School Annual Implementation Plan for

8775 Mill Park Secondary College

2014

Based on Strategic Plan 2011-2014

Endorsements

<table>
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<tr>
<th>Endorsement by School Principal</th>
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<tbody>
<tr>
<td>Signed</td>
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<tr>
<td>Name</td>
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<th>Endorsement by School Council</th>
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School Council President’s endorsement represents endorsement of School Strategic Plan by School Council
### Strategic Direction

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<tr>
<th>Goals</th>
<th>Targets</th>
<th>One Year Targets</th>
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| **Student Learning** | To achieve high levels of literacy and numeracy for all students  
To improve student achievement in VCE, VET and VCAL | Two-year NAPLAN targets established for each Year 7 cohort by the time they reach Year 9 two years later starting with 2012 data and integrated into AIPs to increase the proportions of students in the top four NAP Bands with respect to the Year 7 results  
Increase VCE allstudy score to 28 by 2014  
To achieve study score means of at least 28 or above for English, Mathematical Methods and Further Mathematics  
Increase individual study scores by at least 2 above the 2009 score  
Improve the VCE, VET and VCAL completion rates to at least 90% | To have all students deemed capable of making at least one year’s AusVELS progress annually in Literacy and Numeracy.  
The Year 7 to 9 Matched Cohort Growth in NAPLAN Literacy and Numeracy to exceed the mean for Government schools.  
To decrease the number of students performing below the expected levels (NAPLAN and AusVELS) by at least 5 percentage points.  
To increase the number of students performing at the top levels (NAPLAN and VELS) by at least 5 percentage points above the 2013 figures.  
Increase the proportion of Year 9 students at or above the expected levels for Numeracy from 75% (Yr 7 2009) to 80% in 2014.  
Increase the proportion of Year 9 students at or above the expected levels for Reading from 78% (Yr 7 2010) to 80% in 2014.  
The VCE Allstudy score to improve to 28 in 2014.  
All Adjusted VCE Study Scores to be above the zero line (on Report 10)  
Improve the VCE, VET and VCAL completion rates to at least 90% |
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<tr>
<th>Student Engagement and Wellbeing</th>
<th>Improve Student Attitudes to School Survey scores for the following measures: School Connectedness, Teacher Effectiveness, Stimulating Learning, Classroom Behaviour. Reduce the whole school student average absence rate to below 16 days.</th>
<th>To increase the teacher effectiveness mean in the Student Attitudes to Schooling Survey to at least 3.8 by 2014. To increase the stimulating learning mean in the Student Attitudes to Schooling Survey to at least 3.3 by 2014. To maintain the average student absence rates below 16 days.</th>
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<td>Student Transitions and Pathways</td>
<td>Ensure all students are prepared academically, emotionally and socially for their next stage of education, training and/or employment. Increase the Year 11 to 12 retention rate to above 85%. 90% of Year 10-12 students to gain a tertiary place, apprenticeship, traineeship or employment.</td>
<td>Increase the Year 11 to 12 retention rate from 74.4% in 2010 to 78% in 2014. To increase the proportion of students exiting Year 12 to further education, training or full time employment by 6 percentage points from 86.3% in 2011 to 90% in 2014.</td>
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## Implementation

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<tr>
<th>Key Improvement Strategies</th>
<th>What the activities and programs required to progress the key improvement strategies</th>
<th>How the budget, equipment, IT, learning time, learning space</th>
<th>Who the individuals or teams responsible for implementation</th>
<th>When the date, week, month or term for completion</th>
<th>Success indicators the changes in practice, behaviours or outcomes that indicate that the strategies are successful</th>
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<td><strong>Student Learning</strong></td>
<td>Implement the MPSC Instructional Model to improve student learning in literacy, numeracy and curiosity. Build the capacity of teachers to implement a cohesive school wide approach to teaching and learning.</td>
<td>Embed agreed protocols for teaching and protocols for learning Continue to develop the use of learning intentions and success criteria by all staff. PLT’s to focus on Assessment Increase time allocated to coaching Maintain and develop: ▪ The use of data to inform teaching practice ▪ The improvement focus group, professional learning teams and Triads. ▪ The use of high reliability literacy / numeracy strategies.</td>
<td>Principal leads the educational change agenda in the school Professional learning sessions for: ▪ Learning Leaders ▪ Professional Learning Teams ▪ Program Learning Outcomes Managers ▪ Improvement Focus Group ▪ Principals and Leaders Allocation of school time to support whole school implementation, including school improvement team and teacher observation Use of a range of assessment tools, e.g. On-Demand testing, the use of SPA, Student Mapping Tool or school-based data bases of student progress</td>
<td>Principals and Assistant Principals School Improvement Focus Group Learning Leaders Coaches Leaders, Professional Learning Teams Data Managers(PLO’s) Networks All teachers</td>
<td>Refer to BASTOW and regional professional learning schedule Workshop weeks (week 5 term 1,2,3 and Week 4 Term 4) As per Professional Learning Planner</td>
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| Commence Implementation of AusVELS | Key staff attend National Curriculum information sessions  
Teams incorporate English, Maths, Science and History AusVELS in planning | Allocation of and planning time | Principal, leadership team and appropriate teachers | Throughout the year | Teachers incorporate English, Maths, Science and History AusVELS in their teaching. |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| **Student Engagement and Wellbeing** | **Build the capacity of teachers to implement an approach to teaching and classroom management that supports an engaging and productive learning environment.** | **Allocation of school time to support whole school implementation, including improvement focus group and teacher observation Access to BASTOW and regional professional learning** | **Principals and Assistant Principals**  
**Improvement Focus Group**  
**Learning Leaders**  
**Coaches**  
**Leaders, Professional Learning Teams**  
**Year Level Coordinators**  
**All teachers** | **Ongoing** | **Whole school consistency in implementing behaviour management strategies in line with the Department of Education and Early Childhood Development’s Student Engagement Policy Guidelines**  
**Student voice included in the classroom and school improvement process.**  
**All staff support the MPSC Principals of Student Management**  
**All staff take responsibility for student’s promotion to the next year level** |
| **Student Transitions and Pathways** | **Improve the school processes and programs for preparation of students moving from pre-school to school, from year to year, transferring into the school, and moving from primary to secondary settings** | **Appointment of a Pathways and Transitions Leading teacher**  
**Embed Victorian Careers framework through the Pastoral Program**  
**Provide professional development in careers**  
**Involve staff in whole school approach to subject selection and course counselling** | **Principals and Assistant Principals**  
**School Improvement Team**  
**Community Liaison LT**  
**Pathways and Transitions LT**  
**Careers Team**  
**Year Level Coordinators**  
**All teachers** | **Ongoing** | **All staff contribute to the development and implementation of an effective transition program**  
**All staff contribute to a future focused culture**  
**Staff completion of Grad certificate in Careers** |