

Wantirna College

8408

Annual Implementation Plan 2009

(Based on Strategic Plan developed for 2009-2012)



Wantirna College

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.	
		Sue Bell
Endorsement by Regional Network Leader	Insertion of a tick (✓) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan	

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	Improve the Learning Outcomes of students at all ability levels in years 7-12	<ul style="list-style-type: none"> All VCE studies to achieve an adjusted median score greater than -1 	35% of VCE studies to achieve an adjusted median score greater than -1
		<ul style="list-style-type: none"> English VELs dimensions year 7-10 <ul style="list-style-type: none"> -80% of students achieving at, or above the upper end of the expected level -10% achieving well above expected level -30% achieving above expected level -50% achieving at expected level (upper end of the range) 	<ul style="list-style-type: none"> English VELs dimensions year 7-10 <ul style="list-style-type: none"> Reading <ul style="list-style-type: none"> -80% of students achieving at, or above the expected level -3.5% achieving well above the expected level -15% achieving above the expected level -50% achieving at the expected level upper end of the range Writing <ul style="list-style-type: none"> -80% of students achieving at, or above the expected level 4.25% achieving well above the expected level 15% achieving above the expected level 45% achieving above the expected level
		<ul style="list-style-type: none"> Maths VELs dimensions year 7-10 <ul style="list-style-type: none"> -80% of students achieving at, or above the upper end of the expected level -10% achieving well above expected -25% achieving above expected level -55% achieving at expected level (upper end of the range) 	<ul style="list-style-type: none"> Maths VELs dimensions year 7-10 <ul style="list-style-type: none"> Measurement, Chance and Data <ul style="list-style-type: none"> -80% of students achieving at, or above the upper end of the expected level 4% achieving well above expected level 14.5% achieving above expected level 40% achieving at expected level upper end of the range) Structure <ul style="list-style-type: none"> 5.5% achieving well above expected level 17.5% achieving above expected level 34% achieving at expected level upper end of the range

Student Engagement and Wellbeing	<p>Improve student motivation, learning confidence and participation in learning</p>	<p>Year 7-9 School Attitudes to School Survey data -Learning Confidence: consistently above 4.5 in each year level from year 8-12 (a 20% increase) -Student Motivation: Consistently above 4.5 at each year level.</p> <p>Student Absences: Average of 12 days at year 7 and 8 Average of 14 days at year 9 and 10</p>	<p>Year 7-9 School Attitudes to School Survey data -Learning Confidence: 3.8 -Student Motivation: Consistently above 4.1 at each year level.</p> <p>Student Absences: Average of 14.2 days</p>
Student Pathways and Transitions	<p>Improved the transitions and pathways into, and through the school to build high expectations and encourage success.</p>	<p>Year 7-9 School Attitudes to School Survey data -Teacher Effectiveness: consistently above 4.5 -Teacher Empathy: consistently above 4.5 -Stimulating Learning: consistently above 4.5</p> <p>Year 10-12 School Attitudes to School Survey data -Teacher Effectiveness: Consistently above 4 -Teacher Empathy: consistently above 4 -Stimulating Learning: consistently above 4</p> <p>Parent Opinion survey -Transition variable: Above 5.5</p>	<p>Year 7-9 School Attitudes to School Survey data -Teacher Effectiveness: above 3.65 -Teacher Empathy: above 3.63 -Stimulating Learning: above 3.2</p> <p>Year 10-12 School Attitudes to School Survey data -Teacher Effectiveness: above 3.49 -Teacher Empathy: above 3.49 -Stimulating Learning: above 3.2</p> <p>Parent Opinion survey -Transition variable: Above 5.13</p>

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 of team responsible for implementation	When the date, week, month or term for completion	Achievement Milestones (Changes in practice and behaviours)
Build the operations and educational capacity of the school through a review of systems and process and at the development of a collaborative high quality professional learning culture.	Review systems, process and resource allocations to deliver the intended outcomes of the strategic plan	LCC consultation Staff meetings College Operations	Assistant Principals, Leader of College Operations, School Leadership team	Term 3 for 2010 implementation	Staff allotments to focus teachers to one year level plus a VCE or other year level subject College wide focus on teachers teams Established curriculum planning times based around teams Ensure structures are supportive of use of teaching and learning coaches
	Conduct a whole school conversation-what is good teaching and learning at this school and how is it demonstrated?	Staff Meetings MY/LY Meetings E5 Model?? Teacher Collaborative Project	Principal Team	Term 4	Common understanding among teachers as to what makes a good unit and what makes a good lesson Peer Observation conducted by teachers
	Review of Welfare and Discipline approach	Working party of Education Committee	Assistant Principals	Term 3	Recommendations for any new approaches to Welfare and discipline.
Adopt teaching practices that personalise the learning and engage all students	Plan for the implementation of the interdisciplinary strand and personal, social learning strand of the VELs across the school, in every subject	Curriculum Audit conducted through sub school and learning are meetings using KSLC tool Professional Learning sessions related to Backwards by design model of curriculum planning	Middle and Later Years Curriculum Leaders, Learning Area Managers and KSLC Coaches	Term 3 Semester 2	Documentation of current practice in relation to interdisciplinary strands and personal, social learning strand of the VELs Review of Learning Mentor Program in relation to VELs at year 7-10 Professional learning for all teachers in relation to the backward by design model of curriculum planning Begin use of College portal and/or ultranet in curriculum planning

	Plan for increase in flexible learning spaces for students in the Middle Years	Increase access to large teaching spaces (G7/G8, A5/A6, H7/H8 etc) to ensure all students in year 7 and 8 have had a team teaching experience	Leader of College Operations, Middle Years AP, Middle Years Curriculum Leader	Term 4	Increased knowledge and experience of teachers in teaching in a team environment
	Build Year 9 Learning Centre			Principal Assistant Principal Facilities Manager	Centre built by December 2009 Fit out completed for start of teaching
	Professional Learning related to team teaching, inquiry based learning, etc	Middle Years meetings and external PL Leading in Effective Schools team project focus on leading year 9 curriculum development	Middle Years Teachers Leading in effective schools team	Throughout year November	Integrated, inquiry based learning units documented for years 7-9 Redeveloped year 9 program Development of a year 9 teaching team
	Utilise assessment <i>for</i> learning techniques to address the identified learning needs of students.	Whole school testing PATR year 6,7,8,9,10 NAPLAN data VCAA value added data	Grade 6 testing Saturday morning Year 7, 8, 9, 10 during classes	Individual needs team and curriculum leaders	All teachers to access and utilise student literacy and numeracy data collected through the whole school testing. Professional Learning for staff related to using and interpreting data
	Whole school focus on critical literacy	MY and LY meetings	Pathways, Transitions and Community Pathways leaders	Semester 1	Whole school professional learning in relation to the four resources model (Literacy)

	Document the standard and extension material in all learning area programs	Learning Area curriculum planning time	Teachers	Throughout the year	Documented strategies and curriculum for differentiated classrooms in relation to VELs levels
	Implement new leadership structure to effect staff cultural change. Enhance distributed leadership model	Staffing plans SRP School Leadership team Leadership coach for team	Principal team and School Leadership team		Greater modelling of best practice Leadership training Greater accountability of teachers to leaders Roles and responsibilities are clarified Individual and collective autonomy are encouraged as to how learning outcomes are delivered.
	Further develop a coaching and mentoring system for teachers	EMR Collaborative Teacher Learning Project team to develop model	EMR Collaborative Teacher Learning Project Leader of Performance and Development KSLC coaches	Term 1 and 2 development of model Use by staff term 3 and 4	Regular conversation Peer observation Learning Walks by principal team and leaders Feedback focused on student learning

Build a student centred learning environment that encourages the active participation of students in all aspects of the school and especially in their own learning.	Commence each students learning pathway on entry into the school.	Middle and Later Years Team Meetings	Middle and Later Years Leadership teams	Term 4	Teachers to receive electronic data regarding each student at the beginning of the year
	Track progress electronically, intervene promptly (as necessary) address emerging issues	Portal used to store student data	ICT team	Term 3/4	Professional learning to assist teachers in unpacking and understanding data Formal structures in place to encourage teachers to go back and re examine data periodically throughout the year. Trial appropriate electronic tracking program (SAMRT)
	Improve the effectiveness and implementation of the transition and orientation program in Middle Years and Later Years. Take time to settle in, deliver an integrated unit initially, and discuss the expectations of students with regard to attendance, behaviour and participation in learning.	Year 12 Orientation program, Deakin University	Later Years transitions, community partnerships and pathways coordinator (Later years team)	Term 1	Formal middle years transition program documented and delivered consistently across all year 7 and 8 classes
		Year 7 transition program term 1, shared reading focus	Middle Years transitions, community partnerships and pathways coordinator (Middle years team)	Term 1	All year 7 and 8 teachers involved in the transition program Improved attendance for students Enhanced ability to access resources such as library and well being centre
		Learning Mentor Program			

	Formal opportunities developed for student voice within the classroom and through formal leadership opportunities.	Implementation of new student leadership model Focus on student leadership at school assemblies Student input/consultation in decision making processes	Principal team Sub School Teams Sustainability coordinator Leader performing arts Student Well Being team Sub School teams, student well being team SRC	Ongoing throughout year Ongoing throughout year Ongoing throughout year	New student leadership model to be implemented with more authentic opportunities for student leadership Increased numbers of students to undergo formal leadership training Development of a student driven 7 year plan to shift student culture
Track individual student progress and deliver high quality learning pathways appropriate to their	Review the student management and pastoral care programs	Content of learning mentor program Ongoing refinement of attendance system including exploration of text service and absence line Scholaris attendance package	Leaders of Student Learning and curriculum MY and LY Attendance Officer	Term 1	Common understanding of the core purpose of Learning Mentor program Learning Mentor groups at year 10-12 to be year level based Review of attendance data collection and reporting, improved accuracy of attendance reporting

	Include regular goal setting, reflection and self evaluation in students' individual pathway plan from year 7 on	Learning Mentor Program and other classes Included in reporting structures in 2010 (reports, portfolios, P/T/S interviews)	Led by curriculum leaders Implemented by classroom teachers	From term 1 onwards Term 4	Learning Mentor program to include opportunities for goal setting, reflection and self evaluation Personal Learning goals to be included on the student reports Professional learning in portfolio assessment
	Develop transition structures, processes and curriculum for students as they enter the College, move from one year level to the next and exit the College.		Later and Middle years Leaders of Transitions, Community Partnerships and Pathways Principal team	Throughout year	Strengthened relationships with feeder primary schools Strengthened relationships with local business, tertiary institutes etc All year 7 and 8 students to have a formal transition program
	Encourage the articulation of the student voice in relation to learning and broader school issues	Focus groups of students in relation to attitudes to school surveys	Assistant principals	Term 3	Consultation with students in relation to student attitudes to school survey (focus groups)
	Review of student progress policy	Working party of Education Committee	Assistant principals	Term 3	Clear process for student review related to learning pathways implemented each year

Appendices

VELS targets

Target developed by collating the number of students at each VELS level (well above, above, at upper end) from year 7-10, dividing by the number of students assessed from year 7-10 to get the percentage of students currently each VELS. Assumption is improvement will be evenly distributed across the four years of the strategic plan. Target is set by determining the difference between baseline data (2008) and four year target and increasing the target in even increments.

Student Attitudes data

Target developed by calculating the mean score for year 7-9 for teacher effectiveness, teacher empathy and stimulating learning. Using this as baseline data equal increments applied over the four years of the strategic plan to reach the targets. Same process implemented for year 10-12.

VCE Target

Percentage of studies scoring within or above the mean adjusted range of -1 to +1 calculated, incremental increases over the next four years.