

Annual Implementation Plan 2014 Suzanne Cory High School 8866

Based on Strategic Plan developed for 2013 – 2016

Endorsement by School Principal	Signed..... (Principal's signature) Name..... Date.....
Endorsement by School Council	Signed..... (School Council President's signature) Name..... Date.....

Strategic Intent

	Goals	Targets (by end of 2016)	One Year Targets (2014)
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 36 To achieve greater than 25% 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	Data targets to be determined by Student Wellbeing team based on Student Attitudes to School survey or other in-school wellbeing data (SWPB data from eWorkspace) from 2013.
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	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 an appropriate pathway.

Implementation Actions

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>Key Improvement Strategy 1</p> <p>Improve Student Learning for the select entry cohort at SCHS through enhanced teacher capacity to:</p> <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 learners 	<p>Curriculum planning, documenting, sharing and reviewing in PLTs with a focus on AusVELS and VCE Unit 3 & 4 studies.</p>	<p>Collaboration within PLTs to develop practice with a focus on innovative pedagogy for highly able students.</p> <p>PLT meetings</p> <p>Meeting schedule allows time for curriculum development</p> <p>PD budget</p> <p>P&D Plans</p>	<p>PLT leaders and teams</p> <p>Leadership team</p> <p>Teaching Learning and Student Wellbeing Committee (TLSWB)</p>	<p>Ongoing—bi-weekly PLT meetings</p> <p>Semester 1 courses completed by end of semester 1; Semester 2 course by end of year.</p>	<p>Curriculum fully documented and clearly revised and stored on eWorkspace.</p> <p>Minutes of PLT meetings show evidence of collaboration, planning and curriculum documentation including best practice and pedagogy.</p> <p>P&D plans aligned with AIP Key Improvement strategies and PLT goals.</p>
		<p>PD on Unit 3/4 VCE studies (meet the assessor PD etc.)</p>	<p>Subject teachers</p>	<p>As PD arises and as required and incorporated into curriculum plans</p>	<p>High-quality content knowledge of VCE Unit 3/4 shown in the curriculum / course plans and lesson plans.</p>
	<p>Complete the documentation of whole-school Curriculum Policy (i.e. curriculum structures and policies about acceleration)</p>	<p>Curriculum sub-group to continue development of policy.</p>	<p>Curriculum sub-group: Principal Assistant Principal: Curriculum VCE Program & Development leader Year 9 Wellbeing Leader</p>	<p>End Term 1.</p>	<p>Whole-school curriculum policy been documented and approved at TLSWB.</p>

	Begin implementing first stage of Curriculum Policy.		PLT representative Curriculum Implementation Leader		
			Leadership team PLT leaders Student wellbeing leaders SWPB Leader Co-curricular coordinator House Leaders	Presented to TLSWB and then to staff early Term 2.	Timetable and handbooks reflect curriculum policy.
	A Professional Learning schedule documented for the whole-year with PD based on effective teaching and assessment; eLearning and SWPB practices for a selective-entry school. PLT meeting focus builds on PL schedule and themes.	Leadership team meetings. Resources on themes: Deepening student understanding/ higher-order thinking; assessment; SWPB, eLearning.	AP (Curriculum) Leadership team PLT leaders and Assistant coordinators	By week 5, Term1. Bi-weekly PLT meetings	PL plan and calendar documented and presented to staff. PLT meeting minutes reflect PL program.
	Establish Performance & Development program / process aligned with Professional Learning program.	Create P&D template based on PL program and themes and establish P&D teams Provide PD to Leadership team re P&D program	Leadership team Principal team	Before May (Early Term 2) Term 2	P&D plans reflect Strategic Plan, AIP and PL program goals and themes. Evidence of P&D teams working through P&D program

		<p>leadership</p> <p>Leadership team members meet with P&D teams and individual teachers to support development of aligned P&D plans.</p>	<p>Leadership team</p> <p>Teaching staff</p>	Ongoing	
	Complete the documentation of a Staff PD policy.	<p>Review of draft policy at Leadership, PLT and Staff meetings</p>	<p>AP (Curriculum)</p> <p>Leadership team</p> <p>PLT Leaders</p> <p>Teaching staff</p>	By week 6, Term 1	<p>Staff PD policy documented and approved.</p> <p>PD policy forms the basis of PD directions and decisions.</p>
	Focus on effective eLearning	<p>Implement MBYOD at Year 9 and 10 and development of useful resources and software for learning</p> <p>Support and coaching of staff on using ICT</p> <p>PD for teaching staff</p>	eLearning Leader	<p>Ongoing</p> <p>Term 3</p>	<p>Students report high-level use and satisfaction with eLearning.</p> <p>Staff report professional growth in the area of eLearning.</p> <p>Successful implementation of MBYOD program.</p>
	Establish a culture of collegiate classroom observation with all staff participating in at least two reciprocal classroom observations.	<p>Develop observation protocols</p> <p>PD on classroom observations.</p>	<p>AP (Curriculum)</p> <p>PLT leaders and Assistant Coordinators</p>	<p>Introduce in Term 1.</p> <p>Early Term 1</p>	<p>Staff report professional learning and growth as a result of collegiate lesson observations.</p>

		<p>Report on progress</p> <p>Learning from collegiate classroom observations shared</p> <p>PD budget</p>	Teaching staff	<p>End Term 2</p> <p>Term 4</p>	
	<p>Establish strong professional networks across schools, particularly across selective-entry schools.</p>	<p>Combined selective-entry network PL day.</p> <p>Ongoing communication and networking between schools.</p>	<p>Facilitated by AP (Wellbeing)</p> <p>Leadership team</p> <p>PLT leaders and PLT Assistant Coordinators</p> <p>Teaching staff</p>	<p>Term 1 PD day (Nossal HS)</p> <p>Ongoing networking.</p>	<p>Staff have met with and shared materials and strategies with colleagues across selective-entry schools.</p> <p>Staff feedback on professional interaction during joint network activities.</p> <p>PLTs network across the year with colleagues from selective-entry schools.</p>
<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>	<p>Develop and implement an annual Assessment Schedule</p> <p>Continue to develop assessment literacy among staff—develop understanding of assessment moderation, assessment data collection, and procedures for sharing and analysing and using that information in subject teams.</p> <p>Continue to develop staff skills in use of VCE data service to</p>	<p>PLT meetings</p> <p>In PLTs and PD, learn how to access, share, analyse and apply VCE data, NAPLAN data, VELS data, Uni Melb ARCOTS data.</p>	<p>Assessment & Reporting Coordinator</p> <p>PLT leaders and Assistant Coordinators</p> <p>VCE Program & Development leader</p> <p>Principal Team</p>	<p>By week 4, Term 1</p>	<p>Publication of Assessment Schedule for the year.</p> <p>PLTs can show and document how data informs curriculum and lesson planning.</p> <p>The new Curriculum Policy incorporates use and analysis of assessment data.</p> <p>Uni Melb ARCOTS testing and data-analysis and curriculum planning with Year 9 English and Maths.</p>

	<p>inform teaching and learning.</p> <p>Continue to develop staff skills in accessing VASS data.</p>	<p>Align with Curriculum Policy.</p> <p>Data analysis included in role statements.</p>	Assistant Coordinators		
	<p>Ensure that assessment data is used within PLTs to support teachers to make collaborative decisions about how to address different student learning needs.</p>	<p>PLTs identify opportunities for teams to undertake moderation and analysis to inform teaching (Years 9 to 12).</p>	PLT leaders and Assistant coordinators	<p>PLT meetings</p> <p>PD session on assessment and moderation during Term 1.</p>	<p>PLTs have identified common data sets for analysis and action, and opportunities for moderation.</p> <p>Plan for tracking and monitoring of learning growth data of all students is developed.</p>
<p>Key Improvement Strategy 3</p> <p>Improve Student Learning by continuing to build leadership capacity of middle level leaders within a distributed leadership model.</p>	<p>Continue to develop middle-level leaders and aspiring leaders in the school.</p>	<p>Identification of external and internal PL for middle-level and aspiring leaders.</p>	<p>Principal Class</p> <p>Use Leadership meetings and P&D cycles to identify group and individual PL.</p>	Ongoing	<p>Leadership meetings focus on developing the leadership capacity of middle-level leaders and aspiring leaders.</p> <p>Middle-level leaders P&D plans focus on developing leadership capabilities.</p>
	<p>Leadership team develops and leads the Performance & Development program / process for 2014 which is linked to the SSP and AIP and our PL schedule.</p>	<p>Develop a P&D template and process through consultation with leaders and staff.</p>	<p>Principal Team</p> <p>Leadership team</p>	<p>Leadership meetings Term 1, early Term 2</p> <p>Staff meetings Term 1 and early Term 2.</p>	<p>P&D program established by May 1 2014.</p>

<p>Key Improvement Strategy 4</p> <p>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.</p>	<p>Student Engagement and Wellbeing Policy refined based on staff feedback and DEECD Guidelines for Engagement and Inclusion Guidelines (2014) and final policy written for approval at School Council.</p>	<p>SWPB Leader and SWPB PLT to prepare final policy document.</p>	<p>SWPB PLT</p> <p>Principal Team</p>	<p>Term 1</p>	<p>Student Engagement and Wellbeing Policy approved by school Council and published for distribution within school community.</p>
	<p>Collaboration to take place regarding implementation of Student Engagement policy processes</p>	<p>Meetings of SWPB PLT</p>	<p>SWPB PLT</p> <p>Principal Team</p> <p>Student Counsellor</p> <p>Student well-being leaders</p> <p>home group teachers</p> <p>All teaching staff</p>	<p>Term 1</p>	<p>Implementation processes documented.</p>
	<p>Implementation of Student Engagement policy</p>	<p>Establish goals and team culture for new SWPB team for 2014.</p> <p>Discussion at SWPB PLT meetings, PL sessions, Home group and Year level teachers' meetings followed by implementation across school</p>	<p>SWPB PLT</p> <p>Principal Team</p> <p>Student Counsellor</p> <p>SSSO Network</p> <p>Student Wellbeing Leaders</p> <p>Home group teachers</p> <p>Teaching staff</p>	<p>Term 1</p> <p>Ongoing 2014</p>	<p>Evidence of implementation of primary, secondary and tertiary prevention processes as documented in Student Engagement and Wellbeing policy.</p>

	Identify the PL needs of staff in implementing SWPB framework and delivering Tutorial program	Conduct staff survey to ascertain specific and general PD requirements. SWPB Leader and Wellbeing Leaders to design a staged program of PL Including workshops, presentations by PLT leader and student well-being leaders, Student Counsellor, DEECD personnel and guest speakers as applicable.	SWPB Leader Wellbeing Leaders Principal Team	Plan devised Term 1. PL delivered Term 2.	PL plan and record of delivery.
	Assess and evaluate School wide effective behaviour support across each academic school year	Collection of SET data via survey	DEECD (representative) to conduct survey with students, parents and staff	By the end Term 2.	Analysis of SET data completed and trend lines of improvement and sustainability documented.
	Investigate mentoring programs related to SWPB for teaching staff	Look at programs from other schools Research best practice regarding mentoring programs and how to identify staff that require mentoring.	SWPB Leader	Term 1 & 2	Recommendations regarding mentoring to support implementation of SWPB presented to SWPB PLT
	Investigate tools to collect data related to SWPB, select one tool and trial the tool.	Conduct research and liaise with other SWPB schools.	SWPB Leader and SWPB PLT	Term 1	Results of trial published for discussion at SWPB PLT in Term 2.

	Identify issues related to engagement, wellbeing and relationships	Analyse responses to student, staff and parent surveys and develop action plan for 2015	Student Counsellor	Term 4	Action plan documented for 2015
	Review SWPB Matrix	SWPB PLT to seek student feedback via tutorial program. Plan for review developed based on feedback.	SWPB PLT	Term 3 & 4	Summary of feedback documented. Evidence of review completion.
	Establish and implement a school-wide Student Leadership Program	Create POR for Student Leadership Establish structure for Student Leadership program including SRC for SCHS based on input from student and staff forums and implement program Allocate budget for Student Leadership Student leaders to meet with student leaders from other select entry schools Reflect on and review Student	Principal Team Student Leadership coordinators. Student Leadership Coordinators	Term 1 Establish structure Term 1 Implement program Term 2 Ongoing 2014 Term 4	Coordinators appointed Student leadership program structure documented Processes documented for implementation of program Student Leadership program implemented at SCHS SRC established with a clear agenda demonstrating participation in school decision making Student attendance at Leadership forums for Select Entry Schools Program for 2015 developed.

		Leadership program based on feedback from school community	Wellbeing Leaders Staff Students Parents		
	Further develop the House program at SCHS	Increase the profile of the House Program and increase opportunities for student leadership within the House program. -Appoint staff House Leaders -Meetings between House Program Coordinator and House Leaders to establish priorities for each term and roles of House leaders in leading events. - Establish House Leadership Structure - Develop timeline of House events	House Leadership Coordinator House Leaders Student House Leaders Sport staff Debating Coordinator and iCentre Manager through Assemblies, staff meetings, House assemblies, Year 9 transition, Whole school events such as swimming and Athletics Carnivals	Throughout 2014	Student connectedness data shows improvement. Documentation of House Leadership structure, roles of House Leaders and calendar of events. House Achievement recognised at assemblies, school events and Awards evening.
	Improve parent partnerships	Investigate strategies to improve parent partnership with SCHS and use strategies to create opportunities for increased parent participation and partnerships.	Principal Class, SWPB PLT, Wellbeing Leaders and Student Wellbeing Counsellor at Leadership, Wellbeing and SWPB PLT meetings.	Term 2 & 3	Partnership strategies documented and tabled with SWPB PLT, School Council and PFA.

		<p>Strengthen links between SCHS and SCHS Parents and Friends Association through meetings, and SCHS website page for PFA</p> <p>Discussion at School Council to increase parent voice through increasing size of School Council</p>	<p>Principal Class PFA members at meetings and school events.</p> <p>School Council and Principal Class at School Council meetings</p>	<p>Ongoing</p> <p>School Council meetings Term 1</p>	<p>Increase in parent participation in PFA activities and school events</p> <p>School Council for 2015 increased in size from 11 to 15 members.</p>
	Improve partnerships between teachers, students and parents	Investigate options and redesign Student - Parent - Teacher evenings to increase parent access and facilitate improved communication between teachers, students and parents.	Principal Class Leadership Team Wellbeing Leaders Home group teachers at meetings and through PLTs.	Term 1	Increased parental involvement in student-teacher-parent interviews. Evidence of increase in parent confidence in their ability to participate in school programs.
<p>Key Improvement Strategy 5</p> <p>Improve <u>Student Pathways and Transitions</u> by continuing the development and refinement of student transitions and pathways programs, in order to broaden</p>	Implement tertiary application processes and scholarship application processes for Year 12 students in planning post-school options	Careers counselling Information evenings Tutorial program for Year 12	Careers and Pathways Officer VCE Program & Development leader Yr 12 HG teachers	Throughout 2014	Students successfully apply for tertiary places and scholarships.

student aspirations and enable students to achieve their aspirations.	Implement Year 11 into Year 12 induction program	Liaise with The University of Melbourne to deliver a program for Yr 12 students	AP (Curriculum) VCE Program & Development Leader Year 12 Wellbeing Leader Yr 12 HG teachers	February 2014	Students report satisfaction and learning about pathways.
	Review Year 11 to 12 transition program and develop program for 2015 cohort.	Seek feedback from staff and student via on-line surveys in EWorkspace.	VCE Program & Development Leader TLSWB	Review in Term 1 Develop program in Term 2 & 3	Program documented for delivery in Term 4. Students and staff satisfaction with program shows improvement.
	Establish a career development planning team to develop Year 9 to 12 careers development curriculum.	Establish team Use Vic Careers Curriculum Framework and benchmarking from CEAV to develop curriculum Tutorial program	Careers and Pathways Officer AP (Curriculum) SWPB Leader	Term 1 End Term 2	Career Development team established Careers development curriculum documented and delivered via Tutorial program
Formally document existing and initiate additional Year 9 co-curricular program and in-school and out-of-school co-curricular programs.	Template developed to document existing Co-Curricular program Investigation of additional Co-curricular programs	Co-curricular program coordinator House program Leader House Leaders Assistant Principals	End Term 2	Co-curricular programs; time-tabled, in-school and out-of-school documented.	
			End Term 3	Co-curricular program offerings for 2015 presented at TLSWB for approval using Co-curricular program template	

	Investigate opportunities for parents to be involved in career development programs in a selective-entry school environment.	Review the delivery of PACTS Establish networks with other selective-entry schools	Careers and pathways officer	Term 1	Identify strategies for parent involvement and engagement in careers development programs.
	Continue to develop formal links and partnerships with key community and education stakeholders, particularly opportunities for students to explore a range of university options.	Review of Course Counselling program content and timing to increase student exposure to tertiary options and increase parental involvement in program.	VCE Programs and Development Leader Careers and Pathways officer PLT Leaders	Links developed Term 1 & 2 Program modifications made Term 2 for application in Term 3 VCE Subject Expo Term 3.	Tertiary Institutions represented at VCE subject Expo. Evidence of Partnerships established with community and education stakeholders. Increased parental involvement in Course Counselling program
	Explore the range of VCE subject offerings, including appropriate promotion of university enhancement studies.	Audit current VCE subject offerings Discussion and review at TLSWB meetings. VCE Handbook	VCE Programs and Development Leader Principal team Leadership team	End Term 2	Audit completed and implementation plan developed for 2015.
	Continue to develop the ePortfolio.	Discussion at Elearning working party	eLearning Leader Elearning working party Principal Assistant Principal (Curriculum)	End Term 2	Proposal for ePortfolio completed

	Improve the promotion of career development program	Develop page for school website	Careers and Pathways Officer Communication and Marketing Officer	End Term 1	Web-page published and accessible to the school community.
	Create school profiles for SCHS students reflecting academic and co-curricular achievements.	Investigate data collection tools including Reporter Pro. Set up a trial with Year 12 students in 2014	VCE Programs and Development Leader Assessment and Reporting Coordinator	Semester 2	Profiles completed for Year 12 students.