|  | Build teacher capacity to create differentiated curriculum that caters to different learning needs with focus on Literacy and Numeracy. | Provision of PD to pilot group of English and Maths teachers & incorporation of differentiation into curriculum documentation | CLT, learning domain leaders and all teachers. | Term 2 & 3 | English & Maths teachers in a pilot program will have written ILPs.  eUP will have evidence of units incorporating specific strategies for different learning needs. |
|  | Establish protocols and accountabilities for the work of PLCs and ensure each teacher is included with a focus on developing, delivering and reviewing differentiated curriculum. | Through curriculum implementation teams, targets/ goals/protocols are established and later disseminated at domain meetings. | CLT, curriculum implementation team and teachers | Commences in Term 1 and continues throughout year. | Teachers in PLCs will be following protocols and documenting curriculum in eUP. |
|  | Continue to build teacher capacity to understand and present VCE data service analysis for discussion amongst VCE teacher and to other teacher teams | Deliver workshops on analysing and using previous VCE and GAT data | CLT and VCE team | Terms 1 & 2 | Teachers are using data to identify areas of the course that they need to improve. |
|  | Strengthen the effectiveness of moderation of assessment either at the college or with other schools | Teachers’ collaboration in school and through the VCE teachers’ network | CLT, VCE team, VCE teachers and curriculum implementation team. | Commences in term 1 and continues through the year. | Teachers work in teams to share strategies about teaching the course. |
|  | Review reporting process to determine if assessment outcomes and feedback to parents meet student needs | Consultation with staff, students and parents. | CLT | Commences in term 2 | There is a list of suggestions for the improvement of reports after the review. These suggestions optimise student outcomes and learning. |
| **Student Learning**  Support student engagement and learning through the continued implementation of a 1-to-1 Learning Program for students in Years 7-11 | Arrange for the distribution of iPads to students in Years 7 & 8, along with parent ICT PD to involve the broader school community in the initiative | Equipment ordered in Dec for Jan delivery  Parent Presentations  Teacher PD presentations designed and delivered by eLearning team. | eLearning and Innovation Coordinator, IT Manager, Assistant Principal | Term 1, Wk 2  Term 1, Wk 5  Terms 1-4 | All iPads distributed in the second week of Term One.  Two parent PD nights focussed on iPads presented during Term One.  All teachers attend one or more PD sessions and apply skills learnt in class |
|  | Introduce and establish an LMS to support online learning  Build a PD program to support teachers to incorporate the use of ICT across the curriculum | Sharepoint LMS setup completed and data imported ready for use by staff, students and parents  Interested staff invited to use platform with selected classes. Supported by targeted PD  Introduce the LMS facility for all teachers to use during Semester 2 | eLearning and Innovation Coordinator, IT Manager, Assistant Principal | End of Term 1  Beginning of Term 2  Beginning of Term 3 | All teachers attend one or more PD sessions and apply skills learnt in class  Sharepoint LMS ready to use  Invited staff using Sharepoint LMS during Term 2 for assessment, feedback and course management  All teachers using and exploring Sharepoint LMS with students in class |
|  | Build and deliver a PD program to support teachers to incorporate the use of ICT across the curriculum focussing on the following areas: Digital Literacy; Independent Learning; Collaboration, Communication and Innovative Thinking; Global Learners; Customised and Personal Learning; Disruptive Technology; E5 and the Thinking Curriculum | Offer PD targeting different competency levels of teachers | eLearning and Innovation Coordinator, Curriculum Coordinator, IT Manager, Assistant Principal | Terms 2, 3, 4 | PD presentations run at Staff Workshops, Domain level and on demand throughout the year  Beginner workshops offered on Thursday afternoons on a voluntary basis  Units of Work documented including use of ICT |
|  | Establish iPortfolios for students | Link in with the LMS deployment | eLearning and Innovation Coordinator, Curriculum Coordinator, IT Manager, Assistant Principal | Beginning of Semester 2 | Years 7 to 9 students using iPortfolios |
|  | Improve accessibility to ICT Infrastructure in all learning spaces | 1-to-1 deployment at yrs 7-11  Extra computers in rooms for yr 12 | eLearning and Innovation Coordinator, IT Manager, Assistant Principal | Terms 1 & 2 | All rooms to have projectors or TVs by the end of Year 1  All Yr 7 to 11 students have digital devices  Yr 12 classrooms equipped for digital learning |
| **Student Engagement and Wellbeing**  **Increase student involvement and participation in decision making through enhanced student voice** | Develop coordinated program to develop student voice and seek feedback | Create schedule of year Level assemblies, class councils and student focus groups  Consultation with student leaders to agree on key issues, agenda items and student involvement in assemblies and class councils  Use feedback from students to refine meetings goals  Develop a plan with specified goals and proposed outcomes  Class teachers seek regular student feedback on curriculum and pedagogy | Year Level Coordinators, Heads of sub schools, Home group teachers, APs, student leaders  Student Wellbeing and Engagement Team  Class teachers | Year level assemblies as required but at least 2 per term  Class councils at least once each term  Ongoing | Student feedback has been recorded and used to develop programs  Class teachers record use of student feedback to shape the work as part of their annual performance and development practices |
|  | Review role of student leaders and their sphere of influence | Workshops with student leaders and relevant staff | Student leaders, Student Leadership Coordinator, Heads of sub schools, AP | Term 3 | Role of student leaders clearly articulated and published in Student Handbook |

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|  | Restorative Practice | Restorative practice implemented for the whole school community through teacher training and students | All teachers with assistance from Heads of Sub School s, Student Wellbeing Coordinator, AP (Wellbeing), Staff Development Coordinator | On-going | All teachers implement the principles of Restorative Practice in their work with students, parents and colleagues  Conflicts are commonly resolved through negotiation and mediation  Students are using the essential elements of restorative practice and treat others with respect |
|  | Thinking Skills and Social Competencies | Investigate which elements of teaching thinking and social skills are being developed explicitly in our feeder primary schools and how best to introduce them at East Doncaster. | Student Wellbeing and Engagement Team, Transition Coordinator | Term 3 | Proposal for incorporating the teaching of thinking skills and social competencies presented to Curriculum and Student wellbeing teams and Learning Domain Leaders for approval |
| **Student Pathways and Transition**  **Develop and implement systems and protocols to support the transitions of each student to provide a framework for sustained connectedness** | Investigate which social and emotional developmental programs are being used in our feeder primary schools | Establish Team to oversee strategy development and implementation  Coordinate visits to feeder Primary Schools. Review and establish preferred models | Student Well-being Team  Pathways & Transition Team | End of Term 1  End of Term 2 | Document outline of each program |
|  | Complete an audit of current programs and activities which provide developmental and educational programs at East Doncaster | Audit undertaken from Middle School, Senior School and Student Wellbeing Coordination teams. PE & Health domain leader to assist with program identification | Senior & Middle School Coordination teams, Student Wellbeing Coordinator and PE/Health domain leader | End of Term 2 | Audit document reviewed and identification of further program needs undertaken |
|  | Design a sequential framework of activities for the development of student learning, social competencies and pathways preparation | Allocate planning time to develop a whole-school program. | Middle School and Senior School , Student Well-Being and Engagement, and Curriculum Implementation Team | End of Term 4 | Documentation of programs complete. |
|  | Establish and implement protocols for transmission of student information to Year Level Coordinators as students progress through each year level | Identify range of information required  Undertake risk analysis of use of available data  Draft guidelines for use  Use LMS to record and transmit student data. | E-Learning Team.  Members of Curriculum Implementation and Student Well-Being and Engagement teams | Term 2 | Student information is accessed by teachers on the LMS  Use of student data is governed by the protocols implemented. |
| **Strengthen and broaden community partnerships – local and international.** | EAL for Mainstream – conduct training program for all teachers on teaching EAL in context of our 40% Asian student population; and explore the possibility of targeted professional learning for teachers,  teachers learning Mandarin and learning to develop cultural understanding, | PD Budget, Professional Learning Workshops  Incorporate EAL strategies and planning in eUP curriculum documentation during domain meeting times.  Continue Mandarin Lessons with Internationalising Education group at a local primary school | Curriculum Leadership Team.  Guest instructor | Develop strategy plan by end of Term 1  Provide PD support for teachers in catering for EAL students during Term 2.  Focus in domain meeting times for curriculum documentation  Weekly sessions beginning early term 2. | *Internationalising Education Agenda*  Teachers complete EAL training and adopt practices in teaching in mainstream classes  LBOTE Students have increased confidence in accessing the literacy of different subjects  Seminars conducted and relationships developed between teachers |
|  | engage Languages teachers in establishing a Cultural Theme Day, and promoting Cultural Diversity through visual presentations across the school | Domain Meeting Time for planning.  Publicity budget. | Languages teachers & students. | Terms 1 & 2 | Student Leaders are active promoters of cultural diversity activities  Cultural Diversity established as an ongoing cause for celebration |
|  | further developing our partnerships with local primary schools in building common goals and approaches to this agenda | Regional support  PD participation in Manningham Languages network. | Chinese Languages teachers  Languages teachers from Primary Schools. | Local Languages Network PD during Terms 1 - 3. | Sets of agreed goals for ongoing relationships developed |
|  | Investigate establishing partnerships with University of Melbourne, AEF, Confucius Institute to review teaching practices in Mandarin; engage our Languages Mandarin teachers in this venture | PD budget | Curriculum Leadership Team  Mandarin Languages teachers. | On-going | Languages Mandarin teachers embrace challenges and are contributing to sustaining partnerships |
|  | Plan for Exchange in 2012 and Student Exchange in 2013 – identify target audience (Mandarin/ESL or cross learning domain for cultural understanding); | International visits to partner school in 2012  Communication via internet/Skype: student to student, class to class, teacher to teacher  Student delegation, ambassador visits, possibly Year 9 & 10 in 2013 | International Coordinator and Head of Senior School  1 member of previous visits and other teacher applicants.  IEA Leadership Team | May 2012  Begin selection process and applications Term 2; Visit in Sept 2012  Planning completed early term 2 for 1integrated unit and ongoing relationship development  Term 2 Planning | Sister school partnership further establishment and development  Exchange conducted within sister school partnership  Agreements made on details of student exchange with sister school  Increased cultural understanding and developing relationships between students and teachers from sister school |
|  | *Senior School Pathway Development*  Develop links to a TAFE Institute for VET Offerings eg IT | Careers and Pathways Coordinator and Work Experience Coordinator to to liaise with relevant agencies and review implementation of VET program | Careers and Pathways Coordinator and Experience Coordinator  Curriculum Coordinator, Head of Senior School | Terms 2,3 | MOU signed for delivery of VET |
|  | Establish relationship with another school to commence VCAL program | Liaison with another school | Careers and Pathways Coordinator and Experience Coordinator  Curriculum Coordinator, Head of Senior School | Terms 1 - 4 | VCAL introduced in partnership with another school |