

Annual Implementation Plan 2012

Warragul Regional College 8827

Based on Strategic Plan developed for 2012-2015



<p><i>Endorsement by School Principal</i></p>	<p>Signed..... (Principal's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p><i>Endorsement by School Council</i></p>	<p>Signed..... (School Council President's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p><i>Endorsement by Regional Director or nominee</i></p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

Strategic Intent

	Goals	Targets	One Year Targets
<p>Student Learning</p>	<p>To grow the learning outcomes of students at all ability levels across Years 7-12</p>	<ol style="list-style-type: none"> 1. All KLDs will show a mean growth rate of at least 0.5 of a VELS level every year 2. Mean VELS scores to be at or above the State Mean in Writing and Numeracy by 2014 3. Growth in Writing to be at or above the State Mean as evidenced by NAPLAN results for all students in Years 7-9 4. Achieve a growth in Year 9 Numeracy NAPLAN results so that there is: <ul style="list-style-type: none"> • an increase in the percentage of students achieving at Bands 8, 9 & 10 from 34% to 40% • a decrease in the percentage of students achieving at Bands 5 & 6 from 32% to 20% 5. Growth in the VCE 'All Study Score' to at least 30 by 2014 6. Growth in the percentage of VCE students achieving a Study Score of above 35 7. Growth of the mean Study Score in English, and all Maths, to be at or above the SFO level by 2014 8. Growth in 'Staff Opinion' survey data to be above state secondary school mean by 2014 in: <ul style="list-style-type: none"> • role clarity • curriculum processes • quality teaching • engaging practice 9. Growth in student 'Attitude To School' survey data to equal or be above the state secondary school mean by 2014 in: <ul style="list-style-type: none"> • stimulating learning 	<ul style="list-style-type: none"> • Develop data literacy of all KLD Leaders • Strive for greater accuracy in teacher judgments via moderation and the PLT process • Assessment data will be reviewed regularly to build base line data on student performance and to measure student growth • Monitor student growth towards listed four year targets.

		<ul style="list-style-type: none"> • learning confidence • teacher effectiveness • student motivation 	
<p><i>Student Engagement and Wellbeing</i></p>	<p>To grow students' feelings of wellbeing and connectedness to strengthen their engagement and participation in school and their learning</p>	<ol style="list-style-type: none"> 1. Growth in student 'Attitudes To School' data to be within the 3rd quartile by 2014 in the areas of: <ul style="list-style-type: none"> • student morale • student distress • connectedness to peers • student safety 2. Growth in parent 'Attitudes To School' survey data to be within the 3rd quartile by 2014 in the areas of: <ul style="list-style-type: none"> • student safety • connectedness to peers • classroom behavior • student motivation 3. Growth in attendance levels across Years 7-10 to be at or above state mean by 2014 	<p><i>Implement an Anti-Bullying Program across whole-school.</i></p> <p><i>Utilise Term-by-Term Student Surveys to assist in the identification and resolution of Bullying and other Student Safety issues.</i></p> <p><i>Facilitate the development of Student Leadership Programs across the School and provide formal leadership training to as many aspiring student leaders as possible</i></p> <p><i>Introduce Case Management Approach to resolve short/medium/long-term attendance and disengagement issues.</i></p> <p><i>Review existing Attendance Data gathering system, processes and procedures with a view to introducing more accurate and efficient model in 2012 and beyond.</i></p>
<p><i>Student Pathways and Transitions</i></p>	<p>To improve transition processes and learning pathways into, through and out of the College</p>	<ol style="list-style-type: none"> 1. Grow 'Parent Opinion' survey data in the area of transitions to the 75th percentile by 2014 2. All students to have an individual learning/pathways plan by 2014 3. All students who exit the college to be in full-time employment or further education and training 	<ol style="list-style-type: none"> 1. Increase POS returns to 30+ to improve accuracy of data 2. All year 10-12 student's with GPA's lower than 30 to have learning pathway plan 3. Increase the number of MOU's with outside providers i.e. GippsTAFE, CCG and AGA

Implementation

Key Improvement Strategies and Significant Projects	What <i>(Actions) the activities and programs required to progress the key improvement strategies</i>	How <i>(Resources) the budget, equipment, IT, learning time, learning space</i>	Who <i>the individuals or teams responsible for implementation</i>	When <i>the date, week, month or term for completion</i>	Achievement milestones <i>the changes in practice or behaviours</i>
<p><u>Strategy 1: Teachers</u></p> <p><i>Build teacher capacity to consistently implement pedagogy that reflects high expectations for all students.</i></p> <p><i>Provide explicit teaching and differentiated curriculum approaches to cater for individual learning needs.</i></p> <p><i>Teachers will:</i></p> <ul style="list-style-type: none"> • <i>have a clear understanding of students' current ability</i> • <i>understand how the student fits on the learning continuum for each subject</i> • <i>utilise strategies to ensure that all students learn</i> • <i>collaboratively reflect on and review student learning progress</i> 	<p><i>Introduce common approaches to formative assessment through the "Assessment for Learning" program with a major focus on: Learning Intentions, Success Criteria and Student Self and Peer Assessment</i></p>	<ul style="list-style-type: none"> • <i>Differentiation Roadmap</i> • <i>PLT processes and the inquiry cycle to build to Level 2 'Data Use' on the Differentiation Roadmap</i> • <i>Increased use of standardized 360 feedback to assist teachers to identify areas for improvements</i> 	<ul style="list-style-type: none"> • <i>KLD leaders</i> • <i>CARLS</i> • <i>Principal Team</i> • <i>Teaching Staff</i> • <i>ES staff (student survey preparation and collation)</i> 	<ul style="list-style-type: none"> • <i>Term 1: Student Surveys</i> • <i>Term 2: Peer Observations</i> • <i>Term 3: Review of Semester 1 student performance data</i> • <i>Term 4: Team/Leader Feedback</i> 	<p><i>Teachers will routinely discuss learning intentions and success criteria with students.</i></p> <p><i>Teachers will routinely use student self and peer assessment as part of their assessment processes.</i></p>
<p><u>Strategy 2: Students</u></p> <p><i>Develop a student centred learning culture that embeds active</i></p>	<p><i>Students will be engaged in discussions about the qualities</i></p>	<ul style="list-style-type: none"> • <i>Home Group, Assemblies and class learning</i> 	<ul style="list-style-type: none"> • <i>Year Level Teams – teaching staff</i> 	<ul style="list-style-type: none"> • <i>Ongoing throughout the year</i> 	<p><i>Students will demonstrate knowledge of effective and</i></p>

<p>participation in students' in learning.</p> <p>Students will: Be empowered to take a more active role in:</p> <ul style="list-style-type: none"> • their learning • the school community 	<p>of "good learners"</p> <p>Students will take an active role in self and peer assessment</p>	<p>activities</p>			<p>ineffective learning behaviours.</p> <p>A change is student attitude to learning with a shift in focus from task completion to what they are learning and why.</p>
<p>Strategy 3: Curriculum</p> <p>Embed evidence based assessment practices.</p> <p>The curriculum will be:</p> <ul style="list-style-type: none"> • differentiated for all students • responsive to students' starting points and performance (evidence based practice) • shared and collaborative 	<p>Teachers will work collaboratively in Professional Learning Teams with a focus on evidence of student learning</p> <p>Teaching teams will plan collaboratively using evidence of prior learning to differentiate curriculum to meet the variety of student starting points</p>	<ul style="list-style-type: none"> • Regular PLT meetings using PLT processes and the Inquiry Cycle • Additional meeting time in English KLD to moderate student writing • All staff will continue to work through the Differentiation Road map 	<ul style="list-style-type: none"> • All teaching staff 	<ul style="list-style-type: none"> • As per meeting schedule 	<p>PLTs will develop norms of behaviour that enable the effective functioning of the PLT.</p> <p>PLT logs will demonstrate collaborative approaches in examining evidence of student learning.</p>
<p>Strategy 4: Leadership</p> <p>Strengthen the College's performance and learning culture through the continuous improvement of internal accountability processes.</p> <p>Leaders will:</p> <ul style="list-style-type: none"> • support the building of teacher 	<p>Build the capacity of Domain Leaders to lead PLTs through the inquiry cycle</p> <p>Develop formal leadership training for students using</p>	<ul style="list-style-type: none"> • CARL's and Principal Team to meet regularly with KLD Leaders 	<ul style="list-style-type: none"> • CARL's and Principal Team/KLD Leaders 	<ul style="list-style-type: none"> • Meet regularly in a four weekly cycle 	<p>PLT logs will demonstrate a focus on evidence of student learning and use of the inquiry cycle: data collection, review, plan, implement.</p> <p>Increased numbers of students who have received formal leadership</p>

<p>capacity</p> <ul style="list-style-type: none"> empower students in their learning support differentiating the curriculum actively develop future leaders 	<p>both internal and external facilitators</p>				<p>training</p>
<p>Strategy 5: Attendance</p> <p>Implement strategies and programs to achieve improvement in the areas of student attendance, engagement and participation.</p> <p>Improve attendance for students in Years 7 – 10 by tackling areas of:</p> <ul style="list-style-type: none"> student safety parent complicity mental illness students with major attendance issues <p>A two-pronged approach will be implemented to:</p> <ol style="list-style-type: none"> ensure all teachers, parents and students are aware of the College's attendance expectations develop a welfare approach to address long-term/major attendance issues 	<p>Clarify expectations of attendance for all members of the WRC community</p> <p>Implement case management approaches for students with major attendance problems</p>	<p>Anti-Bullying Action Plan</p> <p>Staff and Learning Level Meetings</p> <p>Classroom, Home Group and Level Assemblies</p> <p>IT Audit of existing Attendance Systems</p> <p>Student Service Team Meetings</p>	<p>Home Group Teachers</p> <p>Student Surveys</p> <p>Student Services Team</p> <p>Principal Team</p> <p>Leadership Team</p> <p>Learning Level Teams</p>	<p>Term 1 ~ 2012 onwards</p> <p>Term 1 ~ 2012</p> <p>Term 4 ~ 2012</p> <p>Term 4 ~ 2012</p>	<p>Introduce Case Management Approach to resolve short/medium/long-term attendance and disengagement issues.</p> <p>Review existing Attendance Data gathering system, processes and procedures with a view to introducing more accurate and efficient model in 2012 and beyond.</p> <p>A reduced number of students defined as chronic absentees</p> <p>Growth in attendance levels across Years 7-10 to be at or above state mean by 2014</p>

<p>Strategy 6: Student Culture</p> <p>Implement strategies and programs to achieve improvement in the areas of students' attitude to school.</p> <p>Student culture will be enhanced by developing strategies to improve:</p> <ul style="list-style-type: none"> • peer to peer relationships • anti bullying programs • number of student performing leadership roles • compliance with college values • feedback loops <p>empowerment of all students to take responsibility for improvements in the College culture</p> <p>The College will use the following avenues to assist in implementing this KIS:</p> <ul style="list-style-type: none"> • whole college assemblies • Year level assemblies • Home Groups • Staff briefings • Newsletters • emails • College curriculum • Information nights 	<p>Implement Anti-bullying program.</p> <p>Strategic use of Whole School Assemblies. Year Level Assemblies and Home Group to build a positive student culture with a particular focus on peer to peer relationships</p>	<p>Anti-Bullying Action Plan</p> <p>Staff and Learning Level Meetings</p> <p>Classroom, Home Group and Level Assemblies</p> <p>IT Audit of existing Attendance Systems</p> <p>Student Service Team Meetings</p> <p>One-Day Training Programs Externally provided</p>	<p>Home Group Teachers</p> <p>Student Surveys</p> <p>School Chaplain</p> <p>School Nurse</p> <p>Student Services Team</p> <p>Outsourced Training Providers</p> <p>Principal Team</p> <p>Leadership Team</p> <p>Psychologist</p> <p>Counsellor</p>	<p>Ongoing throughout the year</p> <p>Term 1 ~ 2012 onwards</p> <p>Term 1 ~ 2012 onwards</p> <p>Term 1 – 4</p> <p>Term 1 - 4</p>	<p>Growth in student 'Attitudes To School' data to be within the 3rd quartile by 2014 in the areas of:</p> <ul style="list-style-type: none"> • student morale • student distress • connectedness to peers • student safety <p>Growth in parent 'Attitudes To School' survey data to be within the 3rd quartile by 2014 in the areas of:</p> <ul style="list-style-type: none"> • student safety • connectedness to peers • classroom behavior • student motivation <p>By the end of 2012 all 5 elements of the Whole School Anti Bullying Program will have been implemented</p> <p>By the end of term 1 a whole school Assembly/Extended Home Group program will be documented for each year level</p> <p>Utilise Term-by-Term Student Surveys to assist in the identification and resolution of Bullying and other Student Safety issues.</p> <p>Facilitate the development of Student Leadership Programs across the School and provide formal leadership training to as many aspiring student leaders as possible</p>
---	---	--	---	--	--

<p><u>Strategy 7: Pathways (Plans)</u></p> <p>Improve the tracking of individual student progress to deliver:</p> <ul style="list-style-type: none"> • high quality learning • individual Learning Plans (SMIPS) • intervention and support as required • pathways appropriate to their needs 	<p>Conduct formal MIPs interviews at least once per semester for all students in Years 9-12</p> <p>Investigate and trial an on-line student tracking system that allows teachers, students and parents to regularly monitor student performance.</p>	<p>Scheduled student interviews and extended HG times</p> <p>Utilise the Ultranet as a possible source of student tracking</p>	<p>Careers staff: David Stevenson and Jess Lawrence.</p> <p>Home group teachers</p> <p>Les Ponton and Margret Graham</p>	<p>Throughout the school year.</p> <p>Term 3 & 4</p>	<p>All students in Years 9-12 have a detailed and up to date SMIPs plan on-line</p> <p>All students, parents and teachers have access to up to date information on key performance indicators for all students</p>
<p><u>Strategy 8: Transition</u></p> <p>Strengthen community partnerships to promote:</p> <ul style="list-style-type: none"> • a broadening of options for student choice • appropriate student pathways • shared ownership of student pathways <p>broader/deeper family engagement</p>	<p>Investigate and trial approaches to increase communication between families and the school</p> <p>Formalise relationships with community partnerships</p>	<p>Ultranet tracking system</p> <p>Information evenings</p> <p>Interim reports</p> <p>Regular news column in Gazette</p> <p>Contact AGA, CCG and GippsTAFE to establish MOU's</p>	<p>Assistant Principals; Les Ponton & Margret Graham</p> <p>VCE Curriculum Coordinator</p> <p>All staff</p> <p>Les Ponton</p> <p>Rob Juratowitch, Les Ponton and Careers team</p>	<p>Term 3 & 4</p> <p>Term 3 & 4</p> <p>Every 5 weeks</p> <p>Fortnightly</p> <p>Term 2 & 3</p>	<p>Increased number of returns from parent Opinion Survey</p> <p>An increased number of memorandums of understanding signed between the school and community organisations</p>