

Annual Implementation Plan 2013 Suzanne Cory High School 8866

Based on Strategic Plan developed for 2013 – 2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature) Name..... Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature) Name..... Date.....</p>

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To support each and every student in achieving their academic potential	<ul style="list-style-type: none"> All Year 9 students will achieve above the standard in NAPLAN in Literacy and Numeracy over the four-year period The median result for all Year 9 students in Literacy and Numeracy will be at least two bands ahead of the state mean. Median VCE study score will be 37 To achieve greater than 33% of individual study scores of 40+ That teacher judgments for all student outcomes be at the expected level and that teacher judgements for 50% of student outcomes be above the expected level That every student progresses at the expected rate and that 50% of students progress at greater than the expected rate. That the student opinion survey data for Learning Confidence be within the fourth quartile. 	<ul style="list-style-type: none"> All Year 9 students will achieve above the standard in NAPLAN in Literacy and Numeracy over the four-year period The median result for all Year 9 students in Literacy and Numeracy will be at least two bands ahead of the state mean. Median VCE study score will be 37 To achieve greater than 33% of individual study scores of 40+ That teacher judgments for all student outcomes be at the expected level and that teacher judgements for 50% of student outcomes be above the expected level That every student progresses at the expected rate and that 50% of students progress at greater than the expected rate. That the student opinion survey data for Learning Confidence be within the fourth quartile.
Student Engagement and Wellbeing	To create a collaborative, supportive and stimulating learning community that promotes student well-being and uses engagement strategies that enable optimal student learning	Using 2012 results as a benchmark, show continuous improvement in each of the planning periods in opinion survey variables (staff, parents and students) related to student engagement and well-being	

Student Pathways and Transitions	To ensure that all students have a seamless, planned and logical progression into, through and out of the school with appropriate pathways developed to post school options	Achieve a score of 5.5 or above for the "Transition" variable in the Parent Opinion Survey 100% of students will exit the school to further education or employment	
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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
Key Improvement Strategy 1 Improve Student Learning for the select entry cohort at SCHS through enhanced teacher capacity to: <ul style="list-style-type: none"> • Implement pedagogy that reflects high expectations for students at a select entry school • Develop high levels of student cognitive engagement • Provide explicit teaching of literacy skills appropriate for select entry students • Enable students to become independent 	As a baseline, ensure curriculum is compliant with AusVELS for English, Maths, Science and History Learning Areas	Develop a template that enables each Learning Area to check compliance of curriculum documentation: scope and sequence and curriculum units	AP curriculum with English Humanities and Maths Science PLT leaders and assistants	Term 3 Week 4	Template developed
		Template completed by each Learning Area (AC) and curriculum documents updated	En/Hum PLT Leader, Ma/Sci PLT Leader, Maths, Science and Humanities Assistant Coordinators, English, Maths, Science and History teachers	Work undertaken during professional learning sessions in Term 3, Weeks 6 & 8. Completed by end of Term 3.	Staff PL on AusVELS delivered utilising <i>in-school</i> expertise. Curriculum documentation (scope and sequence and curriculum units) updated for English, Maths, Science and History in line with AusVELS (AC)
	Identify the instructional strategies, curriculum content and learning tasks that: <ol style="list-style-type: none"> 1. reflect high expectations for <i>all</i> students and ensure high levels of student cognitive engagement 2. enable explicit teaching of literacy to build the literacy skills of 	Develop some shared understandings of evidence of high expectations, high levels of cognitive engagement, explicit teaching of literacy, and the teaching of	PLT leaders engaged in discussion at Leadership meetings and TLSWB. PLT leaders and teachers in each learning area. TLSWB to look at	PLT meetings and shared at the last professional learning session for Term 3. (ADT, HAPE and LOTE PLTs can work on this during professional learning for Term	Baselines established, gaps for development identified and examples and data shared with all staff : <ul style="list-style-type: none"> • Preamble included in the Curriculum Unit Planning Template which documents how high expectations for a select entry cohort are addressed within the curriculum unit • Strategies for high levels of cognitive engagement in each Learning Area identified and documented.

<p>learners</p>	<p>3. learners enable students to become independent learners</p>	<p>independent learning strategies. Review curriculum documentation for evidence of each practice. Document and identify gaps.</p> <p>Curriculum unit templates adjusted to ensure coverage of the 3 areas.</p>	<p>modified Curriculum Unit Template.</p>	<p>3, Weeks 6 & 8.)</p>	<ul style="list-style-type: none"> • Learning Areas document processes used to explicitly build literacy skills of students in the Curriculum Unit Template • Independent learning strategies added to the lesson template.
	<p>Each Learning Area to identify professional learning that builds teacher pedagogical content knowledge (PCK) and pedagogical knowledge (PK) to address the needs of a select entry cohort, including the range of abilities, develop a 2 year PL Plan, and implement Year 1 of the Plan.</p> <p>Evaluate research-based <i>high yield</i> instructional strategies for adoption at SCHS and include in PL Plan</p>	<p>Engage with the literature around PCK and PK, and research-based high yield instructional strategies. (Shulman, Marzano and Hattie)</p> <p>Communicate learnings to staff.</p> <p>Develop a 2 year PL plan that includes Learning Area-specific instructional strategies (PCK), as well as evidence-based high yield generic strategies that can be used across many learning areas</p>	<p>PLT Leaders and Leading Teachers.</p> <p>Identified teachers to deliver the PL.</p>	<p>Term 3 Leadership meetings (Week 4, 7 & 10)</p> <p>Term 4 PLT leaders and Leading teachers present an introductory session PL session on instructional strategies PCK and PK. (Term 4, Week 8)</p> <p>Term 4, 2 year PL plan developed & staff presenters identified.</p>	<ul style="list-style-type: none"> • Professional reading completed by Leading Teachers • Learnings presented to staff at a PL session. • A 2 year PL plan developed for addressing the needs of a select entry cohort which incorporates PL on instructional strategies. • High yield instructional strategies included in the PL Plan • Staff identified to present PL to peers.

		(PK). Identify staff who can deliver components to their peers.			
	PLT Leaders and others in positions of responsibility (PORs) engage with their colleagues at other Select Entry schools in order to establish teacher networks focused on student learning	PLT leaders make and maintain contact with peers at other select entries, and identify aspects of PL/professional practice that can assist SCHS. Develop a plan for collaboration across the select entry schools.	Facilitated by Principal Team	Ongoing	Select Entry teacher networks identified and a plan for joint activity developed. (NOTE: TVLC – all schools are required to be in one or more networks based on their identified needs/common interests.)
	Evaluate the extent to which the curriculum planning processes using the Teaching and Learning Model and assessment practices, including moderation, enhance teacher capacity to deliver a <i>guaranteed and viable curriculum</i> for the select entry students at SCHS	Concept of a Guaranteed and Viable Curriculum (GVC) re-visited. Develop criteria about what a school would expect to see /not see if it had a GVC in place. PLT leaders document how collaboration	At Leadership meetings revisit concept of GVC, develop criteria and reflect on current collaborative practices around planning, delivery & moderation. TLSWB, PLT Leaders and Learning Areas	Term 4, revisit concept of GVC and develop criteria Last week of Term 4 explore with Learning Areas.	Evaluation of curriculum planning processes completed and recommendations for improvement adopted. Action plan started which includes enablers of a GVC. To be revised annually.

		<p>currently occurs at the planning and delivery levels and what level of staff accountability exists.</p> <p>Begin to evaluate current processes and practices in PLTs with staff against the criteria.</p> <p>Develop an action plan to enable progress towards a GVC.</p>			
	<p>Review of curriculum documentation access, storage and evaluation processes for all Learning Areas to ensure this supports delivery of GVC</p>		<p>Principal Team</p> <p>PLT Leaders with their Learning Areas.</p> <p>TLSWB</p>	<p>Term 4</p>	<p>Review of curriculum documentation access, storage and review processes for all Learning Areas completed and recommendations for improvement adopted.</p>
	<p>PLT leaders to build a staged plan for establishing a culture of classroom observations focused on student learning</p> <ul style="list-style-type: none"> development of observation protocols, <i>start small</i> with a volunteer group 	<p>Staff engaged in a discussion about the value of classroom observation to improve instructional practice.</p> <p>Develop observation protocols</p> <p>Volunteer group identified.</p>	<p>PLT Leaders plan staff development session to introduce classroom observation session and present the session.</p>	<p>Leadership Meeting, Term 4, Week 1</p> <p>Short staff introductory session on classroom observation Term 4, Week 4 PL (Mid cycle reviews scheduled. Prep for transition is also scheduled for PL.)</p>	<p>Review of curriculum documentation, access, storage and review processes for all Learning Areas completed and recommendations for improvement adopted.</p> <p>Plan for building a culture of classroom observation developed which includes protocols for observation, is linked to SSP and the process is started with a small group of volunteers.</p>

		Volunteer group report back to staff.		Develop observation protocols at staff meeting Term 4, Week 5	
	Inclusion of key elements of this KIS in the P&D process and individual teacher PD plans	Discussion with staff about how aspects of this KIS can be incorporated in each teachers P&D Plan.	P&D Leaders with their assigned teachers	Term 4, Weeks 3-5 (Mid cycle reviews)	Key elements of this KIS included in the P&D process and individual teacher PD plans.
<p>Key Improvement Strategy 2</p> <p>Improve Student Learning by establishing a rigorous system of data collection and analysis by which student performance can be monitored and tracked and informs differentiated curriculum approaches to cater for individual learning needs which engages all students.</p>	Develop understanding of the role of the PLT in using data to improve student learning for individual students and at the cohort level	Engage leaders in discussion about role of PLT, data use and improved student outcomes through a reading. (DuFours)			<p>Document role of PLT</p> <p>Data use protocols developed</p>
	Each Learning Area to analyse the assessment calendar to identify agreement about common data which is collected, moderated and analysed at the PLT level to inform instructional decisions, including those pertaining to differentiation.	PLTs to identify from Semester 2 Assessment Calendars 2 opportunities for moderation and analysis to inform instructional practice during Semester 2.	PLT members to moderate, during PLT meetings, and reflect on the task.	Term 3 and/or 4 PLT meetings	All staff involved in moderation of at least 2 assessments, and all have reflected on the process.
		Build some data knowledge about student cohort at SCHS with 2 short	PLT leaders to reflect on the process at Leadership meetings.	Term 3 and/or 4 Leadership meetings	
		English and Maths PLT leaders and their assistant coordinators	Year Level meeting, Term 4, Week 7 (Shared with Service)	<p>Learning Areas identify common data sets for analysis and action, and opportunities for moderation</p> <p>Further data sets identified and incorporated into an Assessment</p>	

		<p>presentations:</p> <ol style="list-style-type: none"> 1. Analysis of 2013 SCHS NAPLAN results presented to staff. 2. Analysis of 2013 NAPLAN data aligned with Edutest data for 2013 cohort. 		Awards)	<p>Schedule</p> <p>Plan for tracking and monitoring of learning growth data of all students is developed</p> <p>Annual school-wide Assessment Schedule developed</p>
	<p>PLT leaders to develop a plan to build staff assessment literacy within PLTs which includes:</p> <ul style="list-style-type: none"> • quality feedback to students, rubric development, moderation, and identifying student ability range. • collaboration to develop strategies to accelerate learners at the bottom level, address issues in the mid-range, and extend students at the top level. • collaboration to identify those who are gifted and/or talented versus those who are highly successful academic learners in school (John Munro 15/3/13), those with EAL learning needs and those with learning difficulties and/or organisational needs. • An understanding of what differentiation looks like in different Learning Areas. 	<p>Build an understanding of the dimensions of this KIS with leaders.</p>	<p>Leadership and TLSWB meetings.</p>	<p>Terms 3 &4</p>	<p>Draft PL Plan for building assessment literacy in Years 2-4.</p>

	Identify additional data sets which can be used to build a clearer profile of student learning at SCHS including <i>value add</i> rate of learning growth at the cohort and individual student level, with the aim that all students make at least one year's learning growth in a 12 month period: NAPLAN, Online Adaptive, Edutest, Attitudes to School Survey, student surveys, VCE data service etc.	In the context of building an understanding of role of data literacy in school improvement, explore the value of other data sets and their role in ensuring all student's make at least one year's growth in learning.	Principal Team with PLT leaders and their assistants and SWPB PLT.	Term 4	Additional data sets identified for use by staff in 2014.
	Clarify what data sets each leadership role is responsible for and how this can be brought together to contribute to a more complete profile of student learning at the school in order to inform curriculum decision making	Initiate discussion regarding what data sets are available for each area.	Principal Team with PLT leaders and their assistants and SWPB PLT.	Term 4	All role statements include responsibility for an area of data collection and analysis
Key Improvement Strategy 3	PLT leaders in conjunction with Principal Team and LTs develop a co-ordinated annual PL calendar and PLT agendas that are aligned with the improvement focuses within the SSP	Identify PL needs within the KISs	Leadership meetings and TLSWB	Term 4	PL plan and annual calendar. PLT agenda items are aligned with this Plan.
Improve Student Learning by continuing to build leadership capacity of middle level leaders within a distributed leadership model.	PLT leaders to look at literature on Middle Level leadership within school and identify PL appropriate to build leadership skills, e.g. formally through Bastow, McREL, coaching and informally through identifying projects within the school.	Readings undertaken on role of Middle Level Leaderships and PLTs in improving outcomes. Identification of external and	Use leadership meetings and P&D cycles to identify group and individual PL.	Terms 3 & 4	Leadership meetings look at role of Middle Level leadership within the context of distributed leadership.

		internal PL.			
	PL plan developed for PLT leaders and other leaders, that includes coaching, mentoring , shadowing	Leaders to identify internal/external leadership mentors	Leadership meetings	Terms 3 & 4	Long term, robust PL plans developed for leadership roles
	PLT leaders develop and lead the P&D process which is linked to the SSP		Leadership meetings and P&D meetings	Term 4	P&D process documented
Key Improvement Strategy 4 Improve Student Wellbeing and Engagement by continuing to develop and consistently implement the School Wide Positive Behaviour framework as the school's agreed approach to Student Wellbeing and Engagement, which includes a focus on enabling student voice and enhancing the partnership between the school, students and families.	Alignment of draft Student Engagement Policy with SWPB	SWPBSEL PLT leader and PLT initially and then to all staff for comment, final look by TLSWB: School Council for ratification	SWPBSEL PLT – Pauline Tawa	Term 3, 2013	Completed and ratified Student Engagement Policy
	Collaborative implementation of Student Engagement Policy	Principal class, student well-being leaders, home group teachers, all staff.	SWPBSEL PLT – Pauline Tawa	From Term 4 onwards for the duration of policy	Collaborative implementation processes documented
	Development of clear processes and protocols for leaders and teachers in implementing the school <i>Student Wellbeing and Engagement Policy</i>	Review of processes and protocols already in place and documented, revision as required by consultation with staff.	SWPBSEL PLT – Pauline Tawa	Term 3 2013	Documented processes, protocols and professional learning for people responsible for working with students and parents
	Ongoing PL to support staff in: <ul style="list-style-type: none"> • Implementing SWPB • Catering for emotional needs of students • Understanding and applying processes, protocols and role requirements 	Identify the PL needs of staff in implementing SWPBSEL framework and delivering Tutorial program <ul style="list-style-type: none"> • design a 	SWPBSEL PLT – Pauline Tawa	Plan devised end of Term 2, PL delivered across 2013.	PL plan and record of delivery.

		<p>staged program of PL including staff meeting presentations / workshops by PLT leader and student well-being leaders.</p> <ul style="list-style-type: none"> • use guest speakers for staff PL. 			
		Processes, protocols and role descriptions revised in Term 3 by all staff.		Role descriptions revised in Term 3 2013 and rewritten in accordance with feedback from staff for relaunch in 2014.	Documented role descriptions for class teacher, Home Group teacher, Student Wellbeing Leader, and PLT leader of SWPB, with supporting professional learning
	Provide 1:1 coaching of staff to assist with the implementation of SWPS as required	PLT leader and student well-being leaders to provide information and assistance as needs arise with current and new staff	SWPBSEL PLT Leader	An on-going process with all staff, especially relevant for new staff	<i>Recommendations regarding coaching to support implementation of SWPB</i>
	Address issues of student voice and parent engagement.	Analyse the responses to student, staff and parent surveys on responses to engagement, wellbeing and relationships and develop action plan	SWPBSEL PLT – Pauline Tawa	Term 4, 2013	Analysis of opinion data completed and action plan developed and implemented.

	Develop and trial student feedback strategies about student learning	Investigate different tools for student surveys, call for teacher volunteers to participate in trial, initial meeting to plan process and timelines, trial in Term 4	SWPB PLT to begin investigation of surveys (student engagement and connectedness) available	Term 3 and 4 2013	Trial group of teachers undertake implementation, analysis and response to student surveys
	Establish training in leadership skills for identified student leaders, school captains and other leadership roles for 2014	Investigate other schools leadership programs, devise a program for SCHS, implement late 2013 for 2014	In conjunction with House and Student Leadership and SWPBSEL PLT (Student well-being leaders)	Term 4 2013	Training program for student leaders documented and implemented
	Establish a functioning SRC to build student agency and participation in school decision-making	Develop and implement a model of student leadership at SCHS	In conjunction with House and Student Leadership and SWPBSEL PLT (Student Wellbeing Leaders)	Terms 2-4	SRC established with a clear agenda demonstrating participation in school decision making
	Investigate and adopt strategies to strengthen the 3 way partnership: school, parents and the broader community, which includes use of ICT in communication between the school and families	Document parent partnership strategies in place.	Principal Class, SWPBSEL PLT and PLT leaders	Term 4	Partnership strategies documented and tabled with School Council and PFA.
		Develop the Parent Portal as an initial means of communicating with parents and families – Parent Portal trial with 30 families.	Principal Class eLearning Leader Network Manager Student Wellbeing Leaders	Terms 2-3	Parent Portal Information Session held with PFA Trial of Parent Portal concluded

		Gather feedback from parents about effectiveness, and other features to be included.	eLearning Leader eLearning Working Party Student Wellbeing Leaders	Term 3	Feedback collated and recommendations presented and adopted.
		Gradually develop and introduce the other modules of the Parent Portal in eWorkspace	Principal Class PLT Leaders Student Wellbeing Leaders	Term 4	Parent Portal design and content documented. Presented to PFA as part of ongoing development.
Key Improvement Strategy 5 Improve Student Pathways and Transitions by continuing the development and refinement of student transitions and pathways programs, in order to broaden student aspirations and enable students to achieve their aspirations.	Undertake a benchmarking of career development learning programs at SCHS using the Career Development Quality Benchmarks for good practice (CEAV).	Benchmarking meeting facilitated by Regional Careers Development Officer (RCDO)	RCDO Careers, Pathways & Awards Officer (CPAO) AP – Curriculum VCE Programs LT SWPB LT	Term 1	Benchmarking of career development programs documented.
	Develop 4 year Action Plan based on benchmarking	Action Plan feeds into the Annual Implementation Plan for 2014, 2015 & 2016.	Careers, Pathways & Awards Officer (CPAO) AP – Curriculum VCE Programs LT SWPB LT	Term 4	4 year Action Plan developed.
	Continue to develop the Years 9-12 careers development curriculum mapped to the Victorian Careers Curriculum Framework (CCF), including		Careers, Pathways & Awards Officer (CPAO)	Terms 2-4	Documented careers development program for Years 9-11, which is delivered in Tutorial by Home Group teachers, and includes a calendar of annual events.

	strategies, student outcomes, resources and indicators of success		SWPB LT Home Group teachers		
	Develop and trial ePortfolio on eWorkspace to enable systematic reflection on progress at school, on careers and pathways learning, career action plans and to assist students in tertiary application processes.		Careers, Pathways & Awards Officer (CPAO) SWPB LT eLearning Leader	Trial with tutorial classes in Terms 3 & 4	Template for a ePortfolio established on e-Workspace . Review of trial ePortfolio documented with recommendations for implementation.
	Continue implementation of House Colours and Awards systems to acknowledge student progress.	Award categories determined. Call for teacher nomination of students for awards. Initiate Principal's letter for Academic Achievement	Careers, Pathways & Awards Officer (CPAO) Principal team Nominations by teaching staff	Review Term 2 for implementation for Speech night	House Colours, and awards program implemented.
	Continue existing and initiate additional <i>in-school</i> transition activities and processes (into Year 9, 9 to 10, 10-11 & 11-12) in conjunction with a rich co-curricular program which expands students' horizons and contributes to building aspiration	Documentation of all in school transition programs and co-curricular programs,including identification of how they build students aspiration	AP – SWB Careers, Pathways & Awards Officer (CPAO) Sports Coordinator House co-ordinator/SRC Co-curricular co-ordinator Debating / public speaking co-ordinator ADT PLT LT – (instrumental music and student exhibition &	Term 4	All in- school transition activities documented. The co-curricular program is documented, which includes timetabled classes as well as other activities in-school and out-of school activities. Parents and students report high rates of satisfaction with Transition activities into, through and out of the school

			performance)		
Develop a professional learning program to support teachers' current understanding of Careers Education and provide VCE course counselling skills	Training of Year 10 Course Counsellors and delivery	Careers, Pathways & Awards Officer (CPAO) VCE Programs LT Year 10 Home Group teachers	Planning for Year 10 Course Counselling in Term 2 Year 10 course counselling held on July 31	Document the training provided for Year 10 Course Counsellors. Identify the number of students seeking careers counselling at each year level. Document participation rates in Work Experience as well as types of placements sought by students.	
	Report on student demand for careers counselling at all year levels and work experience	Careers, Pathways & Awards Officer (CPAO)	Term 4	Report completed.	
Continue to develop formal links with key community and education stakeholders, particularly opportunities for students to explore a range of university options and university life: university visits, mentoring programs and enhancement studies	Year 10 guest speakers program Year 11 guest speakers program	Careers, Pathways & Awards Officer (CPAO)	Term 2 (Year 10) Term 3 (Year 11)	Partnerships with key community and education stakeholders documented	
	University enhancement offerings for Year 12	VCE Programs LT	Term 3	Report of number of students undertaking University Enhancement programs	
Review information provided to students, parents and teachers to ensure all relevant education and pathway options are presented, including VET studies	For students VCE Handbook 2014 published and information on eWorkspace updated. For parents	Careers, Pathways & Awards Officer (CPAO) VCE Programs LT	End of Term 2	Review of information provision is documented along with recommendations for improvement	

		<p>PACTS/Guiding Circles program, Parent Portal and School Newsletter</p> <p>For staff - eWorkspace and staff training for Course Counselling</p>			
	<p>Investigate opportunities for parents to be involved in the career development program, including a parental engagement program</p>	<p>Letter to parents</p> <p>Deliver PACTS/Guiding Circles parents as supporters of career development</p>	<p>Careers, Pathways & Awards Officer (CPAO)</p>	<p>Term 2</p> <p>Term 3</p>	<p>Opportunities for parent involvement documented and a parental engagement strategy is identified.</p>
	<p>Extend the range of VCE subject offerings, including appropriate promotion of university enhancement studies</p>	<p>Increase subjects offered at Units 1 & 2 and Units 3 & 4 level, including early access to VCE</p>	<p>Principal team</p> <p>VCE Programs LT</p> <p>TLSWB</p>	<p>Terms 2 & 3</p>	<p>Range of VCE subject offerings are documented, including analysis of student selections</p> <p>A school-based survey of Year 10 students shows that students are clear on a range of VCE, careers and tertiary options</p>