

Rochester Secondary College 8280

Annual Implementation Plan 2009

(Based on Strategic Plan 2009-2012)



Endorsement by School Council	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.	✓
		Phil Britton 27 November, 2008
Endorsement by Regional Director	Insertion of a tick (✓) in the next column indicates that the Regional	

(or nominee)	Director (or nominee) has endorsed this Annual Implementation Plan	
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Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<p>To improve student achievement across all domains with particular foci on assessment for learning and elearning.</p> <p>To improve student's VCE results</p>	<p>To increase the percentage of students achieving at the expected level or above, according to a range of measures, including adaptive on line testing by 3% each year.</p> <p>To achieve and maintain an allstudy mean of 31.0</p> <p>To increase the percentage of VCE students whose results exceeds that predicted by the GAT in each VCE study.</p>	<p>To increase the percentage of students achieving at the expected level or above, according to a range of measures, including adaptive on line testing by 3% on 2008 measures.</p> <p>Decrease the percentage of Year 7-10 students operating at VELs D and E levels in Maths by 10 percentage points and in English by 5 points.</p> <p>Increase the percentage of students operating at VELs A and B levels by 10%</p> <p>In all VCE studies at least 50% of students perform at or above the level predicted by the GAT. Achieve an Allstudy mean of 31.0</p>

<p>Student Engagement and Wellbeing</p>	<p>To provide a safe, supportive, productive learning environment characterised by engaged, motivated students who have positive connections with the school, teachers and their peers.</p>	<p>By 2012 the student motivation variable will improve to: 4.15 on the student attitude to school survey. 3.80 on the staff opinion survey 5.10 on the parent survey. Achieve and maintain student attendance rates for 98% of students in Year 7 of 94%, Year 8 of 93%, Year 9 of 92.5%, Year 10 of 93%, Year 11 of 95% and Year 12 of 96%</p>	<p>In 2009 we will improve the student motivation variable to: 4.08 on the student attitude to school survey. 3.70 on the staff opinion survey 5.05 on the parent survey In 2009 we will achieve an attendance rates for students of 93% in all year levels.</p>
<p>Student Pathways and Transitions</p>	<p>All students to experience smooth transition into through the school and on to positive post-school pathways and develop positive connections to the school and with the broader community.</p>	<p>All students in Years 9-12 to develop a MIPS plan. All students identified at risk or in need of extension by the Student at risk mapping tool to be supported by an individual learning plan.</p>	<p>Introduce the MIPS program to all students in Year 9. Identify all students at risk in Years 7-12 and provide them with an individual learning plan.</p>

Implementation

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How 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
Purposeful teaching in classrooms and PD in pedagogical practices.	<p>Strengthen and further develop Professional Learning Teams and Domain Area teams, developing action research, peer observation and lesson study methodology to involve all teachers.</p> <p>Wider and more systematic use of a range of feedback to ensure teaching is directed to the point of need.</p>	<p>PLT meetings every 3 weeks. Provision of a budget of \$10,000 for action research.</p> <p>Base line data, Using adaptive on line data and other data, tested at six month intervals to show growth.</p> <p>Teachers assess and moderate a common task using a rubric designed against the VELs outcomes.</p>	<p>Teacher Professional Learning Teams, Domain Area teams and Leadership Team</p> <p>Student Learning Coordinator, English and Maths teachers, Domain Area Coordinators.</p> <p>All teachers within learning Domain groups.</p>	<p>Action research planned Term 1, And completed by Term 3</p> <p>Year 7-10 Maths and English classes In June and November</p> <p>End of Semester 2.</p> <p>Feedback data provided Week one term 1</p>	<p>Teachers working cooperatively and professionally informed by multiple sources of feedback and peer observation to develop and share best teaching practice.</p> <p>To increase the percentage of students achieving at the expected level or above, according to a range of measures by 3% in 2009</p>

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Purposeful teaching in classrooms and PD in pedagogical practices.	<p>Achieve an allstudy score of 31.0 and ensure that at least 50% of students achieve at or above the expected level as predicted by the GAT</p> <p>Develop a range of strategies for the engagement of boys</p>	<p>All VCE teachers to reflect on value added data from 2008 and devise strategies to ensure that all students perform to their potential</p> <p>Engagement of Boys PLT to develop a range of strategies based on the recommendations of Joseph Driessen for implementation in 2010</p>	<p>Teacher learning coordinator VCE Coordinator all VCE teachers</p> <p>Engagement of Boys PLT.</p>	<p>EOB PLT to present a range of strategies to staff in Term 3, 2009</p>	<p>To achieve a VCE Allstudy mean of 31.0</p> <p>At least 50% of students perform at or above the level predicted by the GAT in all VCE studies.</p> <p>All classroom teachers plan to implement a range of strategies to enhance the engagement of boys in all their classes.</p>
	<p>Teachers to analyse the results of the epotential survey and develop and document elearning strategies to improve learning in their Individual Professional Learning Plans.</p>	<p>Improve the student computer ratio in the school to 1:2</p> <p>Provide PD for Year 7 Teachers to prepare them for 1:1 technology program..</p>	<p>All teachers as part of their professional elearning teams</p>	<p>Epotential survey completed by all teachers term 1</p> <p>Elearning goals in all teacher Professional Learning Plans</p>	<p>Elearning used throughout the school. A particular focus in Year 7 where teachers integrate ICT's into their teaching program.</p>

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<p>Build individual student wellbeing with a focus on individual student resilience and connectedness to school.</p>	<p>Complete the review of Middle School curriculum and Develop a new model for curriculum delivery in 20010</p> <p>Identify students at risk and develop individual learning plans for these students.</p> <p>To improve engagement with and connectedness to school and to reduce absence rates at all year levels in the school.</p> <p>To use Habits of Mind as the key tool for student reflection, including the</p>	<p>Plan and implement the new curriculum delivery model</p> <p>Train all Level coordinators to use the SAR mapping tool.</p> <p>Develop a process for data entry and updating the SAR system.</p> <p>Set up interviews with parents and students in February</p> <p>Develop a program of regular monitoring of SAR by the end of term 1 Individual learning programs.</p>	<p>Student Learning Coordinator, Teacher Learning coordinator and Curriculum Review PLT and TPL team.</p> <p>Student at Risk Professional learning Team</p> <p>Students at risk professional learning team</p> <p>Year Level Coordinators</p> <p>Students at risk professional learning Team</p>	<p>Model adopted Term 1, 2009.</p> <p>Detailed planning of Units Term 1 -3.</p> <p>Information for parents, and students Term 3, 2009</p> <p>End of term 3, 2009 all SAR with Individual learning Plan</p> <p>Term 4, 2009</p>	<p>New Middle School Curriculum to engage and challenge students ready for full implementation in 2010.</p> <p>All Koorie students and all Students funded under DNI program to have Individual learning Plans.</p> <p>All students at risk identified and interviews set up for the commencement of 2010 to develop PLP</p> <p>By the end of term 1, All students to have a Personal Learning goals that are derived and supported by Habits of Mind.</p> <p>In 2009, Achieve and maintain student absence rates for 98% of students of Year 7 of 92 % Year 8 of 90% Year 9 of 90% Year 10 of 90 % Year 11 of 92% Year 12 of 92%</p>

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<p>Build individual student wellbeing with a focus on individual student resilience and connectedness to school.</p> <p>Develop programs to enhance Student pathways as they progress through schooling at Rochester Secondary College and beyond</p>	<p>development of personal learning goals and evaluation of these goals. Integration of habits of mind across all learning domains</p> <p>All students from years 9-12 to have a MIPS plan</p> <p>Review and update transition program from Grade 6 to year 7</p>	<p>Members of the HOM PLT to work with domain area teams to integrate HOM across all domains</p> <p>Members of the Transition PLT to follow up work in 2008 and implement a range of strategies.</p>	<p>Habits of Mind professional learning Team</p> <p>Pathways coordinator, Year Level Coordinators</p> <p>Transition PLT</p>	<p>Integrating HOM across the Curriculum PD planned and organised for start of 2010 school year.</p> <p>End of Year 10 2009</p> <p>Revised process commencing in May with parent Information Evening</p>	<p>All students Personal Learning Goals, set and evaluated against the HOM framework. Teachers integrating HOM into planning and delivery of learning outcomes.</p> <p>A sequential careers pathways program for Year 9 and beyond</p> <p>A dynamic transition program that ensures a smooth transition from Grade 6 to year 7</p>

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To strengthen community relations.	Provide a community mentoring input into the MIPS planning process and incorporate each students MIPS plan into the course selection process from year 9 onwards.	Provide opportunities within existing careers module for community involvement	Pathways Coordinator, careers teachers	Commence community involvement in Semester 2, 2009, after planning in Terms 1&2, 2009	Members of our community play a key role in helping our student develop and refine individual students pathways.