

2015 Annual Implementation Plan - Year One

Goals	What	How	Leader/ Drivers	Achievement Milestones
Achievement Strategic Goal: To achieve successful outcomes for ALL students. Through KIS Define and promote an inclusive view of what constitutes successful completion of each year level of senior secondary education. Develop a set of tools for teachers to successfully and consistently implement the IDARE model Develop a whole school evidenced based literacy and numeracy strategy	Develop "Effective Learners Guide" for teachers, parents and students consistent with IDARE	<ul style="list-style-type: none"> Reporting to parents Smart Class activities for students Professional learning activities for staff 	CAU, COX, BOW	<ul style="list-style-type: none"> Teachers use the effective learners' guide at PTS interviews LELS use the guide at all meetings with parents Used as part of the enrolment process
	Feedback (teacher to student/teacher to parent/student to student/student to teacher) Peer Observation (feedback teacher to teacher)	<ul style="list-style-type: none"> Learning and Assessment Team develop tools to assist teachers for effective implementation of IDARE 	LUB, LYA, ALV, BOW, JOO	<ul style="list-style-type: none"> Development, implementation and refinement of IDARE tools and peer observation protocols and practices
	Literacy improvement initiatives are researched developed and introduced as part of the IDARE model.	<ul style="list-style-type: none"> Use On Demand Testing Work with John Munro (Uni Melb) to build teacher capacity Literacy team developed. 	CAU, LYA AND Literacy Team	<ul style="list-style-type: none"> Teams are working to build staff capacity and embed evidence based strategies.
Engagement Strategic Goal: To build a strong a culture of confidence, success and excellence in learning leading to quality destinations. Through KIS Keep the focus of all teachers and the sub schools on attendance through continued use of Compass tools Develop a positive recognition program for students and staff. Provide quality feedback to all students and staff to improve learning confidence and achievement. A wide variety of partnerships and relationships are researched, documented, supported and marketed to enhance the school program and provide opportunities for students and teachers.	Systematic and consistent monitoring of attendance and retention by teachers, Sub Schools and Student Support Services.	<ul style="list-style-type: none"> All teachers maintain accurate records on Compass. Sub Schools follow the processes as defined by the Engagement Guidelines Student support team involvement with highly at risk students. 	All Leadership Team	<ul style="list-style-type: none"> Attendance data continues to improve when compared to the previous Strategic Plan.
	A positive recognition program becomes part of everyone's practice	<ul style="list-style-type: none"> Focus on positive recognition of good learning behaviours through green messages on Compass, postcards, emails, certificates, lunch vouchers, PANDAs. 	All Leadership Team	<ul style="list-style-type: none"> All teachers regularly recognise positive student behaviours and effort and record on Compass Chronicle; send postcards or recognise positive behaviours.
	Investigate and trial a framework that provides teachers with strategies to contribute to improved confidence and resilience in learning .	<ul style="list-style-type: none"> Provide PD for all staff on the PROSPER framework. Teachers use the PROSPER framework to implement the "E" of IDARE. 	BOW, BUZ, Student Support Team	<ul style="list-style-type: none"> Teachers are able to demonstrate activities that focus on improved confidence and resilience in learning.
	All teachers are actively involved in the development of CAPs (career action plans) for students through the SMART Classes program .	<ul style="list-style-type: none"> Smart classes and PDS classes are the vehicle for all students to develop their CAPs Use of Accelerus to enable on-line CAPs for all students 	CAR, COX, MCI, IRV	<ul style="list-style-type: none"> All students have documented and dynamic Career Action Plans on Accelerus.
Wellbeing Strategic Goal: To retain and meet the needs of a diverse range of students across years 10-12. Through KIS Research, develop and implement targeted strategies that improve retention at each year level. Research, develop and implement targeted strategies and programs that meet the needs of a diverse range of students under the Mind Matters framework.	Raise awareness of retention by class, sub school and year level with a particular focus on year 11 to year 12.	<ul style="list-style-type: none"> Gather and share retention and destination data by class, sub school and year level. Make contact with at least two other senior secondary schools to establish strategy and process. 	CAU, COX, MCI, CAR	<ul style="list-style-type: none"> Established baseline information about student subject change, exit or non-completion.
	Investigate and trial supportive retention strategies that meet the needs of a diverse range of students.	<ul style="list-style-type: none"> Continue the work begun in programs e.g. AIME; RESP; BRIDGING WORX; ROAR Teachers work in teams to support the needs of students through their organisational duties 	BOW, BUZ, and leaders of organisational duties	<ul style="list-style-type: none"> Wellbeing and support programs are running effectively. Teachers are working effectively in teams through the organisational duties structure
	Implement the SMART class program and undertake some initial analysis of its effectiveness.	<ul style="list-style-type: none"> The SMART class planning team meets regularly and develops the program. A SMART class curriculum map is developed and used for evaluation. 	COX and SMART class team	<ul style="list-style-type: none"> The SMART Class program is implemented; attendance is strong and classes are running effectively to implement the pastoral care program.
	Mind Matters and PROSPER frameworks are used to inform a whole school approach to student wellbeing.	<ul style="list-style-type: none"> Teachers are provided with PD to develop an understanding of the frameworks. 	BOW, BUZ	<ul style="list-style-type: none"> Mind Matters and PROSPER become a part of teacher language.
Productivity Strategic Goal: To prioritise resources enabling ALL students to learn, achieve, succeed and excel. Through KIS Improvement strategies designed to support and promote the College's orderly environment with a focus on learning are continued. Implementation of a professional development program to support digital literacies relevant to the College. The College's points of difference are promoted and marketed well in the community.	Analyse the impact of significant changes made to school structures in 2014.	<ul style="list-style-type: none"> Review implementation of the SMART class; the Tuesday morning meeting time and organisational duties as part of a teacher's allotment. 	Leadership Team	<ul style="list-style-type: none"> Evaluation/reviews and/or feedback about the changes made to the timetable and orderly environment for 2015 have been undertaken.
	Continue to market the work of the "Next Champions" project; to market the Trade Training Centre and promote the College's RTO and VETIS programs .	<ul style="list-style-type: none"> Actioning the Next Champions Strategic Plan. Build on specialist programs that meet the needs of particular groups of students. 	MAR, CAU, FAR	<ul style="list-style-type: none"> Targeted work to promote the College's points of difference has been planned and executed.
	Review the elearning Strategic Plan . Audit what courses are on Moodle for each subject. Increase the number of courses that have been uploaded onto Moodle.	<ul style="list-style-type: none"> The elearning team reviews the plan and proposes key strategies for the school to act on. Teachers are provided with PD to continue to build their skills. 	CAU, POD, MCF, BOW	<ul style="list-style-type: none"> An updated elearning strategic plan is worked through and documented. The PD program includes a number of elearning opportunities.