

## Annual Implementation Plan 2011 Gladstone Park Secondary College 7858

Based on Strategic Plan developed for 2008 - 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.	[Insert Tick Here]
		Robert Lamb [Insert Date]
Endorsement by Regional Network Leader	Insertion of a tick ( ✓ ) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan	[Insert Tick Here]
		Claude Sgroi [Insert Date]



## Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<ul style="list-style-type: none"> <li>To sustain improved performance in literacy and numeracy and VCE results.</li> <li>Use equity funding to establish Vibrant ESL program, a large comprehensive Integration program and an extensive whole school literacy program with a particular focus on improving work ethic.</li> <li>Implement Ultranet according to the roll out schedule.</li> <li>Participate in the third round of the NMR's AIZ strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Increase 'All Study Mean' by 1.0 by 2012</li> <li>By 2012, increase average National Assessment Program Literacy and Numeracy (NAPLAN) English and Maths score by 0.25.</li> <li>Develop Individual learning plans for around 50 ESL students including 11 Refugee students</li> <li>By 2012 have all students, teachers and parents actively engaged with the Ultranet</li> </ul>	<ul style="list-style-type: none"> <li>Increase "All Study Mean" by 1.5 in 2011</li> <li>Increase average NAPLAN scores in Literacy and Numeracy at Year 9 to state average</li> <li>Establish a new ESL room, increase ESL classes offered to ESL cohort by 50%, establish a new ESL/Literacy co-ordinator position</li> <li>Ensure all students, teachers and parents are Ultranet registered</li> <li>Have all teachers trial delivering a learning task through the Ultranet</li> </ul>
Student Engagement and Wellbeing	<ul style="list-style-type: none"> <li>To improve student engagement and student attendance</li> <li>To improve student connectedness and motivation to learning, particularly in the Middle School</li> </ul>	<ul style="list-style-type: none"> <li>Having already dramatically dropped absence, concentrate on reducing lateness by at least 20% in 2 years</li> <li>Increase Year 7-12 'connectedness to peers and to the college' result by 50% by 2012 (compared with 2007)</li> </ul>	<ul style="list-style-type: none"> <li>Reduce Student lateness in Years 7-10 by 20% (2011 compared to 2006)</li> <li>Increase Year 7-12 "Connectedness to peers and to the college" by 40% in 2011 (Compared to 2007).</li> </ul>
Student Pathways and Transitions	<ul style="list-style-type: none"> <li>Improve transition from Grade 6 to Year 7</li> </ul>	<ul style="list-style-type: none"> <li>Introduce an electronic Transition form which can be distributed by Ultranet to all feeder school Grade 6 staff</li> </ul>	<ul style="list-style-type: none"> <li>Establish and install Electronic Transition</li> <li>Train all Transition Staff of primary and secondary</li> </ul>

## 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
<ul style="list-style-type: none"> <li>• <b>Continue senior school organisational reforms and improved structures to support student learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduce after-school tutoring program targeting VCE students</li> <li>• Twilight forum including induction of new VCE teachers</li> <li>• Introduction of staff to ACER and VASS data</li> <li>• Begin informal meetings between staff and administration to interpret data</li> <li>• Individual student counselling to optimise VCE score</li> </ul>	<ul style="list-style-type: none"> <li>• \$10,000 in budget for tutors at Year 2011-12</li> <li>• Utilise VCE Study Centre after school</li> <li>• \$2,000 for Carmel Richardson data service</li> </ul>	<ul style="list-style-type: none"> <li>• Senior School AP</li> <li>• Senior School Program Manager</li> <li>• All Senior School Co-ordinators</li> </ul>	<p>March 2011</p> <p>October 2011</p>	<ul style="list-style-type: none"> <li>• Improved median/VCE study score</li> <li>• Greater attendance at VCE after-school tutoring programs</li> <li>• VCE staff have an understanding of ACER and VASS data</li> <li>• Students understand VCAA data</li> </ul>

<ul style="list-style-type: none"> <li>Continue to enhance a vibrant teacher performance review and professional development culture that emphasises improvement in instructional practice and student learning</li> </ul>	<ul style="list-style-type: none"> <li>Continue with teacher visits to classrooms for observation and sharing of best teaching practice</li> <li>Further develop existing 7 – 10 after-school tutoring program to provide academic support for struggling students</li> <li>Introduce each LT offering constructive feedback in 7 teachers' classes</li> <li>Incorporate e<sup>5</sup> principles in visits</li> </ul>	<ul style="list-style-type: none"> <li>\$10,000 in budget for tutoring at Year 7-10</li> <li>Use Room E1, 6&amp;7</li> <li>Extra 3 acting LTs</li> </ul>	<ul style="list-style-type: none"> <li>Performance Development LT and Teaching &amp; Learning AP</li> </ul>	<p>September 2011</p>	<ul style="list-style-type: none"> <li>Staff visits to each other's classroom a usual occurrence</li> <li>Students beginning to accept more than one teacher in classrooms as the norm</li> <li>LTs confident to provide feedback (accepted as tool within all classrooms)</li> </ul>
<p><b>Key Improvement Strategies and Significant Projects</b></p>	<p><b>What (Actions)</b> the activities and programs required to progress the key improvement strategies</p>	<p><b>How (Resources)</b> the budget, equipment, IT, learning time, learning space</p>	<p><b>Who</b> the individuals or teams responsible for implementation</p>	<p><b>When</b> the date, week, month or term for completion</p>	<p><b>Achievement milestones</b> the changes in practice or behaviours</p>
<ul style="list-style-type: none"> <li><b>Enhance the use of ICT in curriculum design and classroom teaching</b></li> </ul>	<ul style="list-style-type: none"> <li>Build another 17 new computer labs across the school to provide spaces for ICT rich teaching and learning</li> <li>Continue skilling up staff in the use of ICT to develop ICT based lessons</li> <li>Continuing review and development of Numeracy and Literacy programs</li> </ul>	<ul style="list-style-type: none"> <li>20% of timetabled classes</li> <li>Construct and or convert 17 rooms for full ICT use</li> <li>Further \$1.2 million for 16 new rooms</li> <li>\$500,000 more federal funding</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Timetabler</li> <li>AP – Teaching and Learning</li> </ul>	<p>December 2011</p>	<ul style="list-style-type: none"> <li>Students seen using ICT across most KLAs</li> <li>ICT use for teaching and learning is beginning to become a standard practice</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Monitor impact of new attendance policy and procedures and refine as appropriate</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor student absences in line with new 2008 attendance policy</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance officer (50% School, 50% SSO initiative)</li> <li>• \$5,000 handheld monitors</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Attendance officer</li> </ul>	December 2011	<ul style="list-style-type: none"> <li>• Improvement in student 'Connectedness to School and Peers' on survey results</li> <li>• Drop in absence rates</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Implement enhanced student leadership program and extend extra-curricular activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Further development of Student Leadership and Activities coordinator role</li> </ul>	<ul style="list-style-type: none"> <li>• Appoint 3 Leadership positions each at \$4,000</li> </ul>	<ul style="list-style-type: none"> <li>• Sub School principals</li> <li>• 3 Leadership and Activity co-ordinators</li> <li>• One SRC Co-ordinator</li> </ul>	December 2011	<ul style="list-style-type: none"> <li>• Increased involvement by students in extra-curricular and leadership activities</li> </ul>
<b>Key Improvement Strategies and Significant Projects</b>	<b>What (Actions)</b> the activities and programs required to progress the key improvement strategies	<b>How (Resources)</b> the budget, equipment, IT, learning time, learning space	<b>Who</b> the individuals or teams responsible for implementation	<b>When</b> the date, week, month or term for completion	<b>Achievement milestones</b> the changes in practice or behaviours
<ul style="list-style-type: none"> <li>• <b>Implement further initiatives to improve student work ethic and culture of respect</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop strategies from research undertaken in 2009 to address student engagement, motivation and connectedness</li> </ul>	<ul style="list-style-type: none"> <li>• Apply for Teacher Professional Leave again</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum AP</li> <li>• Curriculum LT</li> </ul>	June 2011	<ul style="list-style-type: none"> <li>• Less bullying</li> <li>• Greater connectedness</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Provide comprehensive counselling, support and managed pathways for each student transitioning from Years 6 -12.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create a tracking database to manage exiting students</li> <li>• Initiate partnerships with local businesses/industry and City of Hume</li> <li>• Survey Year 7 students and use data to target key improvement strategies for grade 6 – 7 transition</li> <li>• Year 7 transition improvement areas identified</li> </ul>	<ul style="list-style-type: none"> <li>• New data base</li> <li>• New Survey</li> </ul>	<ul style="list-style-type: none"> <li>• All Three Sub-School Principals</li> </ul>	August 2011 March 2011	<ul style="list-style-type: none"> <li>• Tracking man-hours minimized and more accurate statistical outcomes</li> <li>• Two-way communication established which has created meaningful dialogue and cooperation between local business/industry and Gladstone Park Secondary College.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Enhance opportunities for Koorie students to succeed at school</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop a good KELP plan for each eligible student</li> </ul>	<ul style="list-style-type: none"> <li>• SFO funding</li> </ul>	<ul style="list-style-type: none"> <li>• Junior and Middle School Program Manager</li> </ul>	September 2011	<ul style="list-style-type: none"> <li>• All plans in place</li> <li>• All plans implemented</li> </ul>
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**Achievement Improvement Zones: information for 2010 annual implementation plans**

<b>Key improvement strategies</b>	<b>What (activities)</b>	<b>How (budget, time, equipment)</b>	<b>Who (people)</b>	<b>When (completion)</b>	<b>Achievement milestones</b>
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<p><b>Student Learning</b></p> <p>Achievement Improvement Zones (AIZ) project</p>	<p>Participation in the AIZ project to improve teaching and learning practices through:</p> <ul style="list-style-type: none"> <li>• establishing the pre-conditions for learning</li> <li>• using data to inform teaching practice</li> <li>• establishing a school improvement team, professional learning teams and models of teacher observation</li> <li>• using high reliability literacy/numeracy strategies</li> <li>• developing whole school literacy/ numeracy plans</li> </ul>	<p>Principal leads the educational change agenda in the school</p> <p>Professional learning sessions for:</p> <ul style="list-style-type: none"> <li>• learning leaders</li> <li>• leaders, professional learning teams</li> <li>• data manager</li> <li>• school improvement team</li> <li>• principals and leaders</li> </ul> <p>Allocation of school time to support whole school implementation, including school improvement team and teacher observation</p> <p>Use of a range of assessment tools, e.g. On-Demand testing, Assessment and Learning Partnerships (University of Melbourne)</p>	<p>Principals and assistant principals</p> <p>School improvement team</p> <p>Learning leaders</p> <p>Leaders, professional learning teams</p> <p>Data managers</p> <p>Networks</p> <p>Regional network leaders</p> <p>Coaches</p> <p>All teachers</p>	<p>Refer to AIZ and regional professional learning schedule</p>	<p>AIZ strategies included in teacher and Principal Class performance plans</p> <p>Document structures and protocols</p> <p>Process and timetables to support learning leaders to practice, demonstrate and coach in use of strategies</p> <p>Consistency of teacher practice in use of high reliability literacy/numeracy strategies in all classrooms</p> <p>Data used routinely to plan and monitor progress of the instructional program</p> <p>Principal coordination of and participation in teacher observation</p> <p>Each teacher's classroom practice is observed at least five times throughout the year school</p>
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