

Kurunjang Secondary College 8718

Annual Implementation Plan 2009

(Based on Strategic Plan developed for 2009 – 2012)



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.	
		Sandra Eglezos 21/5/09
Endorsement by Regional Director (or nominee)	Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	
		Katherine Hendersen 21/5/09

Strategic Intent

	Goals	Targets	One Year Targets	
Student Learning	To maximise the effectiveness of teaching and learning in order to raise the achievement levels of all students from Yrs 7 – 12 in all areas of learning	<ul style="list-style-type: none"> VCE Allstudy School mean to be at or above 27 by 2012 By 2012, all Year 7 – 10 students will be reading at or above grade level as measured by TORC-3 By 2012, the proportion of Yr 7 – 10 students assessed by teachers as A or B for each strand of English and Mathematics against the VELs is 20% 	All study score: 25 Year 7: 40% Year 7 M/C&D A: 1 B: 8 Structure: A: 1 B: 8 Year 8 M/C&D A: 1 B: 10 Structure: A: 1 B: 7 Year 9 M/C&D A: 1 B: 5 Structure: A: 1 B: 6	Year 7 Reading A: 1 B: 8 Writing A: 1 B: 8 S&L A: 1 B: 9 Year 8 Reading A: 1 B: 5 Writing: A: 1 B: 5 S&L A: 1 B: 5 Year 9 Reading A: 5 B: 10 Writing: A: 3 B: 8 S&L A: 2

		<ul style="list-style-type: none"> • Attitudes to school survey variable - teacher effectiveness to be 3.5 by 2012 • Attitudes to school survey variable – stimulating learning environment to be 3.0 by 2012 	<p>Year 10 M/C&D: A: 1 B: 5 Structure: A: 1 B: 5</p> <p>Teacher effectiveness: 3.2</p> <p>Stimulating Learning Environment: 2.75</p>	<p>B: 8 Year 10 Reading A: 2 B: 11 Writing: A: 2 B: 12 S&L A: 2 B: 12</p>
Student Engagement and Wellbeing	To have a high level of student well being where students are motivated and engaged with a strong sense of connectedness to their peers, the school and their teachers.	<p>Student absence by FTE to be reduced by 5 days across each year level</p> <p>Attitudes to school survey variable – teacher empathy to be 3.6 by 2012</p> <p>Attitudes to school survey variable school connectedness to be 3.6 by 2012</p> <p>Attitudes to school survey variable -classroom behaviour to be 2.8</p> <p>Parent Opinion Survey variable - Classroom Behaviour to be 3.5 by 2012</p> <p>Parent Opinion Survey variable - Student Motivation to be 4.75</p>	<p>Student Absences (days) Year 7: 15 Year 8: 18 Year 9: 25 Year 10: 19 Year 11: 18 Year 12: 13.5</p> <p>Teacher Empathy: 3.2</p> <p>School Connectedness: 3.25</p> <p>Class Behaviour: 2.65</p> <p>Parent: Classroom Behaviour 2.8 Student Motivation: 5.05</p>	

		Staff Opinion Survey variables - school morale to be 3.0 Staff Opinion Survey variables - effective discipline policy to be 60 on 100 point scale by 2012	Staff: School Morale: 2.8 Effective Discipline Policy: 48
Student Pathways and Transitions	To maximise the continuing education, training and employment options of all students	<ul style="list-style-type: none"> • Real retention for Years 10 – 11 to be at 90%, and for Years 11 – 12 to be 73% by 2012 • Apparent retention for Years 7 -10 to be 100% by 2012 • Decrease proportion of Year 10 students exiting the college, and not continuing education and training to 20% by 2012 • According to CASES data, increase proportion of students exiting at the end of Year 12 entering University to 25% by 2012, and the proportion of students entering TAFE/VET courses to be 45% by 2012. 	Yr 10-11: 78% Yr 11-12: 60% Yr 7-10: 99.5% Not continuing education and Training: 25% University: 19% TAFE/VET: 38%

Implementation

Key Improvement Strategies and Significant Projects	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
<p>Agreed set of principles about good teaching practice (effective teaching)</p>	<p>Effective teaching defined explicitly, (4As signposted)</p> <p>Learning Walks established in effective teaching</p> <p>Teaching and Learning Coaching in: Effective teaching ICT Literacy Tribes / engagement Numeracy</p> <p>All staff trained and using PoLT, NAPLAN, VELs VCE Data Service and other feedback to inform change All staff familiar with TORC, MYAT and on-demand numeracy testing.</p>	<p>-Leading teacher responsible for teaching practice. Coaching sessions organised for ICT coach (LT), T & L Coach (LT), Literacy coach (LT) and Tribes coach (LT) Numeracy coaches (Regional and school based) -Teaching and Learning Policy developed and implementation -Implementation of specific time for PLTs to meet throughout the year -Regular PoLT surveys of all staff</p> <p>-Sharing of best practice and reflection incorporated into all Faculty meetings</p> <p>Teachers to meet together during the day to moderate student work</p> <p>-Learning walks to be done by coaches and PCOs.</p> <p>-Regular professional conversations of staff with leadership team as part of P & D process (LT and PCOs) -LSF space to be used for team teaching. -PLTs and staff meetings designed to train staff on</p>	<p>Leadership Team</p> <p>SE, SB, GH GC, TW, SP, KM, CM , Nadia and JS</p> <p>TW, SB, SE</p> <p>SE, SB</p> <p>TW and SE</p> <p>SE, TW and SB</p> <p>SE, SB, GH, TW, KM, GC, SP & CM</p> <p>Leadership team</p> <p>KM, CM, TW</p>	<p>T 4</p> <p>T4</p> <p>T1-2</p> <p>ongoing</p> <p>T1&T3</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>T2</p> <p>T3</p>	<p>Common professional language around what is effective teaching practice documented, displayed and used.</p> <p>Chosen staff members will experience coaching sessions</p> <p>Teachers reflecting on practice</p> <p>Teachers using feedback and data to inform practice</p> <p>All staff completes at least one PoLT survey with at least one class.</p> <p>Improved variable teacher effectiveness</p>

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	<p>Develop process for individual learning plans for all students assessed as well below the expected level and well above the expected level</p> <p>Implement professional learning on differentiated teaching practice.</p> <p>Introduce E5</p>	<p>NAPLAN, Data analysis and collection.</p> <p>ILPs to be developed as part of school team PLTs. Implement ILPs for at risk students and students above the expected level.</p> <p>Differentiated teaching and E5 initiatives in pilot program in B4W and Year 7 Maths Action Research Project.</p> <p>Work with Leadership team to lead PLTs on E5 and implement during Tribes training of staff.</p>	<p>SB and MA to present data sets and analysis of student data for staff meetings.</p> <p>GH for working with heads of school to</p> <p>CM and SE to initiate the Action Research on Differentiated Learning in Mathematics for year 7 students. Nadia and Jasmin to be coach.</p> <p>KM to coach staff in B4W on Tribes process</p>	<p>T2</p> <p>Starting T2 and ongoing</p> <p>T2</p>	

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Implement processes to enhance student management	Student management restructured and implemented with a 'team based' focus at Year 7-9, and 'course of study' focus at Yrs 10 – 12.	Organise new staff office and STA to be placed at each mini school. Organise leadership team with specific roles in each school. Promote each school through newsletters, assemblies, bulletins and staff meetings to encourage a team based focus with specific goals and vision.	SE, GH, SB, Leadership team	T1 T1	<ul style="list-style-type: none"> Parents understand and accept discipline processes Decrease in student bullying Staff consistently using the language of Tribes and 4As. Staff consistently implementing college discipline and wellbeing policies and procedures Support strategies developed for students subject to 4As interviews
	Agreed understanding and commitment to Tribes as a classroom management and teaching and learning strategy	Tribes coaching in B4W initially and use of Tribes trained staff to implement learning strategies in their classroom.	KM SE, SB, GH TW, GC, SP, Nadia	ongoing T4	
	Evaluate and review current practices – Tribes, 4As, Its Not Ok To Be Away according to principles of effective teaching.	Use of best practices and procedures from other schools to improve attendance. Staff, students and parents to be surveyed on 4As policy and Tribes implementation in 2008	SE, GH, SL LOL TW, SB, KM	T2 T2	
	Continue Tribes coaching Individual learning plans established and embedded for all students with special needs, including refugee / ESL and Koorie students	Use of multiple data sets for each student using ultranet or similar program. Form case management teams for students at risk and work with parents and students to design ILPS	KM GH, MA, SL, LOL Student Management Executive	ongoing T2	
		ESL students to work with ESL trained staff and have ILPs	SP	T1	
	Define student leadership and	Introduce Student Voice	SE, GH	T1	

	<p>investigate structures to give students authentic leadership opportunities.</p>	<p>Program and implement project based teams across the school. Implement leadership training of student leaders. Organise a set of meeting times and reporting back to student body at assemblies to be regular. Leading of assemblies, projects and some meetings.</p>	GH	T1	
	<p>Investigate house structure and / or processes to celebrate student achievement and pride in the school</p>	<p>Part of discussion on Student Voice meetings. Allocation of sports captains, and house captains</p>	TM and GH	T2	
	<p>Investigate processes to celebrate staff achievement and pride in the school</p>	<p>Introduce compulsory staff briefs Regular practice to acknowledge achievements of staff at staff meetings, newsletters, bulletins, assemblies and personally. Introduce "Go Green" team made up of students and staff to lead the beautification of the school.</p>	SE	T1	
			SE, MF, EB	T1	

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Whole School Literacy Strategy and Literacy Intervention program	<p>Professional development for all staff regarding Carol Christensen Literacy program. Carol Christensen Literacy intervention program implemented at Year 7</p> <p>TORC-3 tests conducted and analysed twice yearly for Year 7 students to group students and track progress Time provided for teachers to meet in order to analyse NAPLAN, VELs and TORC literacy data. Literacy Walks introduced</p> <p>Whole School Literacy Plan written</p> <p>Literacy coaching outside of the intervention program commenced Whole school ESL plan developed</p>	<p>PD whole staff on literacy program Allocate budget Test all year 7 students and place in groups according to literacy skills. Train staff on the implementation of the program. Plan regular literacy period as additional time for all year 7 students.</p> <p>Staff meetings to be used to help staff share best practice and look at effective teaching practice. Protocols established for literacy walks</p> <p>Pd for Literacy coach and Teaching and Learning coach. Time to look at best practice at other schools.</p>	<p>SP to organise</p> <p>SE, LG SP</p> <p>SB and LS</p> <p>SP</p> <p>SE, SB, GH</p> <p>TW, GC, SB, CM</p> <p>TW, SB, SE</p> <p>SP, TW,</p> <p>SP</p>	<p>Beg T1</p> <p>Beg T1 Beg T1</p> <p>Beg T1</p> <p>T4</p> <p>T2</p> <p>T1</p> <p>T1</p> <p>T1-2</p>	<ul style="list-style-type: none"> ▪ Teachers from all faculty areas using literacy strategies in classrooms ▪ Improved reading level for Year 7 students ▪ Individual learning plans developed and amended based on data ▪ Whole school ESL and Literacy plans written

			ED	T2	
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<p>Accountability & leadership – 4As & performance & development culture</p>	<p>Re-define leadership structure in line with Goals / targets of Strategic Plan Professional expectations and accountabilities of all college staff described explicitly, (4As for staff)</p>	<p>New leadership structure</p>	<p>Principal</p>	<p>Beg T1</p>	<ul style="list-style-type: none"> ▪ Increased level of professionalism of all staff ▪ Expectations of staff contained in the staff handbook ▪ All VCE staff complete analysis and reflection of data from VCE data service and included in performance and development portfolio ▪ Year 7 & 9 English and Maths teachers analyse and reflect on NAPLAN data and include action plan in teacher portfolio. ▪ Individual teacher analyse and reflect on VELs data and include action plan in teacher portfolio. ▪ Learning areas analyse and reflect on NAPLAN, VELs and VCE data and include action plan in curriculum development and review. ▪ All staff begin a teacher portfolio ▪ Teachers documenting workplans for all classes and demonstrating evidence of this in performance reviews ▪ Teachers discussing and sharing teaching and learning practices that are successful with specific groups and individual students
	<p>Professional expectations and accountabilities described explicitly for all positions of responsibility, (4As for leaders)</p>	<p>Organise team of staff to present 4As for staff.</p>	<p>SE to lead workshop and recruit staff to team.</p>	<p>T2</p>	
	<p>Calendar of data analysis developed and implemented across the year and reviewed in line with progress towards Strategic Plan targets</p>	<p>Roles and Responsibilities to be written in staff handbook</p>	<p>SB GH</p>	<p>T2</p>	
	<p>Professional development provided to staff regarding teacher portfolios</p>	<p>PLTs and Staff meeting time dedicated to staff learning.</p>	<p>SB, MA with support from LT across school</p>	<p>T2</p>	
	<p>Expectations re teacher portfolios established</p>	<p>Starting in T1 as part of feedback using QIS process to obtain feedback and designated focus groups to be ongoing.</p>	<p>TW, SB</p>	<p>T2</p>	
	<p>Workshops / focus groups with staff, parents and students regarding college progress and direction</p>	<p>Part of Staff meetings and PLTs</p>	<p>TW, SB</p>	<p>End of T2</p>	
	<p>Leaders report to staff on progress against AIP targets</p>	<p>Time allocated for P & D reviews. Members for</p>	<p>SE, SB, GH, TW, MA, GC</p>	<p>Ongoing</p>	
	<p>Customised professional learning plans developed and implemented for all staff</p>	<p>Part of Staff meetings and PLTs</p>	<p>SE, SB, GH Leadership team</p>	<p>Ongoing</p>	
		<p>Time allocated for P & D reviews. Members for</p>	<p>SE</p>	<p>T1</p>	
			<p>SB</p>	<p>T1</p>	

	Professional development for all staff regarding effective professional learning teams	each review team to be organised. Produce P&D performance plan including goals and plans for all staff.	TW	T1	
	Develop processes including accountability regarding professional learning teams.	Explicit as part of PLT. Role modelling of LTs.	Leaders of Faculties, PLTs and executive meetings.	Ongoing	
	Re-establish professional learning teams with a clear purpose and specific tasks	Reflective practice as part of each PLT. Part of teacher portfolio.	Leadership team	Ongoing	
	Protocols are developed for observing and sharing good practice		PCOs and Leaders of PLT	T2	
		Time allocated for coaches	SE, LS	Ongoing	
		Time at each PLT for sharing and reflection	SE, SB, GH, Leaders of PLT	Ongoing	
		Staff spending individual time with coaches on reflection and planning.	LS		
		Incorporate collegiate feedback as part of P & D plan.	TW, SB	End of T1	
		Allocate team	SB LS	Mid T1	

		teaching time across the timetable. In particular, in B4W LSF learning space.			
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<p>Develop whole school role in supporting student pathways and transition to higher education and training</p>	<p>Exit process for Year 9 – 12 students reviewed and consistently implemented.</p> <p>Analyse reasons for students exiting prior to year 12 and develop an action plan to address issues</p> <p>Establish a Pathways and transition team to develop and co-ordinate a case management approach for students at risk of leaving school early Pathways and transition team to manage 4As process</p> <p>Expand year 10 – 12 students' exposure to and knowledge of career pathways and further education and training options Complete curriculum audit of 7 – 10 programs re careers exploration and goal setting and make recommendations for next AIP</p> <p>Investigate and develop a programmed approach to elective choices, particularly VCE / VCAL</p> <p>Celebration of student achievements and destinations</p>	<p>STA and Heads of school have specific roles in implementing exit processes as a team with MIPs leader and Welfare Leader.</p> <p>Clear protocol on students exiting school that is documented and clearly flowcharted.</p> <p>Implementation of Pathways and Transition Team to monitor at risk students.</p> <p>Use of Student Mapping Tool to track and monitor students</p> <p>Develop Student and Parent Focus groups</p> <p>Implement a careers expo as part of year 10 and 11 elective choice.</p> <p>Introduction of Curriculum Review Team</p> <p>Teams approach to subject selection.</p> <p>Marketing of student Achievements in the</p>	<p>GH, SL, JOC, JULIE, JENNY, MF, GN</p> <p>GH</p> <p>GH</p> <p>School Improvement Team</p> <p>GH and team</p> <p>MF</p> <p>SE, SB,</p> <p>MF</p> <p>Marketing Team &</p>	<p>End of T1</p> <p>End of T1</p> <p>End of T1</p> <p>T3</p> <p>T2</p> <p>Ongoing</p> <p>End of T2</p> <p>End of T2</p> <p>T3</p>	<ul style="list-style-type: none"> ▪ All students, Year 9 – 12, leaving the college to complete an exit interview ▪ Real retention shows some improvement ▪ Student Mapping Tool used to track and monitor students at risk of leaving school early ▪ Students visit Top Arts/ Design / Acts and modify folios / performances based on observations. ▪ Greater interaction between subjects / domains and higher education providers

		community. Student Achievements to be celebrated through assemblies, newsletter, school magazine, and publically through local paper and in school halls and open spaces.	School Improvement Team	Ongoing	
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Develop a school-wide professional Performance and Development Culture	Improve the induction program by: <ul style="list-style-type: none"> • Documenting the process and rewriting the induction materials. • Providing professional development about what the induction program represents. • Seeking feedback from recent inductees as to the effectiveness of the program. • Ensuring all mentors of inductees receive adequate training. • Ensuring that all staff who assumes a leadership role receives appropriate mentoring and support. 	Prioritise time within meeting schedule. Providing appropriate professional learning for teams and mentors.	Chief responsibility lies with Principal, AP Student Learning and the School Improvement Team	<ul style="list-style-type: none"> • Training materials by end of 2008. • Seeking feedback currently occurring. • Professional development in January 2009. • Mentor training by end of Term 1 2009. 	For new staff to feel included, comfortable and knowledgeable of processes at Kurunjang SC. For mentors to be competent and feel confident in supporting new staff. For staff to see the value of being a mentor and the impact of the two-way conversation/relationship.
	<ul style="list-style-type: none"> • Establish appropriate actions for staff trained in PoLT, NAPLAN, VELS and VCE data. • All staff experiences some coaching. • Establish team protocols for teachers to use feedback and data to inform practice. • Introduce a calendar of data analysis. • Learning walks established in effective teaching. 	Provide PD time to assist in fostering constructive dialogue between staff, giving and receiving feedback and building trust.	The School Improvement Team and the Performance and Development Teams.	Ongoing	Staff engaged in professional discussion and reflection regarding effective teaching practice. The staff is aware of the data available to them and the data is being utilised. Data reflection and coaching feedback is incorporated into performance plans.

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	Ensure customised plans have purpose, they are regularly monitored and revisited, that all teachers develop a portfolio, and that performance and development groups have structure and purpose.	Redesign proforma and supporting documentation.	Chief responsibility lies with the Principal, Assistant Principal - Student Learning and the School Improvement Team.	Beginning start of school year 2009.	Understanding and better catering for each member of staff's requirements in response to whole school, team and individual needs.
	Develop a structured PD process aligned with individual teacher needs and school strategic intent and reflecting upon the Seven Principles of Highly Effective Professional Learning.	Effective budget allocation to support strategic priorities.	The School Improvement Team and the Performance and Development Teams.	Ongoing	Discernible professional growth for teachers. Improved approaches to teaching and learning are observable. Connecting the professional growth experience to an outcome.
	Build effective teams by teachers being prepared to share, plan and moderate.	Refining the review process, establishing effective mentoring for all staff and mandating student feedback and collegiate visits.	Chief responsibility lies with the Principal, Assistant Principals, and the Leadership Team.	Ongoing	Ensure a culture of reflection, constructive feedback and collaboration, demonstrating the links between teacher effectiveness, student engagement and student outcomes.