

ROWVILLE SECONDARY COLLEGE

01-8734

Annual Implementation Plan 2010

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.	✓
		Glenn Fankhauser 10 th March 2010
Endorsement by Regional Network Leader	Insertion of a tick (✓) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan	✓
		Gray Ryan

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve student learning outcomes, particularly at Years 9 – 12, and in Mathematics.	<ul style="list-style-type: none"> NAPLAN Year 9 data to demonstrate that students are performing at or above the expected SFO percentile range for Reading and Numeracy* (*refer to SLR 2008 and NAPLAN Reference Guide) The proportion of students assessed at an 'A' or 'B' in each Dimension of English and Mathematics is at least 15% at Year 8 and Year 10. The proportion of students assessed at a 'D' or 'E' is 20% or less in each Dimension of Mathematics at Year 10. The VCE mean is at or above 28.8 for All-study, English, Mathematical Methods, and Further Mathematics. The proportion of 40+ Study scores is at or above 6%. The parent opinion mean is improved for 'Stimulating Learning' to 4.75 and for 'School Improvement' to 5.2. The student opinion mean is improved for 'Teacher Effectiveness' to 3.75 or above at Year 11. 	<ul style="list-style-type: none"> NAPLAN Year 9 data to demonstrate that students continue to perform above the state mean in Reading and that students continue to perform above the state mean in Numeracy* (*refer to SLR 2009 and NAPLAN Reference Guide) The proportion of students assessed at an 'A' or 'B' in each Dimension of English and Mathematics is at least 15% at Year 8 and Year 10. The proportion of students assessed at a 'D' or 'E' is 20% or less in each Dimension of Mathematics at Year 10. The VCE mean is at or above 28 for All-study, English, Mathematical Methods, and Further Mathematics. All subjects to show an increase of a minimum of a 1.0 increase on the mean score for 2009 The proportion of 40+ Study scores is at or above 4.5%. The parent opinion mean is improved for 'Stimulating Learning' to 4.65 and for 'School Improvement' to 5.0. The student opinion mean is improved for 'Teacher Effectiveness' to 3.95 or above at Year 11.

<p>Student Engagement and Wellbeing</p>	<p>To improve student engagement, particularly student motivation.</p>	<ul style="list-style-type: none"> • Student absence data demonstrate average absent days per FTE student Year 7 to 12 is at or below 16 days at each level. • The student opinion mean is improved for 'Classroom Behaviour' to 3.25 at Year 12 and to 3.15 at Year 11. • The staff opinion mean is improved for 'Student Motivation' to 52 or above; and 'Effective Discipline Policy' to 62 or above. • The parent opinion mean is improved for 'Student Motivation' to 4.8 or above and 'Behaviour Management' to 4.8 or above. • The student opinion mean is improved for 'School Connectedness' to 3.75 or above at Year 11. 	<ul style="list-style-type: none"> • Student absence data demonstrate average absent days per FTE student Year 7 to 12 is at or below 15.0 days at Year 7 & 12 and is at or below 16.2 for Years 8-11. • The student opinion mean is improved for 'Classroom Behaviour' to 3.15 at Year 12 and increased to 3.20 at Year 11. • The staff opinion mean for 'Student Motivation' is maintained at 52 or above; and 'Effective Discipline Policy' increased to 59.5 or above. • The parent opinion mean is improved for 'Student Motivation' to 4.72 or above and 'Behaviour Management' to 4.55 or above. • The student opinion mean is maintained for 'School Connectedness' at 3.85 or above at Year 11.
<p>Student Pathways and Transitions</p>	<p>To improve student pathway outcomes</p>	<ul style="list-style-type: none"> • Exit data indicates 70% of exit Year 11 students continue in Education and Training. • The proportion of students at or above the expected Standard in each Dimension of 'Personal Learning' is at least 85% at Year 8 and Year 10. • The parent opinion mean is improved for 'Transition' to 5.3 or above. • The parent opinion mean is improved for 'General Satisfaction' to 5.3 or above. 	<ul style="list-style-type: none"> • Exit data indicates 65% of exit Year 11 students continue in Education and Training. • The proportion of students above the expected Standard in each Dimension of 'Personal Learning' is at least 25% at Year 8 and Year 10. • The parent opinion mean is improved for 'Transition' to 5.1 or above. • The parent opinion mean is improved for 'General Satisfaction' to 5.1 or above.

Implementation

Key Improvement Strategies and Significant Projects	What (Actions) The activities and programs required to progress the key improvement strategies	How (Resources) 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
Consistent approach to the collection and use of student data to support improvements to teaching and learning	1. Build teacher capacity in the principles of assessment and in the area of consistent assessment practices	<ul style="list-style-type: none"> Continued focus on exploration of the modes of assessment in Disciplines Teams and PLT's Develop professional learning modules exploring assessment practices and assessment tools 	Discipline team Working parties PLTs responsible for areas assessed within disciplines Instructional Coaches	Term 2 and Term 3	Modes of assessment reflected in curriculum documentation/planners Sessions focusing on assessment included in Professional Learning program
	2. Professional learning for staff to increase skill in the analysis and understanding of data, especially student performance data	<ul style="list-style-type: none"> Development and delivery of workshops and modules focusing on unpacking and analysing student learning data to improve student learning outcomes (esp. VELs and NAPLAN + VCE) 	VELs – JMA NAPLAN – JMA + PHO VCE – VOR + SBO	Across Terms 2 - 4	Sessions focusing on data analysis developed and included in Professional Learning program Discipline Teams Improvement Plans referencing data driven decision making
	3. Development of processes to support increased consistency and validity in teacher judgements against standards and curriculum benchmarks	<ul style="list-style-type: none"> PLT projects focusing on developing processes to ensure consistency in assessment practices and links between assessment and the progression points Refinement of unpacked Interdisciplinary and PPS Strand Progression points to be used across the curriculum 	Director of T&L + Instructional Coaches PLT Project Teams Discipline Teams	Across Terms 2 + 3	PLT projects completed and shared with staff across the curriculum Further draft of revised progression points produced and shared via Ultranet Revised Assessment Practices policy

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Enhance curriculum programs within the College to increase individual learning capacity	1. Greater use of differentiated curriculum models and explicit instruction techniques across the curriculum	<ul style="list-style-type: none"> Development of targeted professional learning modules and PLT built around action research projects exploring differentiated student learning Review of course documentation to embed differentiated learning Increased teacher shadowing to observe strategies to differentiate learning in practice 	Director of T&L + Instructional Coaches Faculty Coordinators and Discipline Teams Instructional Coaches and PD&C Teams	Terms 2 + 3 Terms 2 + 3 Terms 2, 3 + 4	Sessions focusing on assessment included in Professional Learning program PLT Project topics developed and delivered Differentiated learning strategies reflected in curriculum documentation/planners Tools to support collegial classroom visitation and visits themselves
	2. Development of professional learning programs to continue to strengthen teacher capabilities in student centred learning strategies	<ul style="list-style-type: none"> Development of faculty improvement plans to specifically target student centred learning strategies as a whole school improvement priority Delivery of professional learning modules in Discipline Teams to address student centred learning practices across the curriculum 	Teaching and Learning Committee, Faculty Coordinators and Discipline Teams Instructional Coaches, Faculty Coordinators and Discipline Team Staff	Term 1 + early Term 2 Terms 2 + 3	Faculty Improvement plans and regular reports to T&L Committee Sessions focusing on student centred learning included in Professional Learning program Differentiated learning strategies reflected in curriculum documentation/planners
	3. Enrichment of learning programs to ensure a focus on student preparedness for learning	<ul style="list-style-type: none"> Establishment of PLT project topics around the theme of improving student preparedness and motivation Greater emphasis on VELS Student Learning across the curriculum Identification of skills and practices to be addressed through explicit instruction within each Discipline Team 	PLT Project Teams Discipline Teams Discipline Teams	Terms 2 + 3 Terms 2 – 4 Term 2	PLT Project topics developed and delivered focusing on student learning skills and motivation across the curriculum Projects and strategies to be shared upon completion (and strategies reflected in curriculum documentation/planners)

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Focus on pedagogy and planning for learning to promote student engagement and increase student motivation	1. Operationalising e5 to become a framework to support teacher reflection and growth. Refinement/extension of pillar elements of the P&DC framework to support teacher reflective practices (encompassing e5)	<ul style="list-style-type: none"> Attend EMR e5 'Train the Trainer' model program Develop e5 teacher reflection model Professional development sessions for staff Incorporate e5 elements into the CS&D model through the P&DC framework 	Two Teams consisting of the Director of T&L, Instructional Coaches and TALC Principal Team P&DC Team Leaders	Across Term 1 – 3 Term 2 + 3	Attendance at e5 program Reflection model developed and connected to staff Performance and development Framework
	2. Frameworks developed to support teacher collaboration and reflection within the classroom. Refocusing curriculum planning meetings to support collaborative planning.	<ul style="list-style-type: none"> Development of collegial classroom visit program building on the work of the EMR Collaborative Teacher Learning Program Adjustment of role and focus of Faculty Coordinators through T&L Committee Instructional coaches to model and use e5 framework to facilitate curriculum planning workshops 	Instructional Coaches Curriculum AP and Director of T&L Instructional Coaches and Faculty Coordinators	Term 1 Term 1 Terms 2 + 3	Tools to support collegial classroom visitation and visits themselves Revised Position Description Faculty Improvement Plans developed using data driven decision making
	3. Implementation of Instructional Coaching Program and TALC to support improvements in pedagogy and planning for learning.	<ul style="list-style-type: none"> Professional Learning program for coaches Development of coaching model Instructional Coaches to provide support for Discipline Teams Instructional coaches to work with individuals and subject teams 	Curriculum AP, TALC and Instructional Coaches	Term 1 → Ongoing	Professional Learning for Instructional coaches Agreed tools and approach developed and documented Alignment of Instructional Coaches with Disciplines Teams

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<p>Maintain an ongoing focus on improving student attendance particularly across Years 8-11.</p>	<p>1. Operationalise new features of attendance package and provide associated support and professional learning</p>	<ul style="list-style-type: none"> Professional Learning for Student Management Team Leaders exploring reports and data extraction Delivery of regular advice/reports to all staff about attendance completion and follow-up procedures 	<p>Campus Managers</p> <p>Campus Managers and Attendance Officers</p>	<p>Term 2</p> <p>Term 2 and ongoing</p>	<p>Publication of adjusted procedural manual detailing the responsibilities for all members of staff and processes for use of attendance package</p>
	<p>2. Further adjustment of supporting processes and procedures, especially those connected to parent communication (Including migration to Ultranet)</p>	<ul style="list-style-type: none"> Exploration of attendance software compatibility with Ultranet Review and refine procedures associated with the generation of class reports, attendance letters and absence follow-up processes Develop process for regular import of data into Cases21 	<p>Campus Managers and eLearning Coach(Ultranet)</p> <p>Attendance Working Party incl. Attendance Officers</p> <p>Campus Managers and Attendance Officers</p>	<p>Term 2 (following Ultranet Lead User Training)</p> <p>Each Term</p>	<p>Publication of adjusted procedural manual detailing the responsibilities for all members of staff and processes for use of attendance package</p>
	<p>3. Embed follow up procedures in the attendance policy to address/manage data accuracy issues.</p>	<ul style="list-style-type: none"> Develop processes to oversee completion of daily rolls through attendance software Identify trigger points in process to remind/challenge staff to ensure accurate completion of rolls and to increase completion rate Provide netbooks for extended relief staff and upgrade stations in campus staffrooms 	<p>Attendance Working Party</p> <p>Attendance Working Party</p> <p>Attendance Working Party</p>	<p>Term 1 with review each term</p> <p>Term 1 with review each term</p> <p>Term 2</p>	<p>Publication of adjusted procedural manual detailing the responsibilities for all members of staff and processes for use of attendance package</p>

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Implementation of the Ultranet	1. Identify 'lead users' to take part in initial Ultranet training.	<ul style="list-style-type: none"> Lead users identified by Leadership Team Attend Lead User training on 3rd/4th May (CRT release provided for Lead users) 	<p>Leadership Team</p> <p>Principal Team and nominated Lead Users</p>	<p>Term 1 2010</p> <p>3rd - 4th May 2010</p>	<p>Development of competency in the use of Release 1 features of Ultranet (Lead users trained)</p>
	2. Develop Ultranet implementation plan and review e-Learning plan to reflect staged implementation process	<ul style="list-style-type: none"> Complete DEECD guidelines and planning documents Review RSC e-Learning Plan Additional support day provided by Regional Ultranet Coach 	<p>Lead Users</p> <p>e-Learning Coaches</p> <p>Regional Ultranet Coach</p>	<p>Beginning on 6th May 2010</p> <p>Planning to continue following the additional support day on 6th March in readiness for the delivery of PL modules and the state-wide Curriculum on August 9th 2010.</p>	<p>Implementation Plan and associated timelines developed</p> <p>Revised e-Learning plan</p>
	3. Development of Ultranet professional learning modules to support implementation and staff skill development (Staff to include Ultranet and eLearning goals in Performance and Development Planners.	<ul style="list-style-type: none"> Professional Development Modules to be delivered as part of the College's Professional Learning Program. ICT goals to be included on P&D Planners (through P&DC Teams) 	<p>Director of Teaching and Learning</p> <p>Lead Users</p> <p>Whole Staff</p>	<p>Intensive focus across Terms 2 + 3 2010</p> <p>To become an ongoing pillar of the Professional Learning Program</p>	<p>Minimum usage guidelines met by each staff member</p> <p>Ultranet and e-Learning to be reflected in performance and development planners of all staff</p>

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Continued improvement in transition programs into the College and between sub-schools within the College	1. Development of processes to support the improved use and handover of information and data about student learning progress and wellbeing.	Formation of working party to develop and document process for hand-over of information including refinement of process for obtaining transition information for students entering RSC Development of processes and structures to improve staff access to information and data that supports student learning and wellbeing	Sub-school Mangers and Team Leaders Sub-school Teams and Wellbeing Team	Term 2 + 3 Across Terms 2 – 4	Successful completion of PLT project/working party project team Publication of process detailing the responsibilities for all key staff and processes to support handover of transition information
	2. Development and implementation of programs to increase student preparedness for school stage transitions and associated decision-making.	Comprehensive review of the middle school curriculum program in conjunction with migration to two sub-school model Review of pathways counselling/MIPS process Greater use of ILP's	Teaching and Learning Committee Pathways Coordinator Sub-school Teams and Teaching Staff	Term 2 + early Term 3 Term 2 + 3 Throughout 2010	Publication of adjusted curriculum program structure and supporting processes (including course counselling/MIPS)
	3. Review the College Student Leadership Program to increase leadership opportunities, participation, College pride and community involvement.	Project Team to review existing student leadership program and identify opportunities for improvement, especially portfolio structures within each sub-school Development additional aspects of leadership program designed to improve leadership capabilities in a broader range of students across the College	Sub-school Manager and Team Leader overseeing Student Leadership Sub-school Manager and Team Leader overseeing Student Leadership	Term 2 + 3 Term 2, 3 + 4	Successful completion of PLT project/working party project team Adjusted leadership program framework documented and distributed across the College