

School Annual Implementation Plan for 8775 Mill Park Secondary College 2015

Based on Strategic Plan 2015 to 2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Patricia Horner</p> <p>Date... 17 March 2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Susan Allen</p> <p>Date 17 March 2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>

Strategic Direction

	Goals	Targets	One Year Targets
Achievement	To improve the learning and growth of students particularly in the key areas of literacy, numeracy and VCE achievement.	<p>Increase the proportion of Year 9 students in the top two NAP bands to 20%.</p> <p>Decrease the proportion of year 9 students in the lower two bands to less than 20%.</p> <p>Increase the percentage of year 9 students achieving high growth on NAPLAN relative growth assessments to 30% (and decrease the low growth percentage).</p> <p>Increase the VCE English and college mean study scores to above 28.</p> <p>Increase the number of VCE studies where the value-add median is one study score point above expected as per the VASS data service (Report 10).</p>	<p>Increase the proportion of Year 9 students in the top two NAP bands to 15%.</p> <p>Decrease the proportion of year 9 students in the lower two bands to less than 30%.</p> <p>Increase the percentage of year 9 students achieving high growth on NAPLAN relative growth assessments to 25% (and decrease the low growth percentage).</p> <p>Increase the VCE English and college mean study scores to above 27</p> <p>Increase the number of VCE studies to 12 where the value-add median is one study score point above expected as per the VASS data service (Report 10).</p>
Engagement	<p>To use student feedback to drive school improvement, creating a culture of success, so that all students feel valued, are equally catered for and demonstrate pride in the college.</p> <p>To create a culture of aspiration.</p> <p>To improve attendance at all year levels to above state mean.</p>	<p>Improve the connectedness to school measures in the student opinion survey to 3.6</p> <p>Improvement in the staff, student and parent opinion surveys with respect to student misbehaviour.</p> <p>Reduce the number of Ns and NSs on student reports to less than 10%.</p> <p>Improve retention between years 9 – 12.</p>	<p>Improve the connectedness to school measures in the attitudes to school survey to 3.3</p> <p>Improvement in the student and parent opinion surveys with respect to student misbehaviour to 2.9 and 4.9 respectively</p> <p>Reduce the number of Ns and NSs on student reports to less than 15%.</p> <p>!mprove the retention rate between years 10 – 11 to 90%</p>

		<p>Increase the percentage of Year 12 students transitioning into a tertiary institution, apprenticeship, traineeship or full-time work.</p> <p>Reduce Year 9 absence data to below state mean by the end of 2017</p> <p>Reduce absences at Years 7, 8 & 10 to below state mean by 2016 and sustain beyond</p>	<p>Increase the percentage of Year 12 students transitioning into a tertiary institution, apprenticeship, traineeship or full-time work to 85%</p> <p>Reduce Year 9 absence data to 19</p> <p>Reduce absences at Years 7, 8 & 10 to 13, 17, 16 respectively</p>
Wellbeing	To improve well-being and relationships through the development of a structured plan for the building of a positive/inclusive school culture	<p>Increase the Attitudes to School Survey variable means relating to student relationships and wellbeing in particular connectedness to school, connectedness to peers, classroom behaviour and safety</p> <p>Increase Parent Opinion Survey variables including student behaviour management and engagement</p> <p>Increase Staff Opinion Survey variables in relation to student engagement.</p>	<p>Increase the Attitudes to School Survey variable means relating to student relationships to and wellbeing to in particular connectedness to school to 3.3 connectedness to peers to 3.85, classroom behaviour to 2.9 and safety to 4.25</p> <p>Increase Parent Opinion Survey variables including student behaviour management to 5 and student motivation 5</p> <p>Increase Staff Opinion Survey variables in relation to trust in students and parents to above 280.</p>
Productivity	To optimise the allocation of resources (human, financial, time, space and materials) to improve learning outcomes of students.	<p>Improved Staff Opinion survey data in Professional learning Overall Score and Feedback</p> <p>Improved Staff Opinion Survey School Climate in Overall Score, Collective Efficacy, Teacher Collaboration and Shielding/Buffering</p>	<p>Improved Staff Opinion survey data in Professional Learning Overall Score to 400 and Feedback to 410</p> <p>Improved Staff Opinion Survey School Climate in Overall Score to 330, Collective Efficacy to 300, Teacher Collaboration to 400 and Shielding/Buffering to 380</p>

Implementation

Key Improvement Strategies	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
Achievement	<ul style="list-style-type: none"> ▪ Fully implement new Performance and Development process to focus on staff development against the Australian Standards. ▪ Build the capacity of all school leaders to lead effective teams and strong collaboration. ▪ Continue to further build staff capacity in literacy, especially in areas of reading comprehension strategies. ▪ Establish an annual assessment cycle across domains to produce relevant data sets to monitor, inform and assist ongoing student learning. ▪ Develop strategies to help students own and use their own literacy and numeracy data. ▪ Establish an annual review cycle of curriculum documents, monitor the implementation of AusVELS, VCE and VCAL in key learning areas and maintain a record of dimensions assessed. 	<ul style="list-style-type: none"> • IFG sets agenda and trains leaders to implement new process • Draft process 2014/2015 reviewed ▪ Leadership team meetings, Curriculum and other meetings ▪ Leadership Coaching ▪ Workshop Weeks ▪ Review of the Leadership structure ▪ Curriculum Planning Teams, Workshops and Coaching ▪ Finalise audit of curriculum against AusVELS ▪ Chart non faculty assessment timelines eg OnDemand ▪ Publish Assessment cycle ▪ Implement testing ▪ Build capacity of teachers to analyse data to inform teaching ▪ Publish data sets widely ▪ Publish student data to students ▪ Establish annual review cycle for renewal of. Curriculum documents ▪ Mark all curriculum documents with a review by date 	<ul style="list-style-type: none"> ▪ Staff Development Principal, Improvement focus group (IFG), Leading Teachers ▪ Principals and Leading Teachers ▪ Coaches ▪ Bastow literacy team ▪ Curriculum Principal, Curriculum LTs with CLT ▪ PLOs ▪ Coaches ▪ Faculty Leaders ▪ Curriculum LTs and Curriculum Principal ▪ Curriculum Principal, Curriculum LTs with CLT 	<ul style="list-style-type: none"> ▪ Mid cycle - October/November ▪ All Year - leadership planning day ▪ All Year ▪ Terms 3 and 4 ▪ Commence implementation immediately ▪ Commence implementation immediately 	<ul style="list-style-type: none"> ▪ All staff complete thorough and rigorous Performance and Development plans. ▪ Reading comprehension strategies reflected in curriculum documents. ▪ Documented Assessment Cycle published

<p>Engagement</p>	<ul style="list-style-type: none"> ▪ Use student feedback to inform teaching and learning practice. ▪ Implement the High Resolves Global Citizenship and Leadership Program. ▪ Investigate implementing Career Action Plans for all students. ▪ Build staff capacity to connect learning and curriculum to pathways. ▪ Review and implement a range of high-leverage activities to improve student attendance 	<ul style="list-style-type: none"> ▪ Devise guidelines for how these will operate across the college. ▪ The total program for all year 7, year 8 and 40 year 9 students will be \$8800. ▪ Evaluate range of alternative options for implementing CAPs (i.e. paper-based, Google Forms, MIPSONline). • Provide all staff with examples of how to implement, e.g. sample in a lesson plan/units of work • Examine all aspects of the 'Every Day Counts' program and implement 	<ul style="list-style-type: none"> ▪ Each individual campus Principal & Leadership Team ▪ Year 7 – 9 PLO's responsible for organising the program. Delivery will be by HR facilitators. • Pathways LT • Careers Team • Pathways LT • CPT leaders to allocate time and instruction for all course development • Student Managers & Attendance Co-ordinators 	<ul style="list-style-type: none"> ▪ Commence trials in term two, prior to SATTs. Data collated and disseminated to relevant areas (student management/CPTs/leadership). Each term, one strategy enacted to improve teaching and learning based on student feedback. ▪ Yr 7 19/05/15 & 22/05/15 ▪ Yr 8 3/06/15, 4/06/15, 31/07/15, 5/08/15 ▪ Yr 9 27/04/14, 30/04/15, 19/06/15, 24/07/15, 25/08/15 8/09/15 • Commence and finalise decision by end of term two • Commence term two • Commence asap and begin implementation immediately 	<ul style="list-style-type: none"> ▪ Use student feedback to inform teaching and learning practice. ▪ Implement the High Resolves Global Citizenship and Leadership Program. ▪ Investigate implementing Career Action Plans for all students. ▪ Build staff capacity to connect learning and curriculum to pathways. ▪ Review and implement a range of high-leverage activities to improve student attendance
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<p>Wellbeing</p>	<ul style="list-style-type: none"> ▪ Collect and analyse data related to classroom behaviour ▪ Investigate inconsistent application of student management process and review the current classroom expectations to ensure their effectiveness and appropriateness ▪ Conduct student and parent forums with respect to classroom behaviour and extracurricular activities and community events ▪ Review the College Principles of Student Management ▪ Build the capacity of the student management team to manage challenging behaviours with an expanded range of strategies ▪ Explore and trial role modelling and mentoring programs 	<ul style="list-style-type: none"> ▪ Sentral data ▪ Forums, Sentral data ▪ Protocol for forums. ▪ Forums/ survey ▪ Blended learning program- ICT access for SEM ▪ Use of Sentral for Case Management ▪ Investigation of potential programs ▪ Use student feedback to devise system ▪ Arrange student rewards 	<ul style="list-style-type: none"> ▪ Principals and Assistant Principals ▪ Student Management Teams. ▪ All teachers ▪ Principals and Assistant Principals ▪ Student Management Teams ▪ Community-sub committee ▪ Student Management Teams ▪ Student Management Teams ▪ Principals and Assistant Principals ▪ Student Management Teams ▪ Principals and Assistant Principals ▪ Student Management Teams 	<ul style="list-style-type: none"> ▪ Each Term • Term 1-4 • Term 1-4 • Term 4 • Term 1-4 (ongoing to 2016) • Term 3-4 Term 1 	<ul style="list-style-type: none"> ▪ Updated College Principles of Student Management ▪ Documented processes for student management ▪ Improved student case management plans
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<p>Productivity</p>	<ul style="list-style-type: none"> ▪ Review the of allocation school resources to maximise strategies designed to improve student outcomes particularly in the area of professional learning ▪ Evaluate the leadership structure in the light of the strategic plan and implement a new structure ▪ Introduce a trial BYOD program. ▪ Continue to reflect on what is required for workforce planning each year ▪ Review the International Student Program against the Quality Assurance Framework 	<p>Training in use of EDVAL Review the budget process</p> <p>Consult with staff to identify the leadership needs of the strategic plan and determine the required structure</p> <p>Finalise policy, processes and protocols</p> <p>Creation of 2016 Planning Timeline</p> <p>Review compliance</p>	<p>Principal team Timetabler Principal Business Manager</p> <p>Principal team Leadership Team All staff</p> <p>Leadership Team Network Manager</p> <p>Principal Team Leadership Team</p> <p>Senior Campus Principal International Student Coordinator English Language Centre Coordinator</p>	<p>Term 1 & 2 Term 1 & 2</p> <p>Term 1 & 2</p> <ul style="list-style-type: none"> ▪ Term 2 ▪ Term 1 & 2 ▪ Term 2 & 3 	<ul style="list-style-type: none"> ▪ Updated budget process ▪ New Leadership structure implemented ▪ Students able to BYOD ▪ Accredited International Student Provider ▪ SRP surplus
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