
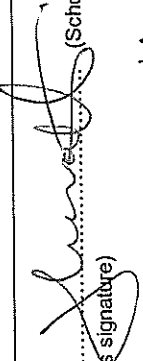


Annual Implementation Plan 2014
 Nearm District SC
 8145
 Based on Strategic Plan developed for 2014

Endorsement by School Principal	Signed.....  (Principal's signature) Name..... <u>MICHAEL A COLE</u> Date..... <u>26/3/14</u>
Endorsement by School Council	Signed.....  (School Council President's signature) Name..... <u>Jenni Lovatt</u> Date..... <u>26/3/14</u>
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....

Strategic Intent

Goals	Targets	One Year Targets
<p>Student Learning</p> <p>Theory of Action: if there is a consistent language of learning, tasks are of a high quality and both formative and summative assessment modes and data are employed across all classrooms, then students will be monitoring their own learning and outcomes will improved for all stakeholders.</p>	<p>To improve learning outcomes in all subject areas with a focus on Literacy (Reading and Writing) and Numeracy</p>	<p>All 7-9 students to have VELS/ AusVELs growth that is at state level and like school groups</p> <p>At least 80% of students show high relative growth in Literacy and Numeracy as measured by Naplan, on-demand and teacher judgement data</p>
<p>Student Engagement and Wellbeing</p>	<p>To improve student connectedness to school and engagement in their learning (Target group according to SASS)</p>	<p>Indicators in SASS are at or above the 75% raw score in each of these areas. (i.e. 3.75 or above on the 5 point scales. 5.25 or above on the 7 point scales)</p> <ul style="list-style-type: none"> • Classroom behaviour • Student connectedness • Learning confidence • Student motivation • Teacher empathy
<p>Student Pathways and Transitions</p>	<p>To improve student pathways and transitions throughout the school</p>	<p>By 2015 all students go to either fulltime employment or further education</p> <p>No students exiting to go to another local secondary college</p> <p>80% Grade 6 students from within the TEC will be enrolled for Year 7</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>SL 1: To use collaborative, evidence-based teams to develop a culture where data and evidence are employed to promote students who are monitoring their own learning</p>	<ul style="list-style-type: none"> Fortnightly PLT meetings Fortnightly PLT Leaders meetings with Prin team Assessment schedule for whole school Class surveys with a Teacher Practice focus and Student Engagement focus PLT leaders and a team member attend network PLT meetings Students use self and peer assessment to inform them of their progress All 7-9 students are tested using 2 point-in-time data to measure growth in literacy, numeracy as per the college assessment schedule All students in the college undertake a pre and post writing CAT to provide evidence of growth. Teachers approach 	<p>CRT cover Fortnightly 1 hour meeting</p> <p>Focus on how students can use formative and summative feedback through all classes including intervention (Skill'd) sessions</p> <p>Explicit teaching of self and peer assessment techniques as a part of Skill'd and Yr 10/11/12 study.</p> <p>To have system wide assessment periods that allow for Common Assessment Tasks and Standardised testing to occur.</p>	<p>PLT Leaders</p> <p>PLT teams</p> <p>Principal</p> <p>Curriculum leader</p> <p>All staff</p> <p>KLD Leaders</p>	<p>Ongoing</p> <p>In week 1 and 2 of Term 2</p>	<ul style="list-style-type: none"> PLT Leading Teacher has an annual action plan that is shared by all PLT leaders and is tabled at Leadership PLTs All teachers continue to be involved in PLTs and use formative and summative assessment data to inform their teaching and will have data goals in their performance plan. Students demonstrate learning growth of at least 1.0 per year in all Domains Teachers provide work samples that demonstrate how mixed abilities are catered for All teachers bring 1 piece of writing from each of their subjects to PLT discussions and develop a strategy to move forward All students demonstrate growth in writing in all KLDs

<p>SL 2: Continue to build capacity of teachers and leaders with ongoing focus on improving teacher practice</p>	<p>differentiation and high quality tasks as a core element of their practice</p> <ul style="list-style-type: none"> All teachers enter data on students classroom learning behaviours via the GPA system. 	<p>Regular fortnightly team meetings</p> <p>Regular PLT leaders meetings fortnightly</p> <p>Teachers share exemplars of their teaching practices during PLT/T&L meetings.</p>	<p>PLT Leading Teacher</p> <p>PLT Leaders</p> <p>Principal</p> <p>PLT members</p> <p>All Teachers</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> At least 80% students show high relative growth Indicators in the class surveys and SASS indicate increased confidence in teachers and their own learning confidence
<p>SL 3: Create a stimulating and secure learning environment with a focus on purposeful teaching and high expectations.</p>	<ul style="list-style-type: none"> PLT team meetings Class surveys eLearning/ICT program PBS program linked to pedagogical approach to engaging learning T&L Meetings 	<p>Regular meetings with a focus on:</p> <ul style="list-style-type: none"> Learning Intent High expectations Tools to engage students in the learning Sharing of evidence 	<p>e-Learning/ICT managers</p> <p>Leading Teachers</p> <p>PLT Leaders</p> <p>All teachers</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> SASS results are >3.75 for stimulating learning Student motivation and learning confidence to be recorded >3.75 Teacher effectiveness and School connectedness >3.75 All students will show improvement of 1.0 AusVELS level over 1 year as measured by teacher judgement,

	<ul style="list-style-type: none"> Virtual Learning and associated pedagogies 	<ul style="list-style-type: none"> Use of CAT's where applicable 			<p>and Naptan between Years 7-9</p> <ul style="list-style-type: none"> 90% of non-integration students be at or above the expected standard Median VCE study score of >30 in 2014
<p>SL 4: Continue to implement a technology rich, Chinese Language and inter-cultural Understanding Program in partnership with the Tarago Education Community schools</p>	<ul style="list-style-type: none"> Support provided to LOTE teachers to attain VIT registration. A Language Assistant employed by the TEC to support the classroom teacher Continue to develop our Sister School relationship in Changshu Kuncheng Middle School through our collaborative project TEC Professional Development activities to build understanding of the purpose and work of the TEC and their place within it Students collaborate using technology to support, innovate and engage them in language, cultural understandings and cross-cultural opportunities 	<ul style="list-style-type: none"> Coaching VIT mentoring Language teacher will attend ICT meetings and targeted professional learning Communication with Changshu Kuncheng Middle School Senior Language teacher to undertake Cert 4 in Applied Language-Mandarin Having all TEC students undertake a language based collaborative project using ICT and virtual learning. 	<ul style="list-style-type: none"> Language teacher TEC principals ICT manager and technicians in the use of the technology will support teachers 	<p>Ongoing</p>	<ul style="list-style-type: none"> 50% of Students go from Year 8 into 9 undertake Chinese in 2014/15 100% Year 9 into 10 in Chinese class Language classes will engage within the TEC via Polycom videoconferencing platform to develop shared curriculum opportunities NDSC China OLE experience students to create a film that captures the growth and development of our language program. Students in years 7-9 will engage in a collaborative project "Places and Perspectives" with Changshu Kuncheng Middle School.

<p>S E & W: Continue to develop and maintain the PBS culture in the NDSC community using systems such as Home groups, Year 7 – 9 intervention, Grade 6 transition, student leadership, Student at Risk Committee, VCE team, Middle Years team, classrooms and assemblies to support the accurate and durable implementation of the practices of PBS. And to implement PBS across the TEC.</p>	<ul style="list-style-type: none"> • Continue to use a common language and approach to embed and reinforce the PBS • Ongoing recruitment of members to the PBS Leadership team to ensure the following: • Ongoing collection and tracking of data – SWIS, SASS, Bully & Harassment, PBS • Continue to support staff with the PBS universals in Staff meetings including ongoing PD in restorative Practice, explicit teaching of positive behaviours, acknowledgments, matching supports and interventions to the needs of the students - Tier II – Targeted group interventions & Tier III – intensive, individual interventions and areas determined by data. • Continue to provide staff with a program for Home group based on PBS, school priorities and data • Student Leadership provides opportunity to motivate students through student voice and action • Working with Year 7 – 9 for an intensive block with induction of PBS behaviours and school values and maintaining as PBS culture, updating as required. Inclusion of successful learner matrix. • Provide an opportunity for staff and students to 	<p>TIC Team Implementation Checklist</p> <p>SWIS, SASS, Bully & Harassment, PBS. Yearly leadership planning and key dates</p> <p>Wellbeing Meeting time, ongoing PD</p> <p>SARC – Identified students referred to SARC</p> <p>Support from middle years and VCE teams</p> <p>Refer to Home group priorities and data.</p> <p>Student leadership meeting time, PD, follow up in home groups</p> <p>Intervention team meeting time</p> <p>Assembly time</p> <p>Time during Grade 6 induction</p>	<p>Principal, Leadership and PBS Leadership</p> <p>Lisa, Pete & Leadership & PBS Leadership</p> <p>Led by Lisa with support from all staff –teaching, integration, home group, leadership, coordinators, SARC, Lisa, Paul, Steph, Steph, Cathy, Jeff, Jimi. Cathy organising referrals and providing feedback to staff in meeting time. Paul, Steph, Steph. Jimi & Jeff</p> <p>Lisa organises with staff input</p> <p>Leadership, student leaders</p> <p>Intervention team Jeff, Jimi PBS team</p> <p>Lisa mentoring Steph C</p>	<p>Two meetings each term</p> <p>Wellbeing meetings 3 per term</p> <p>SARC 2 per term</p> <p>Staff input during one wellbeing meeting per term</p> <p>One session per term and ongoing as required</p> <p>3 – 4 per term</p> <p>Whole school and House assemblies, 2 per term</p> <p>Once a term</p> <p>Weekly</p>	<p>Ongoing strong PBS leadership maintaining PBS fundamentals with fidelity.</p> <p>Maintaining EBS, SET data</p> <p>Maintain and improve variables on SASS:</p> <p>Student Relationships – Classroom Behaviour (3.75+), Teaching & Learning – School Connectedness (3.75+), Learning Confidence (reach 3.75), Stimulating learning (reach 3.75), teacher empathy (3.75+)</p> <p>Maintain/ further improve variables on SASS, including Student Relationships - student safety, classroom behaviour, connectedness to peers, Wellbeing - student morale, student distress</p> <p>Increase SASS variable student motivation into third percentile</p> <p>Maintain/further improve variables on SASS, including School connectedness, student behaviour</p> <p>Improvement in PBS data</p> <p>Maintain at targets for SASS Year 7 in all areas listed on page 3</p>
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	<p>reinforce the PBS culture with the whole school</p> <ul style="list-style-type: none"> • The Grade 6 Transition program provides opportunities to induct the PBS culture • Partnership for Learning -- PBS Mentoring across the TEC 	1/2 day time allowance			
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<p>SE & W 2: PLT and Wellbeing structure to assist with making a greater connection between academic systems and behaviour systems with a focus on student motivation and learning confidence.</p>	<p>Develop a consistent and structured learning focus in PLT and Wellbeing to support staff.</p> <p>Provide Professional Learning for whole staff, with specific focus</p> <ul style="list-style-type: none"> • Student motivation (SASS) • Learning Confidence (SASS) • GPA and Successful Learner Matrix <p>Teachers link the language of the PBS to the common language of learning</p> <p>Implement the strategies gained through PD/meetings to improve student motivation and learning confidence in the classroom.</p> <p>Provide opportunities to assist in the motivation of our students through the implementation of the GPA</p>	<p>Ongoing Whole school PLT and Wellbeing meetings</p> <p>Meetings, Classrooms and Home groups</p> <p>Through continual drip feeding of PBS universals in meetings</p> <p>Putting what staff learn into practice in classes and whole school settings</p> <p>Implementation of GPA and Successful learner matrix</p>	<p>Leadership SP/LD</p> <p>Principal, Leadership, PBS Leadership and PLT leaders</p> <p>PBS leadership and SP PLT's</p> <p>Staff</p> <p>SP and LD, Intervention team, Leadership</p>	<p>Each term</p> <p>Ongoing meetings, followed up in the classrooms and home groups</p> <p>PLT and Wellbeing Meetings</p> <p>Classroom</p> <p>Ongoing implementation in meetings, grading every 6 weeks</p>	<p>Improved data in SASS, student motivation (3.75+) and Learning confidence (3.75+)</p> <p>Improved data in SASS, student motivation (3.75+) and Learning confidence (3.75+)</p> <p>GPA data being accessed by students and families, staff working with the GPA effectively.</p>
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<p>SP&T 1: To improve student Pathways and Transition throughout the school</p>	<p>Students at risk committee to meet twice a term to monitor student progress of identified students.</p> <p>Students at risk committee to meet twice a term to monitor student progress of identified students.</p> <p>Senior Pathways Information Evening</p> <p>Get Professionals into the school to talk to students. Promote open days etc. to parents.</p> <p>Attendance of Year 11 and 12 students at the 'Careers Expo' – Lardner Park and Herald Sun.</p> <p>Development of a relationship with Federation University through the 2014 Access FedUni Plan. To develop exposure to future options from year 8 upwards. Regular VCE Meetings to analyse data in order to inform and improve teaching practice.</p>	<p>Meeting time allocated to S.A.R team.</p> <p>Time allowance given for MIPs coordinator to meet with students.</p> <p>Money, organisation time, buses, excursion time.</p> <p>Meeting time allocated to the VCE team and VCE teachers</p> <p>VASS Data</p> <p>Professional learning - data understanding and data use</p> <p>Provide assistance to teachers to run programs.</p> <p>Provide Technical support to ensure Video Conferencing technology is operational and accessible.</p>	<p>MIPs coordinator</p> <p>Later Years Leader</p> <p>Welfare Leader</p> <p>Middle Years Leader</p> <p>Middle Years Coach</p> <p>MIPs coordinator</p> <p>Later Years Leader, Daily</p> <p>Organiser, VCE/MCAL teachers</p> <p>Later Years team</p> <p>Careers Leader</p> <p>Curriculum Leader, Daily</p> <p>Organiser, Transition Coordinator, Middle Years Coach, Middle Years Leader</p> <p>All staff</p> <p>5-8 Numeracy project and TEC staff</p> <p>Middle Years Leader</p> <p>Middle Years Coach</p> <p>Careers teacher</p> <p>Later Years team</p> <p>Later Years Leader</p> <p>Later Years Coach</p> <p>Careers Coordinator</p> <p>All VCE teachers</p> <p>VLN co-ord.</p> <p>Gifted Ed Co-ord.</p> <p>Outside Agencies</p> <p>T&L co-ord.</p> <p>ITC Tech.</p> <p>KLD heads.</p>	<p>Ongoing</p> <p>By end of Term 3 each year</p> <p>2 weeks immediately following the end of year 12 exams</p> <p>Annually in early August</p> <p>Ongoing</p> <p>Mid year and end of year</p> <p>End of year</p> <p>Once per term</p> <p>Once a term</p> <p>Throughout the year, depending on the event type.</p> <p>2 per term</p> <p>2 projects per year.</p>	<p>Full retention of year 10 to 11</p> <p>Full retention of year 11 to 12</p> <p>Real Retention from Years 7-12 increases to >80%</p> <p>2009: 23 students in Year 7</p> <p>2014: 15 of the 23 are students at NDSC</p> <p>All students leaving post Year 10 will be to full time employment.</p> <p>All students attending after school and lunch time classes.</p> <p>>80% of Year 12 students choose further study and Higher Education</p> <p>>80% students choose university degrees</p> <p>Work with Schools Access Monash as it transfers to Access Fed Uni.</p> <p>Median study score of >28 across all VCE studies.</p> <p>At least 90% of eligible students from NDR, Noojee, NSPS and Jirndivick treat</p>
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<p>SP&T: 2</p> <p>Continue to deliver a learning and relationship focussed Transition Program between all TEC schools</p>	<p>Continue to develop a strong 'Step up Program' for Year 7 to 9 students.</p> <p>Develop and maintain a strong transition program for Grade 5/6 students to come into the school one day per term.</p> <p>Develop a collaborative framework for cooperation across all local schools 5-8.</p> <p>Implement programs across all VLN schools that introduce junior students to the practice of remote collaboration.</p> <p>Teachers across the college accessing outside programs via Video Conferencing.</p>	<p>Meeting time allocated to the VCE team and teachers</p> <p>VASS data shared</p> <p>Professional Learning - understanding data and its uses</p>	<p>Later Years</p> <p>Later years coach</p> <p>Careers Coordinator</p> <p>All VCE teachers</p>	<p>2 meetings per term</p>	<p>NDESC as their school of choice and enrol for Year 7.</p> <p>Teachers are collaborating across Years 5-8 in all TEC schools and meeting once a term over numeracy, literacy, ICT and Language.</p> <p>To have all students from Yr 7 to 10 students competent in the use of the Virtual Learning Technology.</p> <p>Each KLD to access at least one outside program per year.</p>
<p>SP&T 2: Critical reflection and development of VCE teaching and learning practice to maximise VCE performance</p>	<p>Regular VCE meetings to analyse data to inform and improve teaching practice</p> <p>Use the SPA tool to analyse data</p> <p>Data a regular shared feature of meetings</p>	<p>Meeting time allocated to the VCE team and teachers</p> <p>VASS data shared</p> <p>Professional Learning - understanding data and its uses</p>	<p>Later Years</p> <p>Later years coach</p> <p>Careers Coordinator</p> <p>All VCE teachers</p>	<p>2 meetings per term</p>	<p>Median study score of >28 across all VCE studies</p>