

# Cohuna Secondary College

## 7735

## Annual Implementation Plan 2009

(Based on Strategic Plan developed for 2009-2012)



<b>Endorsement by School Council</b>	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.	✓
		Dr. Gaell Hildebrand 10th March, 2009
<b>Endorsement by Regional Network Leader</b>	Insertion of a tick (✓) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan	
		Mr. Gary Weir

## Strategic Intent

	Goals	Targets	One Year Targets
<b>Student Learning</b>	<i>1. To improve student learning achievements in Years 7 – 12 with a particular focus on literacy and numeracy.</i>	Improve the proportion of Year 9 students achieving at VELS level 6 in the NAPLAN Reading and Mathematics tests to 35% in 2011 and at least 40% in 2012 with little difference between the achievement of girls and boys.	The proportion of Year 9 students achieving at VELS level 6 in the NAPLAN Reading and Mathematics tests is 18% (up from 16% in 2007).
		Means on the perception surveys to be at least to the following values by 2012, for the following variables: <u>Student Motivation</u> : 4.1 for students; 3.5 for staff; and 4.8 for parents <u>Stimulating Learning</u> : 3.0 for students; and 4.8 for parents All student variables to be within 20% for gender differences.	Means on the perception surveys to be at least to the following values in 2009, for the following variables: <u>Student Motivation</u> : 3.9 for students (up from 3.87); 3.2 for staff (up from 3.1); and 4.75 for parents (up from 4.73) <u>Stimulating Learning</u> : 2.7 for students (up from 2.59; and 4.55 for parents (up from 4.49) All student variables to be within 80% for gender differences.

	Goals	Targets	One Year Targets
<b>Student Engagement and Wellbeing</b>	<i>2. To have a high level of student wellbeing where students are motivated and engaged with a strong sense of connectedness to their peers, the school and their teachers.</i>	Means on the perception surveys to be at least to the following values by 2012, for the following variables: <u>School Connectedness</u> : 5.0 for parents; 4.2 for students <u>Classroom Behaviour</u> : 2.85 for students; and 4.1 for staff <u>Student Orientation</u> : 75 on the 100 point scale for staff	Perception survey means to be at least to the following values for 2009, for the following variables: <u>School Connectedness</u> : 4.96 for parents (up from 4.94); and 3.2 for students (up from 2.93) <u>Classroom Behaviour</u> : 2.72 for students (up from 2.67); and 3.2 for staff (up from 2.9) <u>Student Orientation</u> : 68% on the 100 point scale for staff (up from 66.3%)
		Reduce average absence rates for Years 7-12 to 12 days average per student by 2012.	Reduce average absence rates for Years 7-12 to 13.7 days average per student by 2009 (down from 14.2 days).

	Goals	Targets	One Year Targets
<b>Student Pathways and Transitions.</b>	<i>3. To apply successful transition programs and initiatives for all students, coming into, moving through and leaving the school.</i>	The 2012 Parent Opinion Survey variable score in Transitions is 5.25 or better.	The 2009 Parent Opinion Survey variable score in Transitions is 5.07 or better (up from 5.03).
	<i>4. To maximise the continuing education, training and employment options for all students.</i>	Real Retention from Years 10 – 11 is at 75% or better from 2011 to 2012.	Real Retention from Years 10 – 11 is at 70.3% or better from 2009 to 2010 (up from 69.3).
		By 2012, 40% of Years 10-11 students undertake at least one VET unit of completion.	By 2009, 15% of Years 10-11 students undertake at least one VET unit of completion.

## 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><b>Student Learning</b></p> <p>Reinforce leadership as strong, decisive, communicative, and accountable, promoting College priorities, with high expectations in relation to professional culture and performance, including effective teaching, reinforcing, explicitly, the relationship between effective teaching and student learning in the context of agreed principles of good teaching practice.</p>	<p>Build the capacity plus collective &amp; individual accountability of the Leadership Team</p> <ul style="list-style-type: none"> <li>• Leaderships team undertake further <i>Learning to Lead</i> programs</li> <li>• Individual members take on responsibility for leading and reporting on Strategic Plan and AIP actions and improvements</li> <li>• Leadership team meetings incorporate a learning focus</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Leadership Team meetings.</li> <li>• Time allocated for Learning Areas, PLTs and Collegiate Group meetings in schedule</li> <li>• PD Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Leadership team</li> </ul>	<ul style="list-style-type: none"> <li>• By end of Term 1 a new pattern of meeting practice exists.</li> <li>• Ongoing monitoring and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team (LT) meetings have strong improvement focus</li> <li>• LT members leading actions and regularly reporting progress against AIP</li> <li>• LT members successfully complete leadership programs.</li> <li>• Increased goal congruence and role clarity.</li> <li>• Staff meetings are more purposeful and linked directly to analysis of teaching practices and student learning.</li> </ul>
	<p>Implement PoLT principles # 4 &amp; 5 as a focus for 2009 (# 4 Deep Learning and # 5 Assessment)</p> <ul style="list-style-type: none"> <li>• Provide professional learning for all staff during first 3 days</li> <li>• PoLT principles incorporated into Teacher Professional Learning and Performance Plans</li> <li>• Learning Area meetings have a PoLT focus</li> <li>• Implement Share Fairs to enable staff to share practice</li> </ul>	<ul style="list-style-type: none"> <li>• Three Pupil Free Days</li> <li>• Collegiate and staff meetings</li> <li>• Four Share Fairs across the year</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Leadership Team</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation at end of Semester 1 with Reports.</li> <li>• One Share Fair each term</li> </ul>	<ul style="list-style-type: none"> <li>• All staff have personal Professional Learning and Performance (PL&amp;P) goals linked to a PoLT principle</li> <li>• Teacher planning and classroom practice incorporate PoLT principles.</li> <li>• Teachers sharing practice based on PoLT principles in both Learning Area Groups and at Share Fairs.</li> <li>• Improved student opinion re teacher effectiveness and stimulating learning</li> </ul>

<b>Key Improvement Strategies and Significant Projects</b>	<b>What (Actions)</b> the activities and programs required to progress the key improvement strategies	<b>How (Resources)</b> the budget, equipment, IT, learning time, learning space	<b>Who</b> the individuals or teams responsible for implementation	<b>When</b> the date, week, month or term for completion	<b>Achievement milestones</b> the changes in practice or behaviours
	with other teachers				
	Implement E5 framework across the school as a key basis for effective teaching, learning and engagement <ul style="list-style-type: none"> <li>• Introduce E5 through Student Learning and Curriculum Meetings, Learning Area Meetings, and Collegiate Groups</li> <li>• Learning Areas to explore use of E5 as framework to support teacher planning and classroom practice</li> <li>• Teachers sharing practice through Learning Areas and through Collegiate Groups</li> <li>• Teacher Professional Learning and Performance Plans to</li> </ul>	<ul style="list-style-type: none"> <li>• Access Regional and Network PD programs</li> <li>• Collegiate group meetings</li> <li>• Student Learning and Curriculum Meetings</li> <li>• Learning Area meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Leadership Team</li> <li>• Student Learning and Curriculum Manager</li> <li>• Student Engagement Manager</li> </ul>	<ul style="list-style-type: none"> <li>• All Learning Areas have a focus on E5 by mid-year.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers to have a Professional Learning and Performance Plan (PL&amp;P) goal that is linked to E5</li> <li>• The use of E5 is evident in teacher planning and classroom practice</li> <li>• Teachers sharing practice based on E5 in both Collegiate Groups and Share Fairs.</li> <li>• Improved student opinion re teacher effectiveness and stimulating learning</li> </ul>

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	include at least one E5 focus				

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Continue to develop the whole staff understanding and effective use of various data sets useful in school improvement through establishing collective accountability for rigorous assessment and monitoring of the progress of individual students, groups of students and the school as a whole.	<ul style="list-style-type: none"> <li>Develop whole-school assessment schedule in English and Maths</li> <li>On-Demand testing is used by all Maths and English teachers in Years 7 to 9 to monitor individual student learning progress.</li> </ul>	<ul style="list-style-type: none"> <li>Learning area &amp; staff meetings</li> <li>Timetabled access to computers for testing</li> </ul>	<ul style="list-style-type: none"> <li>Principal &amp; Leadership Team</li> <li>Maths &amp; English Learning Managers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing evaluation.</li> <li>Feb / May / Aug / Oct.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment schedule developed and implemented by end of Term 1.</li> <li>Junior Maths and English teachers, and all VCE teachers, more aware of individual student progress and the need for targeted teaching.</li> <li>Student achievement of 0.3 VELS level over 6 months</li> </ul>
	<ul style="list-style-type: none"> <li>Teacher Professional Learning and Performance Plans (PL&amp;P) include focus on using data to improve student outcomes</li> <li>Regular Collegiate and meetings incorporate data focus to drive improved teaching practice.</li> </ul>	<ul style="list-style-type: none"> <li>Improved student outcomes built into P&amp;D plans</li> <li>Collegiate Groups</li> <li>Provision of relevant data sets to staff</li> </ul>		<ul style="list-style-type: none"> <li>Teacher PL&amp;P Plans due in Term 1, developed and reviewed across year through the Collegiate Groups</li> </ul>	<ul style="list-style-type: none"> <li>Teacher PL&amp;P plans include explicit goal and focus on the use of data to improve individual student learning</li> </ul>
	<ul style="list-style-type: none"> <li>Multi-domain assessment tasks used in all areas – planning time at beginning of year linked to VELS through “Backward Curriculum Design”</li> </ul>	<ul style="list-style-type: none"> <li>During first 3 days of year</li> </ul>	<ul style="list-style-type: none"> <li>Student Learning &amp; Curriculum Manager</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Completion and evaluation end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>Semester Reports show evidence of high quality assessment tasks that collect evidence across the VELS domains.</li> </ul>
	<ul style="list-style-type: none"> <li>Implement individual and team coaching to increase teacher effectiveness in Year 7 and 9 Maths.</li> </ul>	<ul style="list-style-type: none"> <li>Regional Learning and Teaching Coach 2 days per week</li> <li>Time allocations for Year 7 &amp; 9 teachers to work with L&amp;T coach.</li> </ul>	<ul style="list-style-type: none"> <li>Learning and Teaching coach</li> <li>Year 7 and 9 Maths teachers</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 &amp; ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Teachers demonstrate improved practice &amp; effectiveness through On Demand testing data focus</li> <li>Improved student opinion re engagement and teacher effectiveness in coached classes</li> <li>Improved maths outcomes in Yr 7 and 9</li> </ul>

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	<ul style="list-style-type: none"> <li>• Individual Learning Plans (ILPs) developed for at-risk students in both English and Maths in Years 7-8</li> <li>• Numeracy and Literacy support person to provide 1:1 assistance for identified students.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention support is additional to Even Start program</li> <li>• Additional Literacy and Numeracy support person appointed from school funds</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy and Literacy support teacher.</li> <li>• Classroom teachers for English and Maths Year 7 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation end of Semester 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted intervention supports improved outcomes for identified students</li> </ul>
	<ul style="list-style-type: none"> <li>• VCE data closely analysed to make changes in teaching practice in the senior school.</li> </ul>	<ul style="list-style-type: none"> <li>• Time released for VCE teachers provide to visit other schools.</li> </ul>	<ul style="list-style-type: none"> <li>• All VCE teachers</li> </ul>	<ul style="list-style-type: none"> <li>• End of semester 1 all teachers new to VVCE have visited another school.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved outcomes for VCE students – end of 2009</li> </ul>
	<ul style="list-style-type: none"> <li>• Year 7 &amp; 8 Learning Studio completed in Semester 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Better Schools Today funds</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, Year 7&amp;8 Level Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Completion and evaluation Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 7 and 8 Learning Space fully operational by end of 2009.</li> <li>• Improved connectedness Yr 7 and 8</li> </ul>
<p>Increase staff capacity to effectively integrate ICT into classroom practice</p>	<ul style="list-style-type: none"> <li>• All teachers to complete the e-Potential survey and include ICT goal in their PL&amp;P plans</li> <li>• PLTs to incorporate ICT focus into teacher planning and classroom practice</li> <li>• Introduce ICT Share Fair</li> <li>• Support Year 7 teachers to plan for integration of 1 to 1 Netbook project in 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Area and eLearning meeting time</li> <li>• Access network and regional PD programs</li> <li>• Access Ultranet coach</li> <li>• Provision of PD to increase teacher skills &amp; capacities</li> </ul>	<ul style="list-style-type: none"> <li>• eLearning Manager</li> <li>• all Learning Area Managers</li> <li>• Student Engagement Manager</li> <li>• Year 7 &amp; 8 teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Term focus</li> <li>• Once per term</li> <li>• As available</li> </ul>	<ul style="list-style-type: none"> <li>• All teacher PL&amp;P plans demonstrate progress through e-potential survey</li> <li>• Use of ICT evident in teacher planning and classroom practice</li> <li>• Student opinion reflects improvement in stimulating learning and teacher effectiveness</li> </ul>

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<b>Student Engagement and Wellbeing</b> <ul style="list-style-type: none"> <li>The focus of professional learning in relation to Student Engagement and Wellbeing is on sustainable change of practice initiatives for the whole school.</li> <li>Behaviour management and associated discipline practice is reviewed as a priority in the context of restorative practices and that the outcomes are whole school policy.</li> <li>The evidence of, and the relationship between staff, parent and student surveys is prominent in providing a focus for relevant student engagement and well being improvement initiatives, and in establishing priorities</li> </ul>	<ul style="list-style-type: none"> <li>Analyse staff, student and parent survey data to identify and prioritise student engagement and wellbeing initiatives to: <ul style="list-style-type: none"> <li>make teaching more stimulating</li> <li>reduce cyber-bullying.</li> <li>introduce new well-being programs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Start of year (pupil-free day).</li> <li>Lunchtime activity program and Year 9 Centre funded from school budget.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Leadership Team</li> <li>Wellbeing Manager</li> <li>Student Engagement Manager</li> </ul>	<ul style="list-style-type: none"> <li>Completion and evaluation Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>Priorities identified and programs implemented.</li> <li>Professional conversations about making classrooms more exciting places for students to be are common.</li> <li>Improved student connectedness</li> </ul>
	<ul style="list-style-type: none"> <li>Introduce new <i>Excellamus Awards</i> (Bronze, Silver, Gold)</li> </ul>	<ul style="list-style-type: none"> <li>Mini-Merits, Merits, Bronze, Silver, Gold Badges &amp; Rewards created or purchased.</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li><i>Excellamus Awards</i> commence at start of 2009.</li> </ul>	<ul style="list-style-type: none"> <li>One third of students gain a silver, or above, <i>Excellamus Award</i> by the end of 2009.</li> </ul>
	<ul style="list-style-type: none"> <li>Professional learning occurs to further implement restorative practices and to re-develop the “discipline” policy in light of this concept.</li> </ul>	<ul style="list-style-type: none"> <li>Start of year (pupil-free day).</li> <li>Lunchtime Catch-Up Sessions or Lunchtime Community Service (LCS) replaces Detentions (except for after school or Sat morning)</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Completion and evaluation Term 4</li> <li>Start of year.</li> </ul>	<ul style="list-style-type: none"> <li>A new Restorative Practices Policy is developed to replace the former Discipline Policy.</li> </ul>
	<ul style="list-style-type: none"> <li>Maintain the “It’s Not OK to be Away” campaign</li> </ul>	<ul style="list-style-type: none"> <li>Vouchers and rewards for attendance by class and by student</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing Manager</li> <li>All form teachers</li> </ul>	<ul style="list-style-type: none"> <li>End of each month and term check data</li> </ul>	<ul style="list-style-type: none"> <li>Average student absence reduced by 0.5 days per student</li> </ul>

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<p><b>Student Pathways and Transitions</b></p> <ul style="list-style-type: none"> <li>Develop the Years 7 - 10 role in supporting student pathways and transitions to assist students to make connections between careers/work options and education and training requirements and apply appropriate priority and focus on the MIPS development and the associated plan for 'student ownership' of MIPS.</li> </ul> <p>Continue to monitor the success of transition through strategic points of the College, and generally.</p>	<ul style="list-style-type: none"> <li>Implement Phase 1 of the <i>Gateways 4 Sustainable Communities</i> program in conjunction with Boort SC, East Loddon P-12 and Pyramid Hill College.</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Teacher Assistant (STA) funds for new Pathways Coordinator position.</li> <li>"Gateways" built into Year 9 &amp; 10 timetable (2 periods/week)</li> <li>Year 9 &amp; 10 Gateways team to build Pathways (and MIPS) activities into their program.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Year 9/10 Gateways Teams</li> </ul>	<ul style="list-style-type: none"> <li>February appointment</li> <li>Commences Term 1, runs all year.</li> <li>Evaluated Term 4 for 2010 refinements.</li> </ul>	<ul style="list-style-type: none"> <li>Greater access to VET and associated work-related skill options for Years 9 and 10 students through <i>Gateways</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Use our MIPS software for all Years 9-12 students and meetings with Pathways team staff.</li> </ul>		<ul style="list-style-type: none"> <li>Pathways and Transitions Manager</li> <li>Pathways Coordinator</li> </ul>		<ul style="list-style-type: none"> <li>All students from Years 9-12 have a current online personalised plan for their own futures.</li> </ul>
	<ul style="list-style-type: none"> <li>Map the ways in which Pathways and transitions issues can be implemented across the Years 7-10 curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>All Year Level Team Managers provided with meeting time to develop Pathways programs.</li> </ul>	<ul style="list-style-type: none"> <li>Year 7-12 Year Level Team Managers</li> </ul>	<p>Students and parents views canvassed Term 4 re refining for 2010.</p>	<ul style="list-style-type: none"> <li>Planning for 2010 MIPS work through the curriculum in Years 7-10.</li> </ul>
	<ul style="list-style-type: none"> <li>Extend transition activities for local primary schools into Year 7 and Pyramid Hill College into Year 11.</li> </ul>	<ul style="list-style-type: none"> <li>Year 7 &amp; 11 Team Managers given time to visit and run programs for prospective students.</li> </ul>	<ul style="list-style-type: none"> <li>Year 7 &amp; 11 Team Managers</li> <li>AP</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Two events per Term (visits or on-site at Cohuna Secondary College activities)</li> </ul>	<ul style="list-style-type: none"> <li>Better relationships with local schools and stronger commitment from local parents to Cohuna Secondary College.</li> </ul>