

Annual Implementation Plan 2015 Pakenham Secondary College 8223

Based on Strategic Plan developed for 2014 -2017



<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name.....</p> <p>Date.....</p>

Strategic Intent

	Goals	Expected Outcomes 2014-17	Milestones 2015
Student Learning	<p>Strengthen the focus on improving student learning through a greater understanding of student achievement levels.</p> <p>Enhance the recognition and support of more able students (top 10-25%).</p>	<p>Student learning data to show improvement over the life of the Strategic Plan.</p> <p>The outcome data of identified capable students is tracked throughout their schooling and includes monitoring their destinations upon exiting Pakenham.</p>	<p>Progress made in absolute and student gain data for matched cohort comparable with statistically similar schools and the state</p> <p>Highly capable students identified at Year 7 & 8 and mentoring program implemented</p>
Student Engagement and Wellbeing	<p>Build student connectedness and engagement at school.</p>	<p>Student survey results for connectedness to school to improve over the life of the Strategic Plan</p>	<p>Student engagement data continues to improve from 2013-4</p> <p>Student attendance levels show an improvement on 2014 figures</p> <p>Continue to develop options for co-curricular engagement activities at school</p>
Student Pathways and Transitions	<p>Improve readiness of students for their senior secondary studies and enhance pathways to match their interests and aspirations.</p>	<p>Retention rates are improved over the life of the Strategic Plan.</p> <p>Exit and Destination data indicate positive destinations for all students.</p>	<p>Student retention rates improve on 2013 / 14 levels</p> <p>VCAL completion rates improve from 2013/14</p>
School Organisation	<p>Effectively use the time available for teacher professional interaction.</p> <p>Make time to unpack and discuss all data sets relevant to groups of teachers.</p> <p>Explore ways to enhance the use of ICT across the College.</p> <p>Consolidate and embed work undertaken to make practices and processes consistent across the school and ensure they are aligned with DEECD policy.</p>	<p>Improve school climate, engagement and learning dimension in the staff survey over the life of the Strategic Plan.</p> <p>Student, staff and parent opinion surveys show continued improvement around student behaviour and student well-being over the life of the Strategic Plan.</p>	<p>Professional learning priorities implemented;</p> <ul style="list-style-type: none"> At least a further 20 teachers undertake Literacy for Learning program Tutors are allocated time to support staff in implementation of Literacy for Learning program Peer observation is introduced across the school <p>Behaviour and well-being indicators show improvement from 2014 to 15</p> <p>Implement enhanced performance planning processes and required evidence for 2015 / 16 cycle in consultation with staff.</p>

Implementation

Key Improvement Strategies	What	Specific Actions 2015	Who	When	Outputs
<p>Student Learning</p> <p>Goal:</p> <p>Strengthen the focus on improving student learning through a greater understanding of student achievement levels.</p> <p>Enhance the recognition and support of more able students (top 10-25%).</p>	<p>Make explicit the school assessment schedule (within each Year Level and KLA) and make time to analyse and use the results as feedback for teachers.</p> <p>Consolidate and strengthen the Teaching and Learning framework through further development and strengthening of feedback loops.</p>	<p>Continue to review, update and publicise assessment schedule including, On Demand Testing, SACs at Year 11 and 12.</p>	<p>KLA co-ordinators, Frances</p>	<p>Ongoing throughout 2015</p>	<p>All staff adhere to published assessment schedules</p>
		<p>Continue to provide Professional Development for staff in using SPA programme, analysing the data (ODT, AusVELS, tests, assignments, end of semester exams etc) and adjust lesson planning and assessment activities accordingly.</p>	<p>KLA co-ordinators, Learning and Teaching team (Linda, Janine, Stephen)</p>	<p>Ongoing throughout 2015</p>	<p>Student data is used to inform teacher practice, lesson plans and assessment tasks.</p>
		<p>Embed the Learning and Teaching framework and provide assistance to teachers to further develop teaching practice to improve student achievement levels.</p>	<p>KLA co-ordinators, Learning and Teaching team (Linda, Janine, Stephen), Frances</p>	<p>Ongoing throughout 2015</p>	<p>Implementation of College wide professional learning plan. ODT indicates at least 80% of students at or above expected level of growth.</p>
		<p>Continue to embed consistency of assessment practices through use of rubrics.</p>	<p>KLA co-ordinators, Frances</p>	<p>Ongoing throughout 2015</p>	<p>All major assessment tasks across Year 7-11 have an appropriate Rubric.</p>
		<p>Embed Literacy for learning strategies within the curriculum documentation. Ongoing coaching of teachers to enhance delivery within the classroom</p>	<p>Stephen, Kate, Sushila and KLA Co-ordinators</p>	<p>Ongoing throughout 2015</p>	<p>Curriculum documentation reflects Literacy for Learning strategies. 80% of staff have undertaken Literacy for Learning program</p>

	<p>Include student progress data in the performance appraisal process</p> <p>Ensure early identification of students who show a higher capability, provide appropriate mentoring and involve parents in building aspirations.</p> <p>Further develop the curriculum program to support student enhancement.</p>	<p>Continue to link performance plans of teachers to student learning data.</p> <p>Allocation of staff member to develop and co-ordinate mentoring programme and SSG meetings for students identified in Years 7 and 8 in 2015.</p> <p>Modify current curriculum for students in enhancement program.</p> <p>Continue to set learning goals and modify curriculum for students on D&I program.</p>	<p>All staff</p> <p>Linda, Frances, Jo-Anne, Emily</p> <p>Linda, teachers of enhancement classes, KLA Co-ordinators</p> <p>Natalie / all staff</p>	<p>Ongoing throughout 2015</p> <p>End of Term 1</p> <p>Ongoing throughout 2015</p> <p>Ongoing throughout 2015</p>	<p>Performance plans are linked to student learning data to inform classroom learning.</p> <p>Year 7 and 8 enhancement students participate in SSG meetings, have individual learning plans and participate in mentor program. Lesson plans and units of work will highlight modifications.</p> <p>Students on D & I program have ILPs and work modified accordingly.</p>
<p>Student Engagement and Well Being</p> <p>Goal:</p> <p>Build student connectedness and engagement at school.</p>	<p>Strengthen the focus on improving student connectedness through the development of positive relationships with students</p>	<p>Implement staff PD program to develop positive relationships and behaviours in the classroom.</p> <p>Develop School wide program to recognise positive behaviours.</p> <p>Implement processes to enhance student attendance</p>	<p>Linda and Student management team</p> <p>Jenny and Linda</p> <p>Linda and Student Management team</p>	<p>Ongoing throughout 2015</p> <p>Term 1</p> <p>Ongoing throughout 2015</p>	<p>Student opinion survey shows improvement in the classroom behaviour variable when compared to 2014</p> <p>Yearly plan for rewards and recognition. Publicise student achievement in newsletter, web-page and local paper.</p> <p>Attendance levels to improve by at least four days.</p>

		Implement process to enhance parent engagement with school.	Principal team	Ongoing throughout 2015	Calendar of events documented and implemented. Results on parent opinion survey are improved when compared to 2014 levels.
	Utilise primary school partnerships (especially with the main feeder primary schools)	Seek opportunities through joint professional learning and student activities to increase the partnerships with feeder primary schools.	Ray	Ongoing throughout 2015	Literacy for learning is made available to Primary Schools.
	Realise the benefits of the Chisholm Partnership	Strategic planning to promote use and benefits of TELC.	Ray and Manny	Ongoing throughout 2015	Formal discussion to be held with Chisholm to identify and implement opportunities.
	Develop a 'Point of Difference' and tap into student interests.	Continue to develop and promote teacher led "interest" groups across the college. Develop a program for Student Ambassadors from within the college; to represent the College,	SLC Co-ordinator	End of term 1	School connectedness variable on student opinion survey increases on 2014 levels. Ambassadors are identified and given opportunity to represent the College.
	Use past students, student leaders and the community to enhance engagement.	Guest speakers include past students at awards night, careers expos. Establish links and recall process for 2014/15 graduates.	Emmanuel and Pathways team	Ongoing throughout 2015	A list of students is identified and utilised.
	Continue to foster links and build relationships with our LBOTE communities.	Review EAL program and develop a framework for supporting student learning. Investigate link with School of Languages	Ray, Sergio and Stephen	Ongoing throughout 2015	Program reviewed and implemented. Learning data of supported students show one year growth.
		Develop a coordinated calendar of events for parents of students from a LBOTE background.	Moka / Sergio	Ongoing throughout 2015	Parent information sessions are provided termly.

	Continue to build and embed a Reward and Recognition program to celebrate success.	Record student activities and formalise processes for certificates/awards, and how this communicated to the community.	Linda and Jenny	End of Semester1	Certificate of participation in extra-curricular events included with end of semester reports.
Student Pathways and Transitions Goal: Improve readiness of students for their senior secondary studies and enhance pathways to match their interests and aspirations.	Embed study skills and homework expectations into course preparation.	<p>Review and refine the VCE and Year 10 booklet that makes expectations clear and includes SACs and Homework requirements as well as requirements for progression into selected subjects the following year.</p> <p>Undertake a full review of Year 11 to better align expectations with Year 12.</p> <p>Identify, mentor and track high achieving students at Years 11 and 12 to support their learning in all classrooms and for their total academic development.</p>	<p>Senior School Educator, Emmanuel and Pathways team</p> <p>Emmanuel and KLA Leaders</p> <p>Emmanuel, Senior School Educator and Team Leaders.</p>	<p>Feb 2015</p> <p>End of Term 1</p> <p>Ongoing throughout 2015</p>	<p>Handbooks presented to students and parents by end of February.</p> <p>Recommendations of review to be implemented in Semester 2.</p> <p>All students in Year 11 transition into Year 12. Identified Year 12 students achieve results above that predicted by the GAT, and the % of students moving into University increases.</p>
	Consider further ways to build the foundations in English and Maths across the College.	<p>Use opportunities to discuss building foundations / skills on formal occasions and in newsletters and website.</p> <p>English and Maths faculty to continue to identify concepts and skills needed for success at Senior School and ensure consistent application of these across Year 7 -10.</p>	<p>English & Maths Co-ordinator as well as Literacy Leading Teacher</p> <p>English & Maths Co-ordinator</p>	<p>Ongoing throughout 2015</p> <p>Ongoing throughout 2015</p>	<p>News items are placed in the Newsletter and on the web Page once per term.</p> <p>Concept and skills are identified and covered as part of the Year 7-10 curriculum.</p>
	Make the best use of the "Head Start" program.	Evaluate and implement recommendations from the review of the Headstart Program.	Curriculum Team	Headstart 2015	Reviewed Headstart program implemented Term 4 2015.

	<p>Build VET through Chisholm courses offered at Pakenham Secondary College.</p> <p>Strengthen curriculum and rigour around the VCE and VCAL program.</p> <p>Consider broadened pathways as they become available.</p>	<p>Continue to expand on Chisholm programs that are available to students.</p> <p>Analysis of VCE Data to be included as part of VCE / KLA teacher's meeting. (VCE Data PD with KLA Leaders)</p> <p>Improve rigor and enhance completion of all VCAL courses in the College. VCAL program to include Foundation Level and an enhanced intermediate VCAL</p> <p>SAM program to be refined to include Year 8 -12 students</p> <p>Highlight Year 12 destination results to community.</p>	<p>Ray / Emmanuel</p> <p>Senior School Educator, Emmanuel, KLA Leaders and VCE teachers</p> <p>Emmanuel, Senior School Educator and Team Leaders</p> <p>Senior School Educator</p> <p>Pathways team</p>	<p>Semester 1</p> <p>End of Term 1</p> <p>Semester 1</p> <p>Ongoing throughout 2015</p> <p>Ongoing throughout 2015</p>	<p>Any new Chisholm course for 2016 to be agreed and planned by term 3 2015.</p> <p>Data reviewed and adjustments to the curriculum documented.</p> <p>VCAL completion rates are above 80% at Year 11, Percentage of students moving to Further Education and Training increase on 2014 levels.</p> <p>SAM 2015 program documented and students across Years 8-12 have the opportunity to participate in the SAM program.</p> <p>Student destinations are highlighted in the newsletter and other forums. Past students are invited to be guest speakers and student/parent forums. A database of available students is developed by the end of term 1.</p>
<p>School Organisation Goal:</p> <p>Effectively use the time available for teacher professional interaction.</p>	<p>Ensure accountability of all staff by focusing on student learning and how it can be enhanced through effective teaching.</p>	<p>Align the previous work undertaken by the College in one handbook with the focus on student learning and effective teaching.</p> <p>Principal class to develop processes for class observations to be scheduled across the College.</p>	<p>Linda / Janine</p> <p>Principal team</p>	<p>February 2015</p> <p>Ongoing throughout 2015</p>	<p>Handbook completed and classroom protocols adopted by staff.</p> <p>All members of the Principal team participate in classroom observations on a weekly basis.</p>

<p>Make time to unpack and discuss all data sets relevant to groups of teachers.</p> <p>Explore ways to enhance the use of ICT across the College.</p> <p>Consolidate and embed work undertaken to make practices and processes consistent across the school and ensure they are aligned with DEECD policy.</p>	<p>Establish systematic peer observation and feedback processes as a means to support teacher development.</p> <p>Maximise support for new teachers and student teachers.</p> <p>Study learning data arising from assessment schedule and consider distributions, benchmarks and trends. Ensure staff, students, parents and school council see and understand relevant data sets.</p> <p>Include ICT activities as part of unit documentation. Implement school resourcing plan to support staff in the effective use of ICT.</p>	<p>Extend and roll out peer observation with all staff.</p> <p>Ensure teachers new to the school have an understanding of behaviour management processes and Teaching and Learning Framework</p> <p>Assessment schedule implemented and monitored by Leadership team.</p> <p>Continue to build ICT activities into unit documentation.</p>	<p>Leading Teacher team</p> <p>Janine and Stephen</p> <p>Frances, Janine and KLA Leaders</p> <p>KLA Leaders</p>	<p>Ongoing throughout 2015</p> <p>Ongoing throughout 2015</p> <p>Ongoing throughout 2015</p> <p>Ongoing throughout 2015</p>	<p>All teachers participate in peer observation program in 2015</p> <p>Survey data shows high level of satisfaction around Induction program</p> <p>Assessment schedule is documented, assessment data is analysed and teaching is modified accordingly.</p> <p>Units of work show evidence of effective use of ICT.</p>
---	--	--	---	---	--

	<p>Reaffirm and implement student behaviour and College welfare protocols and processes.</p> <p>Continue to document the Curriculum.</p> <p>Align Strategic and Annual plans to enhance school organisation and the performance appraisal process.</p>	<p>Reinforce and ensure consistency in application of the School's Student Management Policy.</p> <p>Continue to review and document Curriculum</p> <p>Review 2014 Performance and Development processes. Ensure all Performance Plans reflect the goals outlined in the Strategic Plan and Annual Implementation Plan as well as enhance school organisation and processes.</p>	<p>Linda and Student management team</p> <p>Frances and KLA leaders</p> <p>Ray, Joanne, Principal team and Business Manager</p>	<p>Ongoing throughout 2015</p> <p>Ongoing throughout 2015</p> <p>Semester 1</p>	<p>Behaviour Management protocols are made explicit to staff. Classroom Behaviour variable on student opinion survey increases on 2014 levels.</p> <p>O Drive has units of work clearly documented</p> <p>All members of Staff have a Performance Plan linked to the AIP and are aligned with DEECD processes.</p>
--	--	--	---	---	--

