

Annual Implementation Plan 2014 Gladstone Park Secondary School 7858

Based on Strategic Plan developed for 2013-2016

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

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve learning for all students in the college	<ul style="list-style-type: none"> In 2016, the proportions of students in the lower two NAPLAN bands are at, or better than Reading 15%; Writing 18%; Numeracy 18% In 2016, the VCE Allstudy mean is 30.1 or better In 2016 the Stimulated Learning variable means on the SATSS are at, or better than: Year 9, 3.19; Year 11, 3.28 In 2016, the Quality Teaching variable mean on the SOS is 71.0 or better 	<ul style="list-style-type: none"> Beginning to show an increase in NAPLAN data for Reading, Writing and Numeracy An increase in the Allstudy mean to 29.3 or better An increase in the Stimulated Learning variable means on the SATSS on 2012 data Increase in the Quality Teaching variable mean on the SOS from the 2011 data (no data 2012)
Student Engagement and Wellbeing	Enable and empower all students to grow and learn socially, emotionally and intellectually, within a school culture that promotes positive relationships, values diversity, and places the student at the centre of learning.	<ul style="list-style-type: none"> In the 2016 SATSS, the Year 7 to 12 variable means for Student Morale and Student Distress are 5.06 and 5.42 respectfully In 2016, there is no more than 5% difference between the perceptions of male and females in relation to SATSS variables between males and females In 2016 POS, the mean for the variable Student Motivation is 5.10 In 2016, the average days absent for Year 12 students is no more than 10 days 	<ul style="list-style-type: none"> Increase in the SATSS, year 7 to 12 variable means for Student Morale and Student Distress Reduction in the difference between the perceptions of male and females in relation to the SATSS variables Increase in the mean for the Student Motivation variable in the POS Reduction in the average days absent for Year 12 students

<p>Student Pathways and Transitions</p>	<p>For all students to experience highly successful transitions into, through and out of the college, leading to sustainable education, training or employment pathways</p>	<ul style="list-style-type: none"> • In the 2016 POS, the mean for the Transitions variable is 5.70 • In 2016, the proportion of Year 12 completers with an Unknown Destination is no more than 2% and for Year 11 exits, no more than 5% • Real Retention for Year 10-11 in 2016, is 85%or better • In 2016, data associated with school-based and constructed surveys of student experience of key transition points confirms 95% satisfaction 	<ul style="list-style-type: none"> • Reductions in the percentage of year 12 completers with an Unknown Destination • Increase in the Real Retention for Year 10 to 11 • Increase in student satisfaction for student experience of transition
---	---	--	---

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
➤ Continue to develop teacher instructional practice capacity	<ul style="list-style-type: none"> ▪ Ensure the Performance and Review process continues to emphasise highly effective teaching ▪ Continue with teacher visits to classrooms for observation, team teaching collaboration for sharing of experience, so that it is a usual occurrence ▪ Make use of a range of feedback sources, including student feedback in relation to the quality of teaching 	<ul style="list-style-type: none"> ▪ Time release for LTs for classroom visits ▪ Teaching and Learning coach time ▪ Staff meeting time for Cohort Group meetings ▪ Make computer labs avail for surveys and On-Demand testing 	<ul style="list-style-type: none"> ▪ Leading Teacher Cohort groups ▪ Teaching and Learning Coaches ▪ Leading Teachers ▪ Principal Class ▪ Maths/Numeracy KLA leader 	<ul style="list-style-type: none"> ▪ Term 1-3 for classroom visits ▪ Fortnightly staff meetings ▪ Curriculum committee meetings ▪ On Demand testing beginning of each term 	<ul style="list-style-type: none"> ▪ Improved results in NAPLAN and VCE results

➤ Continue to develop structures and resources to support student learning	<ul style="list-style-type: none"> ▪ Allocate resources, promote and seek out relevant PD for staff in the areas identified in individual PD plans and for school focus areas (from data results) 	<ul style="list-style-type: none"> • PD funds 	<ul style="list-style-type: none"> • Individual teachers • KLA leaders • AP – Curriculum • PD Coordinator • Curriculum Coordinator 		
➤ Improve student work ethic across the College	<ul style="list-style-type: none"> ▪ Ensure that the range of policies and practice introduced in this SSP, to lift student work ethic, continue to be supported and refined as needed into the new SSP ▪ Ensure consistence in application and performance requirements 	<ul style="list-style-type: none"> ▪ Time Release as required 			
➤ Focus on improving student wellbeing Years 9 – 12	<ul style="list-style-type: none"> ▪ In planning for 2014, ensure a specific focus for understanding the persistent comparative weaknesses of student morale and student distress in the 				

	<p>Middle and Senior Schools</p> <ul style="list-style-type: none"> ▪ Audit the outcomes of such understanding against current strategies for improving student morale and student distress 				
<p>➤ Focus on improving student engagement in Years 9 – 12</p>	<ul style="list-style-type: none"> ▪ Continue to up-skill staff in the use of ICT in providing rich tasks and engaging lessons ▪ Continue to use a range of data, including data from available state and national sources as well as local sources, to refine strategies to improve student perceptions of Teacher Effectiveness, Teacher Empathy and Stimulating Learning 				