

Annual Implementation Plan 2015

Highvale Secondary College School 7918

Based on Strategic Plan developed for 2012-2015

Endorsement by School Principal	Signed..... (Principal's signature) Name Ian Watkins Date
Endorsement by School Council	Signed..... (School Council President's signature) Name Fred Butcher Date

Strategic Intent This plan concludes the School strategic plan 2011 to 2015. A new SSP will be developed for commencement in 2016.

	Goals	One year targets
Student Learning	<p>To improve student outcomes in the VELs.</p> <p>To improve student outcomes in the VCE with a particular focus on VCE English</p>	<p>Improve the performance of Year 9 students in the NAP bands 9 and 10 in reading, writing and numeracy (based on 2011 results). Decrease the percentage of Year 9 students performing in the NAP bands 5 and 6 in reading, writing and numeracy (based on 2011 results).</p> <p>The VCE All Study and English means to be 31 by 2016.</p>
Student Engagement and Wellbeing	<p>To improve student motivation to learn and wellbeing.</p>	<p>Improve student "Attitudes To School Survey" whole College scores for the following measures by 2016 Student motivation (maintain at > 4.30) School Connectedness; to 3.70 Teacher Effectiveness; to 3.70 Teacher Empathy; to 3.70</p>
Student Pathways and Transitions	<p>To improve student participation in continuing education, employment and training.</p> <p>To improve the provision for academic outcomes of talented students throughout the school.</p>	<p>Increase the apparent Year 10 to 11 retention rate to 90% by end of 2016</p> <p>Increase the proportion of parents responding with agreement to the four transition items in the parent opinion survey to 80% or more by 2016</p>

Implementation

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
Enhance and sustain an agreed College wide evidence-based professional approach to teaching.	<p>Prepare school self evaluation, undertake a peer review and formulate new Strategic plan</p> <p>Develop teacher expertise in a range of teaching and learning strategies including using differentiation and ICT for application to the BYOD program.</p> <p>Develop a whole school professional development plan which incorporates in school and external provision. Conduct a whole school curriculum day focused on teacher triads and classroom observation.</p> <p>Use teacher triads as a foundation for a whole school approach to improve teacher effectiveness.</p>	<p>College budget plus DET grant</p> <p>College budget allows for time release for presenters</p> <p>CRT budget to support release</p>	<p>Leadership, School council, school community</p> <p>Teaching & learning coordinator, curriculum committee</p> <p>Teaching & learning coordinator, Leadership and Learning Areas.</p>	<p>Self evaluation term 1, Peer review by the end of term 2. Strategic plan by the end of term 4.</p> <p>Term 1</p> <p>End term 4</p>	<p>Completion of school consultation and review and formulation of new strategic plan.</p> <p>By the end of Term 1 staff have had input to the development of a whole school professional development plan.</p> <p>By the end of term 4 all staff have been involved in four classroom observations and presented two lessons for observation to their triad.</p> <p>By the end of term 1, staff have been organised into their triads and have met twice to identify focus areas.</p>

<p>Enhancement of the team/learning community approach to improving teaching and learning across the College</p>	<p>Review meeting structures and processes including the calendar, types of meetings, frequency, protocols to enhance staff engagement and the teaching and learning program.</p> <p>Develop new learning area teams. Including triads. Introduce a new meeting schedule.</p> <p>Develop more fully a 'One More Mark' program to lift student and teacher engagement and student learning outcomes</p>	<p>Learning areas to meet and prepare plans and agreed meeting protocols.</p> <p>Focus group sessions with staff and students. Promotional posters distributed about the school. Student goal setting based on this program.</p>	<p>Teaching & learning coordinator, curriculum committee</p> <p>Learning area coordinators</p> <p>All staff</p>	<p>Term 1</p> <p>By end of term 1</p>	<p>By the end of term 1 a new meeting schedule has been implemented.</p>
<p>Provide strong, clear College and team leadership focused on high expectations of student motivation, student behaviour and the delivery of a rigorous teaching and learning program</p>	<p>Implement the new Teacher performance and development program.</p>	<p>PCO lead</p>	<p>All staff</p>	<p>End term 2</p>	<p>By the end of term 2 staff would have completed 2014 reviews and developed their new performance and development plans.</p>

	Clarify policies, roles structures and responsibilities across the school. Publish this widely. Review policies and practices to ensure that they work positively towards ensuring a rigorous teaching and learning program.	Leadership group	All staff	Start term 1	
Enhance VCE teacher capacities and expand student resources	<p>Continue to improve student learning outcomes in Victorian Certificate of Education .</p> <p>Support the three methods of VCE English: <i>English language, English and English Literature</i>.</p> <p>Deliver the core English curriculum and review its progress.</p> <p>Continue to review and monitor content that caters for high achieving students in the English units in the junior school vertical curriculum.</p> <p>Continue to implement an after School Tutoring program for Victorian Certificate of Education students. Develop VCE study groups.</p> <p>Organise full supervision for VCE private study.</p>	<p>Past students canvassed and selected as tutors.</p> <p>Appoint ES manager of private study</p>	<p>English Learning area and Leadership</p> <p>Senior sub school</p> <p>PCO</p>	<p>Start of term 1</p> <p>End of term 1</p> <p>Start of Term 1</p>	<p>School tutoring program, homework club and learning mentors offered to students.</p> <p>Private study groups supervised.</p>

	<p>Continue to develop the homework club and learning mentors for Middle Years students.</p> <p>Student performance data is collected and distributed for teacher reflection and analysis.</p> <p>Provide professional development sessions devoted to data analysis.</p> <p>Review student preparation and performance in formal examinations and quality revision for all students.</p>	<p>Special payment for English and Maths teachers to provide program.</p> <p>VASS coordinator distributes materials discussion in staff meetings and learning areas.</p> <p>Staff meeting and curriculum committee meeting discussions</p> <p>Include as optional PD Collegiate groups developed</p>	<p>Junior sub school PCOs.</p> <p>VASS coordinator</p> <p>Leadership team</p> <p>Teaching and learning coordinator</p>	<p>By Term 1</p> <p>Ongoing</p> <p>Term 1</p>	<p>Student performance data is regularly collected and distributed. VCE teachers are able to demonstrate an understanding of how to analyse student data and relate it to their teaching program and methodology.</p> <p>Review conducted for all VCE subjects.</p>
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	<p>Review timing of SACs. Organise large learning area SACs to be conducted after school to increase face to face teaching time. Provide external exam supervisors to run these SACs.</p> <p>Provide opportunities for all VCE teachers to engage in professional learning. Including professional development on catering for English as an Additional Language and the needs of international students.</p> <p>Review and if necessary modify the Head Start program</p>	<p>All learning areas</p> <p>Leadership and senior sub school team</p> <p>Leadership and senior sub school team</p>	<p>Senior sub school team</p> <p>Leadership and senior sub school team</p>	<p>Ongoing</p>	<p>By the end of the year all VCE teachers have participated in professional learning.</p> <p>By the end of term 3 the Head start program would be organised and promoted to all VCE students.</p>
<p>Implement a consistent approach to teaching and classroom management that supports an engaging and productive learning environment</p>	<p>Implement the COMPASS system for teachers, students and parents. Continue to ensure electronic roll marking is conducted by all teachers every period. Continue the SMS messaging program to inform parents of major school announcements. Use COMPASS to inform parents and teachers of student absence. Ensure a regular review of individual</p>	<p>Timetabler and absence ES staff roll out the software package and train staff.</p>	<p>Leadership team</p>	<p>Start of Term 1</p>	<p>By the end of term 1 all staff and students regularly use COMPASS.</p>

	<p>student attendance by members of the student management group.</p> <p>Junior and senior school teacher meetings built into Staff meetings with prepared reports for staff. The focus of these reports are identification and support of students at risk.</p> <p>Further develop the required student learning goals aspect of the reports with respect to increased teacher mentoring.</p>	<p>Calendar of events to include these meetings.</p>	<p>Sub school team and student wellbeing coordinator and leadership group</p>	<p>Ongoing</p>	<p>Staff meetings include identification and support students at risk.</p> <p>All students complete learning goals and regularly reflect on their progress during their pastoral care sessions.</p>
<p>Analyse various survey data and identify strategies to improve perceptions about the College.</p>	<p>Implement COMPASS to address communication concerns. Provide information to all sectors of the school community in its operation.</p> <p>Internationalisation: Continue to foster positive and productive cooperation with sister schools, agents and support international students both at Highvale SC and during their stay in English Language Centres.</p>	<p>Give presentations to parents during all information evenings</p> <p>Link with Chinese agents and organise 2015 china tour.</p> <p>Link with German sister school.</p>	<p>Assistant principal-curriculum.</p> <p>International student coordinator and leadership team.</p> <p>LOTE team and CMI</p>	<p>Term 1</p> <p>Term 3</p> <p>Term 3/4</p>	<p>Student focus groups regularly conducted by sub schools and feedback disseminated to leadership, student wellbeing team and heads of school.</p> <p>The annual hosting of international students is undertaken. The 2016 China tour is conducted.</p> <p>Annual hosting of German exchange students.</p>

Provide a high quality, broad suite of program/curriculum options and student pathways	<p>Provide a Bring Your Own Device infrastructure to enable students and staff to use other learning technologies.</p> <p>Students in Year 9 will complete a Managed Individual Pathways plan as part of their end of Year program similar to their Occupational Health and Safety training.</p> <p>Review VET offerings. Review options regarding VET provision and seek to develop its partnership in the Eastern VET cluster (& other clusters)</p> <p>Continue to develop opportunities for study of music in the school. Complete work on the Performing Arts Theatre. Review instrumental music needs and enrolments. Review</p>	<p>Use of an external contractor to provide changes to computer server infrastructure to enable wireless connectivity to school network for a range of Apple and Windows devices.</p> <p>Students complete pathways plan in pastoral care sessions.</p> <p>Evaluate VET enrolment trends</p> <p>External contractors and architect</p>	<p>Principal class with technicians</p> <p>Pathways coordinator</p> <p>Pathways coordinator and senior sub school</p> <p>Principal class and music staff</p>	<p>By the end of term 2</p> <p>By end of term 2</p> <p>End of term 2</p> <p>End of Term 3</p>	<p>Students will be able to have a designated device connect with the secure school network with high degree of reliability whilst maintaining the security of the school's system.</p> <p>Implement the Careers Framework for Years 7 to 12.</p> <p>All Later Years teachers meet to provide input into the VET program.</p> <p>By the end of term 2 works to the Theatre would have been completed.</p>

	costing of instrumental music.				
Implement enhanced student transition and orientation processes particularly from primary to secondary and on individual entry into the College	<p>Review all transition programs and policies of the school including entry into year levels other than year 7 and exit processes. Develop a range of evaluation tools to collect data to be used to monitor and support student transition.</p> <p>Review data management and ensure all data management procedures are accurate, timely and secure.</p>	<p>Programs are reviewed and discussed at sub school team meetings</p> <p>All transition data is carefully checked and loaded into all COMPASS, CASES and ACCELERUS fields.</p>	<p>Transition coordinator and sub school teams</p> <p>Leadership team, office ES staff</p>	<p>Ongoing</p> <p>End of term</p>	<p>All staff contribute to the development and implementation of an effective transition program. By the end of term 1 each year, all staff have been issued with pertinent information relating to their students' learning backgrounds.</p> <p>By the end of term 1 each year, all relevant information for student destinations from the previous year has been collected and accurately recorded on CASES 21.</p>

Glossary	
VCE	Victorian Certificate of Education
VCAA	Victorian Curriculum Assessment Authority
NAPLAN	National Assessment Plan Literacy and Numeracy
AUSVELS	The curriculum for Foundation (Prep) to Year 10 in Victoria is known as AusVELS. This represents the integration of the new Australian Curriculum subjects into the Victorian Essential Learning Standards (VELS).
CRT	Casual replacement teacher
e5 model	The e5 instructional model is a reference point for school leaders and teachers to develop a deeper understanding of what constitutes high quality teacher practice in the classroom.

PCO	Principal class officers, ie Principal or assistant principal
Bastow	The Bastow Institute of Educational Leadership is a Department of education learning centre where educational leaders can connect, converse and learn together.
VASS	Victorian Administration Software System used by schools to electronically advise the Victorian Assessment Authority of student results.
SPA	Student Performance Analyser, a data base of student results compiled by individual schools using student results from a number of tests.
SAC	School assessed course work
PD	Professional development
ES	Education support staff.
ILP	Individual Learning Plans
COMPASS	An online learning management system
OHS	Occupational Health and Safety
SWC	Student wellbeing coordinator
MIPs	Managed Individual pathways
VET	Vocational Education and training
CASES 21	CASES21 is the software component of CASES (Computerised Administrative System Environment in Schools) which is the package provided to Victorian government schools to support school administration, finance and central reporting.