

Annual Implementation Plan 2013

Portland Secondary College

8798

Based on Strategic Plan developed for 2011 - 2014

Endorsement by School Principal	Signed..... (Principal's signature) Name: Toni Burgoyne Date.....
Endorsement by School Council	Signed..... (School Council President's signature) Name: Sue Merryfull Date.....
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name: Mary Pendergast Date.....

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve learning outcomes in Years 7 to 10 literacy and numeracy with a particular emphasis on numeracy.	<p>The Year 7 NAPLAN Reading score to be at least 90% above the National minimum standard. (73% actual for 2011)</p> <p>The Year 7 NAPLAN Numeracy score to be at least 85% at or above the National minimum standard. (71% actual for 2011)</p> <p>The Year 9 NAPLAN Numeracy score to be at least 85% at or above the National minimum standard. (68% actual for 2011)</p> <p>Matched cohort in Reading Years 7-9 will improve by at least 30 points. (31 in 2011)</p> <p>Matched cohort in Numeracy Years 7-9 will improve by at least 30 points. (34 in 2011)</p> <p>Year 8 VELS Reading to be at least 90% at or above C Level. (94% in 2011)</p> <p>Year 8 VELS Chance and Data to be at least 85% at or above C Level. (79% in 2011)</p> <p>Year 10 VELS Reading to be at or above 85% at or above C Level. (87% in 2011)</p> <p>Year 10 Chance and Data to be 85% at or above C Level. (89% in 2011)</p>	<p>The Year 7 NAPLAN Reading score to be at least 80% above the National minimum standard.</p> <p>The Year 7 NAPLAN Numeracy score to be at least 80% at or above the National minimum standard.</p> <p>The Year 9 NAPLAN Numeracy score to be at least 75% at or above the National minimum standard.</p> <p>Matched cohort in Reading Years 7-9 will improve by at least 35 points.</p> <p>Matched cohort in Numeracy Years 7-9 will improve by at least 36 points.</p> <p>Year 8 VELS Reading to be at least 88% at or above C Level.</p> <p>Year 8 VELS Chance and Data to be at least 80% at or above C Level.</p> <p>Year 10 VELS Reading to be at or above 90% at or above C Level.</p> <p>Year 10 Chance and Data to be 90% at or above C Level.</p>
Student Engagement and Wellbeing	To improve learning outcomes in the later years with an emphasis on VET and VCAL Programs.	<p>Fifty percent of Year 10 and 11 students to access at least one subject out of their chronological year level. (50% in 2011)</p> <p>The VCE Allstudy score to be at least 30.2. (27 in 2011)</p> <p>The VCE Further Mathematics score to be at least 29.7. (25.7 in 2011)</p>	<p>Fifty percent of Year 10 and 11 students to access at least one subject out of their chronological year level.</p> <p>The VCE Allstudy score to be at least 28.5.</p> <p>The VCE Further Mathematics score to be at least 26.2.</p>

		<p>The VET Completion Rate to be at least 78.9%. (67.7% in 2011)</p> <p>The VCAL Completion Rate to be at least 87.8%. (64.1% in 2011)</p>	<p>The VET Completion Rate to be at least 73.5%.</p> <p>The VCAL Completion Rate to be at least 70%.</p>
Student Pathways and Transitions	To improve the College's outcomes in student wellbeing and engagement.	<p>Student absence rate to be 17.2 or less. (19.9 in 2011)</p> <p>The Staff Opinion Survey, and Student Motivation and Student Misbehaviour score to be at least 4.0. (both at 3.4 in 2011)</p> <p>The 7-12 Attitudes to School Survey, Student Safety to be at least 4.81. (4.18 in 2011)</p>	<p>Student absence rate to be 18 or less.</p> <p>The Staff Opinion Survey, and Student Motivation 3.7 and Student Behaviour score to be at least 3.6.</p> <p>The 7-12 Attitudes to School Survey, Student Safety to be at least 4.20.</p>
	To improve the College's outcomes in transition and pathways.	<p>The Real Student Retention Year 10 to Year 11 score to be at least 86.1%. (135.5% in 2011)</p> <p>The Parent Opinion Survey Transition score to be at least 5.60. (5.39 in 2011)</p>	<p>The Real Student Retention Year 10 to Year 11 score to be at least 139.5%.</p> <p>The Parent Opinion Survey Transition score to be at least 5.41.</p>

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
<p>Student Learning</p> <p>Develop and implement processes to improve teaching capacity to meet the demands of twenty first century pedagogical concepts and the needs of all students.</p>	<p>Further embed strategies to extend middle- and upper band students.</p> <p>Focus on ICT curriculum</p> <p>Literacy/Numeracy focus across all KLA's</p> <p>Maths skills development Yrs 7&8.</p> <p>Review MA Yr10</p> <p>Curriculum 7-10, consolidation and upload to repositories.</p>	<p>KLA- and PLT-based</p> <p>PLT, KLAM, Preparation time.</p> <p>e⁵, research.</p> <p>Mathletics online tutorial. On Demand Testing (ODT)</p> <p>KLA-based, research; outcomes data analysed</p> <p>Curriculum plan finalised</p>	<p>All staff</p> <p>All staff</p> <p>MYJ, All KLA's, Staff development, PLT's.</p> <p>EDD, MYJ, Maths team</p> <p>MYJ, EDD, Maths team.</p> <p>MYJ, MNM, KLAMs, all staff</p>	<p>All Year</p> <p>All Year</p> <p>All year</p> <p>All year</p> <p>Semester 1</p> <p>End of year 2013. All year</p>	<p>Differentiated learning & teaching to extend students documented; student reports and outcomes data improvement.</p> <p>FUSE/Ultranet and 1:1 devices used effectively. Teacher competencies improved.</p> <p>Differentiated teaching evident in Maths classes. Teaching Literacy and Numeracy across all KLA's evident in e⁵ journals and curriculum documentation.</p> <p>Student data tracked for MA online tutorial program. Use of ODT to target differentiated curriculum.</p> <p>Recommendations prepared for Yr10 MA based on evidence.</p> <p>Documented improved sequence and coherence of curriculum across the school (Yrs. 7-9 & 10-12). Documentation of Curriculum Structure. Common curriculum and pedagogies across Yrs 7-10, team</p>

	Team-based Staff Mentoring Program, Performance Reviews (PRPs)	Performance Plans and reviews. Peer to Peer and team teaching; peer reviews.	BET, KDJ, PLT teams	Beginning Term 1	planning evident, syllabus and unit descriptions uploaded on Ultraset or other appropriate repository.
	Consolidate ESS Numeracy and Literacy Assistants with PSD Programs.	Equity funding SRP allocation	MRE, EDD, KRV	All year	Using e ⁵ Instructional Model and e ⁵ Journals, and agreed sources of evidence. PRP documentation. Data records of students assisted in Literacy and Maths Assistance Programs
	ICT implementation	KLA focus.	All staff	All year	Teachers sharing and creating Collaborative Learning spaces and common repositories that utilise a wide range of applications for the development of high quality teaching and learning. Increase in utilisation of ePotential and FUSE.
		Whole staff P.D. regularly	BET, MYJ, MNM	All year	Students to be active participants in collaborative learning spaces.
		Special Responsibility	MYJ, leadership team	All Year	Parents able to access their child's learning goals, attendance data and homework.
		Leadership position	MYJ, All staff	All Year	
		Centrally coordinated	All staff	All Year	Homework information regular for parents to access. Increased accuracy in roll marking. Increase in use of FUSE. Staff uploading coursework in to shared repositories.
		eCases in use	KLAMs, all staff		
	ICT 1-1 Implementation	FUSE	BET, MYJ, JC, AR, KLAMs	All year Term 2 and 4	Completed roll out of 1:1 Learning at Years 7, 9-12 Improved results as shown in testing data (PoLT included).

Deliver comprehensive and relevant VCE, VET and VCAL programs that are school and community based and which meet the needs of all students.	Data Management – focus on VCE outcomes.	Data management	BET, KDJ, MYJ, BEB, Leadership Team	All year	Data used to inform future practice and decision-making.
	Use of standardised testing and other data to monitor student progress on <i>Le Card</i> , On Demand Testing testing in English and Maths and through moderation of student work	MA and ENG KLAS; PLT focus	BET, KDJ, MYJ, KRV, EDD, all staff	All year	All staff using data to inform practice, evidence in teacher's chronicles Increased differentiation in English and Maths NAPLAN results to improve SLR report to show greater spread of Teacher Judgements.
	Learning Centres operation reviewed	Paired curriculum. Classes timetabled together	BET, KDJ, KLAMs	Term 3	PRP documentation to include evidence of team planning and team teaching.
		Staff mentoring		Term 1	Decreased absences.
				Term 1	Reduced suspensions, improved outcomes in relation to student morale and connectedness to school.
	Develop an end of year study program for students entering Years 11 and 12	SRP Funding	Senior School Team, VCE staff	Ongoing Term 4 2013	Improved VCE results
	Train identified staff in Certificate IV Workplace Assessment and Training		LNJ		Expand the number of staff with Cert IV qualifications
	Develop a process that ensures high quality teachers in areas of curriculum need, including VET, are attracted to the College. Ongoing training of teachers in the VCE, VET and VCAL areas with an emphasis on assessment.	SRP and RTO Budgets	BET, KDJ, JT, LNJ	Semester 1	Quality staff appointed in difficult to staff areas
	SRP Budget and budget reserves	LNJ, BET, JT, targeted staff	All Year	Further scoping out of VET subjects that can be delivered at PSC	

Improve the accountability of all members of the school by developing and implementing an agreed instructional model.	Student Mapping Tool (or similar) to use.	School goal	MIPS Coord (SP) and Year Level Leaders	All year	Consistency in use of SMT tool.
	Use e ⁵ Instructional Model as a vehicle to improve classroom teaching	KLA and PLT based.	Leadership Team, all staff	Term 1	Frameworks for improved professional dialogue evident in practice and documentation.
	Peer Observations undertaken. Hattie's Big 4 (LI, QT, SC, Feedback)	PLT based.	MYJ, Peer/PLT based. PLT Team Leaders	Semester 1	Frameworks for improved professional dialogue evident in practice and documentation.
		e ⁵ Instructional Model	KLAM's/PLT Team Leaders/All staff	All year	Frameworks for improved professional dialogue evident in practice, and documented. e ⁵ Teacher Journals. All staff PRPs in agreed format.
	Further implementation of Performance and Development Culture with a focus on Team Building	Guidelines and Perf Review Process implemented. Staff Development Days, Team building focus.	BET, KDJ, PLT Peers. All Staff	All year	All staff undergoing professional reviews including peer (team) based reviews. Feedback from Staff Development Days.
	P.D. staff on the use of VELS progression points to consistently monitor student achievement.	Whole staff P.D.	BET, Leadership Team (KLAMs)	Term 2 and 4	All staff consistently recording accurate VELS progression points. Data showing a wider spread more in line with NAPLAN and ODT data.
		KLA Meeting time established	MYJ, All staff	All year	Minutes and reports kept for all KLA Meetings
	Improve ES staff involvement in the College	ES staff meeting time established	PCO's, JT, Leadership Team		ES staff actively involved in the College as mentors, in meetings, etc.
	Implement an accountability	Leadership	MYJ, KLAMS, PLT		All staff consistently implementing a school wide accountability structure Learning intent visible in all classes

	structure that involves all staff. Learning Intent, Quality Tasks, and Success Criteria clear. Feedback fro Peers and students.	meetings PLTs	teams. MYJ, KLAMS		Professional reading occurring. PRP Peer Reviews show evidence of Hatties Big 4; student feedback evident.
Student Engagement and Wellbeing Provide students with innovative programs that are challenging, authentic and relevant to improve engagement and reduce absenteeism.	Review the viability of a Re-engagement Program Ensure that all students in Years 7 to 12 have Individual Learning Plans Student Support Group Meetings	SRP Budget Specialised local funding Form Coordinator/Mentor time to develop plans SSG meetings for students at risk	BET, TSC, Steering Committee, College Council. Form Coordinators, mentors, integration and Student Services Officer PCOs, Level Leaders, Form Coordinators, mentors, MRE, Integration and Student Services Officer	All year All year All year	PREP – reduce deficit. Re-engagement Program to begin the year with at least 30 students. At least 10% of students completing an externally certified course. Retention and attendance bench marks determined. MOU reviewed between PSC and at least five supporting organisations. Plans in place. Improved outcomes in relation to student morale and connectedness to school Learning Goals shared and explored in Parent/Teacher interviews. Use of ABLES software.

	Ensure that all staff are able to effectively use the Restorative Practices model of student management	Curriculum and student management practices are inclusive	KDJ, LM's, All staff	All year	Improved outcomes in relation to student morale and connectedness to school. Decreased absences, Reduced suspensions. All staff consistently implementing school –wide management policy
	Make available additional resources for Behaviour Modification Programs	SRP Budget	MNM, Student Services	Term 1	Enhanced opportunities for students to receive targeted interventions.
	Classroom teacher accountabilities	SRP Budget	Co-ord. APs, Level Leaders MNM, APs	Term 1	Contracts embedded in ILP's and reviewed regularly.
	Develop Mental, Physical and Sexual Health Programs	School Nursing Program, Adolescent Health	NG, MC, CGD/WDG	All year	Programs developed and implemented.
	Cybersafety & responsible use of WEB2.0 technologies	eSmart; Student Engagement Policy	KDJ, all staff	All Year	Accreditation of eSmart. Live web link on school webpage.
Create a College culture that is student centred, that acknowledges achievement, participation and leadership to enhance student wellbeing.	Detailed curriculum developed for the College's Community subjects.	Curriculum audit	LM's, MNM, KLAMs, Student Services Manager	Semester 1	Core Curriculum established and implemented.
	Review the College processes for collecting data on absences and reporting to parents	Funding for appropriate data collection service	KDJ, Level Leaders	All year	"It's not OK to be away" utilised Accurate data collection, Teacher laptops in class.

	<p>Further alignment of Year 10 with VCE and development of the three year Senior School (and beyond).</p> <p>Develop further opportunities for student leadership including senior students leadership teams.</p> <p>Regular student forums held to give students a voice in the College</p> <p>Implementation of effective daily Form/Mentor assemblies to improve relationships between staff and students</p> <p>Further development of leadership and enterprise programs including Peer Mentoring and Senior Student Leadership Team</p> <p>Sustainability to remain a focus issue for the College</p> <p>Sister School relationships and commitments.</p>	<p>Meeting schedule time</p> <p>Special Responsibility Year Level Assemblies</p> <p>Curriculum and Student Management and Daily Organisational practices inclusive</p> <p>Curriculum Audit and documentation</p> <p>Yogyakarta SMP5; Chinese Sister School (Glenelg Shire partner)</p>	<p>KDJ, LNJ, Level Leaders 10-12</p> <p>MNM, LM's, BET, BEB.</p> <p>LM's, MNM</p> <p>KDJ, Senior School Team; all staff</p> <p>BET< MYJ, VNN, BEB, Year Level Leaders, All staff</p> <p>BEA, CNK, NLJ, Sustainability Guild</p> <p>MYJ, FYE, HSA</p>	<p>All year</p> <p>All year</p> <p>Terms 1, 2 and 3</p> <p>All year</p> <p>All year</p>	<p>More students studying a subject above their current year level. Deakin Uni Psychology studies completed.</p> <p>Greater engagement of students in leadership activities.</p> <p>Forums held on a monthly basis</p> <p>Assemblies. Information disseminated. Uniform compliance improved</p> <p>Year 10 mentoring of Year 7 Newsletter and press reports; Senior Student Leaders reports.</p> <p>Achieve targeted reductions in Waste Energy.</p> <p>In-country delegations achieved.</p>
<p>Student Pathways and Transitions</p> <p>Design a range of programs that improve student retention especially from Years 10 to 11.</p>	<p>Utilisation of the Student Mapping Tool/Student Performance Analyser (SPA)</p> <p>Year 9 Careers Development</p>	<p>MIPS time allocation</p> <p>MIPS/Career's time</p>	<p>MIPS Coord. and Level Leaders</p> <p>MIPS/Careers Coord,</p>	<p>Ongoing</p>	<p>All students (Yrs 9-12) to have MIPS Plans. Consistency in use of SMT/SPA.</p> <p>All year 9-12 student (and Parents) to</p>

	Program with a focus on vocational education.	allocation, Work Experience, Enquiry	PLM, LNJ		have at least one careers counselling session, Year 9 Enquiry, Work Experience
	Further alignment of Year 10 with senior school programs (and Yr 12 to tertiary studies)	Meeting schedule time	KDJ, LNJ, Senior School Team All staff	All year	More students studying a subject above their current year level (including Yr 12).
	Review the current VET and VCAL programs to ensure they best meet student needs	Critical time SRP Funds	BET, KDJ, LNJ (VET/VCAL Coord)	Semester 1	Review undertaken.
	School operating as Lead School of Trade Training Centre; development of Joint Use Agreement (JUA).	Admin Assistant Cluster Schools SRPs	BET, LLEN, PSC Lead school SP, Senior Team	20-year	MoU developed for TTC Cluster; JUA finalised.
	MIPS and Career's structures reviewed.	MIPS/Careers Funding		All year	Structures reviewed/improved, as identified.
	Ensure that all exit students are tracked.	MIPS/Careers	MIPS/Careers	All year	Exit data available.
	Social enterprise-style MY REAL program for students at risk.	SRP Funding. Philanthropic funds.	BET, MYJ, TSC.	All year	Improved retention of at risk students. Improved transition from Glenelg Street campus.