

Sunbury College 08350

Annual Implementation Plan 2009

Based on Strategic Plan developed for 2006 - 2009



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.	✓
		<i>Peter Henderson</i>
Endorsement by Regional Director (or nominee)	Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<ul style="list-style-type: none"> To improve VCE results in all studies To improve student achievement Years 7 – 10 against English and Mathematics standards in VELS at all levels. 	<ul style="list-style-type: none"> The majority of VCE subjects, including English and Mathematics subjects, have a school mean at least equal to the Like School mean by 2009. The percentage of VCE Study Scores of 40+ is increased by 0.25 each year to 2009. The percentage of Years 7 – 10 students in English and Mathematics achieving above the expected level improves by a cumulative 15% on 2005 data through to 2009. The percentage of Years 7 – 10 students in English and Mathematics beginning or lower than the expected level is no more than 8% by 2009. 	<ul style="list-style-type: none"> Target: School mean 29 (2007 School mean 28.2) Target: maintain 4.25% in 2009 (2006 School 4.2%/LSG 3.9 %) Target: Proportion of students achieving a VELS – Year 7-10 combined assessment A or B to be above 10% Target: Proportion of students achieving a VELS – Year 7-10 combined assessment D or E to be below 15% Target: Triangular assessments to be more closely aligned (AIM, On Demand, VELS) in 2009

<p>Student Engagement and Wellbeing</p>	<ul style="list-style-type: none"> To develop an environment that promotes overall student wellbeing, and where students are motivated and engaged with a strong sense of connection to teachers and the school. 	<ul style="list-style-type: none"> No school mean in the <u>Attitudes to School Survey</u>, ranked as a percentage of all government schools, lower than 40% by 2009. Gaps in the school's ranking in the <u>Attitudes to School Survey</u> as a percentage of all government schools between males and females show positive improvement to be no more than 10% difference by 2009. 	<ul style="list-style-type: none"> Target: all variables in <u>Attitudes to School Survey</u> to be not less than 20% in 2009 Target: difference between males and females in all variables to be no greater than 15% in 2009
<p>Student Pathways and Transitions</p>	<ul style="list-style-type: none"> To broaden our post compulsory programs and improve the effectiveness of counselling and advice to maximise the further education, training and employment options for all students. 	<ul style="list-style-type: none"> Increase the proportion of students each year 2006 – 2009 who continue in further education and training after leaving the College Reduce by 50% the proportion of students unemployed and seeking work after leaving the College by 2009. All students of post compulsory age have a MIPs plan. All students exiting the school to be offered individual 	<ul style="list-style-type: none"> Target: 2009 figure to be an increase on the 2005 benchmark school figure of 58% (av.) (2007 av. 68.5%) Target: reduce the proportion of students unemployed (seeking work) to 3% during 2009 (2006: 5% 2007: 11%) Target: All students of post compulsory age to complete a MIPs plan

		<p>counselling as to their career/pathways options.</p> <ul style="list-style-type: none"> • Increase the proportion of students undertaking VET Year 10 -12 by 1.0% each year to 2009. • Increase the proportion of students undertaking Years 11 – 12 VCAL to 15% by 2009. • Increase the proportion of satisfactory completion of VCAL by 15% in 2009. 	<ul style="list-style-type: none"> • Target: College Exit destination checklist to be completed by <u>all students</u> • Target: Proportion of students undertaking VET Years 10-12 to increase to 15% in 2009 • Target: Proportion of students successfully completing Years 11 – 12 VCAL to be 70% in 2009 • Proportion of students successfully completing VET to be 90% in 2009
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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
Student Learning					
Undertake a school Self-Evaluation, Review and planning for the new Strategic Plan 2010-2013	<ul style="list-style-type: none"> • Prepare self-evaluation of school performance and identify recommendations for improvement • Undertake the continuous improvement school review • Develop school strategic plan in consultation with the school community 	<ul style="list-style-type: none"> • Strategic Planning Co-ordinator • Leadership group • School reviewer • Focus groups of staff, parents and students 	<ul style="list-style-type: none"> • Strategic Planning Co-ordinator • Leadership group • Curriculum Committee • Staff with responsibility areas • Wider school community 	<ul style="list-style-type: none"> • Semester 2 	<ul style="list-style-type: none"> • Strategic directions for new School Strategic Plan agreed and accepted by school community

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Implement the new Year 7 program LP7.	<p>Major change to the Year 7 curriculum, organisation and pedagogy</p> <ul style="list-style-type: none"> • Documentation of curriculum units with the emphasis on the student as a learner • Melding of curriculum and student management • Significant teacher for each class • Programs on school web site • Increased parental involvement and communication • Engaged students • Integrated curriculum that caters for individual needs • Personalised student learning • Improved monitoring of student well being 	<ul style="list-style-type: none"> • Restricted to Year 7 in 2009 with a proposed transition to Year 8 in 2010 • Significant teachers dedicated to the program • Utilisation of the Learning Common and dedicated class rooms • 2 Teachers with TPL release • All staff to have involvement in the program through collegiate sharing 	<ul style="list-style-type: none"> • Year 7 Team • Leaders: D. Wilson, F. Davies • Team members: A. Nixon, R. Bartlett, T. Shipp, M. McCasker, N. Butler, P. Stipcevic, K. Reid, R. Qoon 	<ul style="list-style-type: none"> • Throughout 2009 with particular emphasis in the initial establishment phase at the beginning of the year 	<ul style="list-style-type: none"> • Improvement noted in triangular monitoring of student progress (NAPLAN, On-demand testing, VELS) • Year 7 Student attendance data to show improvement on previous year • Year 7 student management data (eg suspensions, detentions etc) to show improvement • Student attitudes to School survey to show improvement on previous year particularly in the area of Teaching and Learning • Regular student surveys/evaluations

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<p>To improve student achievement Years 7 – 10 against English and Mathematics standards in VELS at all levels.</p> <p>Continuation of the focus on Mathematics with the development of a team approach for planning, for the development of consistent best practice, for moderation of student work, for the identification and improved support for talented students, and to expand the range of teaching strategies</p>	<ul style="list-style-type: none"> • Triangular monitoring of student progress (NAPLAN, On-demand testing, VELS) • Continue to mentor less experienced maths teachers • Network with local secondary/primary schools. Sunbury Network Maths strategy • Maintain the Yrs 10 and 11 advanced classes • Improve ICT access • Use of CAS calculators • Maintain designated maths rooms for maths • Train and implement a variety of dynamic teaching strategies 	<ul style="list-style-type: none"> • 'Tools for Engagement' in-servicing • NAPLAN, On-demand testing, VELS assessments • Budget to allow for <ul style="list-style-type: none"> ○ Planning and review of different teaching strategies ○ Teacher mentoring ○ Unit writing ○ ICT & CAS calculators implementation 	<ul style="list-style-type: none"> • PD co-ord. • English, Maths co-ordinators, Literacy co-ordinator • PD co-ord. • Maths co-ord. • Maths teachers 	<ul style="list-style-type: none"> • Twice yearly • On-going throughout 2009 	<ul style="list-style-type: none"> • Triangular monitoring assessments • Triangular monitoring assessments to be provided to all staff • Semester 1 data to show improvement in numeracy results

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Identify, and then consistently implement opportunities across VCE studies and through all faculties for students to develop and improve key skills associated with study techniques, completing examinations, preparing effective and efficient revision programs	<ul style="list-style-type: none"> • VCE Orientation program to promote achievement and motivation • Continuation of homework club • VCE data analysis and interpretation • Focus group to examine ways of improving VCE performance • October examination program • Pathways program <ul style="list-style-type: none"> • Study /revision skills • Career counselling • Exam techniques • Sunbury Somerton Later Years Network participation 	<ul style="list-style-type: none"> • Off campus day • Regular after school session • Use of VCE data • Collegiate Group focus • Timetabled VCE exam. Program • Pathways teachers/guest speakers • Attendance at and participation in Network activities 	<ul style="list-style-type: none"> • VCE Co-ord., Pathways teachers • VCE co-ord. group/VCE teachers • VCE co-ord. Group • Collegiate group members • VCE co-ord. group • VCE co-ord. group/Pathways teachers • VCE co-ord. group 	<ul style="list-style-type: none"> • Beginning of the year • All year • Term 1 • Timetabled meeting times • Term 4 • All year • Scheduled Network meetings 	<ul style="list-style-type: none"> • Improvement in VCE results with a target school mean of 29

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Develop a Performance and Development Culture	<ul style="list-style-type: none"> Continuation of the two Professional Learning Teams in the school (Collegiate groups and KLA groups) 	<ul style="list-style-type: none"> Collegiate groups to fulfil the following purposes: <ul style="list-style-type: none"> Connectedness to a school leader Sense of belonging to a small group of staff Avenue for formal and informal communication Support for the development and completion of each teachers' PDP Support and development of each teachers ICT repertoire Support and development of teacher student well being skills Support and development of a specific target of the AIP 	<ul style="list-style-type: none"> Collegiate groups to be composed of 2 school leaders and approx. 8-10 staff 	<ul style="list-style-type: none"> All year 	<ul style="list-style-type: none"> Formation of collegiate Groups and determination of their focus aligned to the AIP

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	<ul style="list-style-type: none"> • KLA's will meet across a two group structure with their primary purpose being the support and development of the delivery of KLA specific material • Development of a Professional Development team 	<ul style="list-style-type: none"> • The KLA groups will also have an ICT focus where periodically KLA's focus on the development of a particular ICT skill. The hope is that this will be done prior to a unit where the use of this would be appropriate. • Continuation and development of the induction program • Continuation and development of the mentoring program • Continuation and development of induction throughout the year • Particular attention to those who arrive throughout the year. • Increase teacher 	<ul style="list-style-type: none"> • KLA leaders and KLA members • Professional Development team 	<ul style="list-style-type: none"> • Timetabled in school planner on a 3 week cycle • Term 1 	<ul style="list-style-type: none"> • Completion of a unit of work incorporating an ICT focus cycle

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<p>Develop individual teacher Performance Development Plans that are aligned with school priorities and an improvement focus for student learning</p>	<ul style="list-style-type: none"> • Development of staff Professional Development Plans • Make the AIP a living document that is constantly referred to. 	<p>ownership of data</p> <ul style="list-style-type: none"> • Increase teacher use of data to inform their teaching • One on one meeting of group leader and staff member • Increase accountability when it comes to doing what is written on their plan. • Plan to stick to deadlines for the PDP and ensure LTs drive this • Schedule time within the meeting timetables for PDP work early on so it can become a living document. • Peer observation/teaching to be a key focus 	<ul style="list-style-type: none"> • Collegiate group leaders and members • Principal to review PDP's 	<ul style="list-style-type: none"> • Term 1 • Mid term reviews of PDPs on the year planner. Carried out by Leaders 	<ul style="list-style-type: none"> • Submission of individual staff Professional Development Plan

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	<ul style="list-style-type: none"> • Review the progress of individual staff PDP • Introduction of the LP7 team to increase student engagement and connectedness in Year 7. • Introduction of a cooperative learning focus with the continuation of the TPL focus of 2008 (Engaging Learners) • Targeted development of PoLT through training of leaders and embedding in the PDPs • Targeted development 	<ul style="list-style-type: none"> • One on one meeting of group leader and staff member • The basis of this program is integrated learning across 5 subjects with one significant teacher. • PDPs strongly linked to Professional development • Acknowledgement of PD within staff 	<ul style="list-style-type: none"> • Group leader and individual staff group members • LP7 team • TPL members: DW, FD or nominees • Year 8 teachers • LOTE KLA • LP7 team • Other interested teachers • (AGQTP application) 	<ul style="list-style-type: none"> • Once during the year with time to be scheduled • Beginning of the year 	<ul style="list-style-type: none"> • Improvement in Student Attitudes to School survey rankings

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	<p>of peer teaching and support through the PDPs</p> <ul style="list-style-type: none"> • Greater development of leaders within the school through promotion of leadership opportunities and PD and development of a well informed hierarchical structure of leadership within the college • Develop the profile of leadership within the school 	<p>meetings</p> <ul style="list-style-type: none"> • Development of regular small group PD • Development of expertise in running focus groups • Regular meetings of the leaders so all are informed and knowledgeable • Promotion and accountability of leadership in all staff 	<ul style="list-style-type: none"> • Leadership group • Leadership group comprising principal class and leading teachers 	<ul style="list-style-type: none"> • Regularly scheduled leadership meetings • Leadership meetings • Collegiate group meetings 	<ul style="list-style-type: none"> • Improvement in Staff Opinion survey particularly the Goal Congruence variable

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Student Engagement and Wellbeing					
<p>Establish a team or focus group to further analyse those variables in the Staff Opinion Survey that were not at the State mean with a view to informing changes in practice that could lead to improved student engagement and connectedness.</p> <p>Improvement in the Student Attitude to School Survey</p>	<ul style="list-style-type: none"> • Further development of teacher skills in connectedness and the engaged learner • Introduction of LP7 program at Year 7 • TPL program 'Tools for Engagement' to be in-serviced to staff • Continuation of connectedness positions at each of the three sub-schools • Implementation of the year 7 program LP7 with increased emphasis on student connectedness 	<ul style="list-style-type: none"> • Staff PD • Inclusion in staff PRPs • Timetabled program • Staff PD in-services • Responsibility positions for connectedness at each sub school • Staff updates and in-servicing on LP7 • All staff to have a limited involvement in the LP7 program 	<ul style="list-style-type: none"> • All staff • Year 7 LP7 teachers • Staff who undertook TPL program in 2008 (MP,MC,VO) • Junior: F. Davies • Middle: J. Newton • Senior: B.Shallies • LP7 team 	<ul style="list-style-type: none"> • 2009 • During 2009 • During 2009 • On-going • Throughout the year 	<ul style="list-style-type: none"> • Improvement in Staff Opinion Survey rankings on previous year • Improvement in rankings in Student Attitudes to School survey results in 2009 • Successful evaluation • All staff participation

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Student Pathways and Transitions					
<p>Review of education provision in Sunbury</p> <p>Review VCAL awareness/promotion, selection processes, and course content and its delivery in terms of building staff and student interest.</p> <p>Expand affordable VET offerings, including a trade based option.</p>	<ul style="list-style-type: none"> • Steering group investigation of education provision in Sunbury and recommendations • Planning based on recommendations • College to offer an Intermediate Level VCAL at year 11 • VCAL students to be incorporated into the VCE program • VET offerings for 2009: <ul style="list-style-type: none"> • Hair & Beauty • Bldg & Construct. • Engineering 	<ul style="list-style-type: none"> • Investigation of other merged schools and consultation with the Sunbury community and school stakeholders • To be decided • In association with the school based courses we will use the following providers: <ul style="list-style-type: none"> ➤ Kangan ➤ VU ➤ RMIT ➤ National Ctre for Equine Studies 	<ul style="list-style-type: none"> • Representatives from both Sunbury College and Sunbury Downs SC as well NMR rep. • To be decided • Careers Co-ord. • VET Co-ord. • VCAL Co-ord. • VCE Co-ord. • Pathways teachers 	<ul style="list-style-type: none"> • Recommendations to be published in first half of 2009 • During 2009 • During 2009 	<ul style="list-style-type: none"> • Report tabled and evaluated • New Sunbury educational structure implementation • Completion of Unit certificates for students • Students receive Certificate of Pathways Achievement

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Monitor and review through appropriate staff, the coordination, management and effective delivery of a whole school approach to post compulsory pathways programs.	<ul style="list-style-type: none"> • Hospitality • Electrotechnology • Equine Studies • Digital Media <ul style="list-style-type: none"> • Senior pathways program (Years 10 – 12) • Review and input to Steering group recommendations on Educational Provision in Sunbury 	<ul style="list-style-type: none"> • Compulsory Pathways classes (period 2 Tues.) • Collegiate team 	<ul style="list-style-type: none"> • Connectedness co-ord./ pathways teachers/ Collegiate team 	<ul style="list-style-type: none"> • After the release of the recommendations 	
ASD Support Program	<ul style="list-style-type: none"> • This is a program to assist up to twelve high functioning autism students to succeed in a mainstream secondary school. 	<ul style="list-style-type: none"> • The budget is made up from the D&I funding attached to each student and a grant provided by DEECD. • A main building classroom set aside for the program. • The college will provide computers in this support room. 	<ul style="list-style-type: none"> • One full-time and one part-time teacher assisted by integration aides will support the students. • PSG meetings will develop individual learning plans and support each of the students in the program. 	<ul style="list-style-type: none"> • The program has been funded for three years and will be evaluated at the end of each year. 	<ul style="list-style-type: none"> • Evaluation report written each year. • Student reports written each semester.

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Program For Students With Disabilities	<p>The PSD supports the integration of students with disabilities into mainstream education that allows the students access to a curriculum that accommodates their special needs, in a safe learning environment. The following activities and programs are examples which assist in the implementation of the PSD:</p> <ul style="list-style-type: none"> • individual learning program • assistance in accessing an achievable curriculum • life skills program • social skills program • health programs • transition 	<p>Our PSD budget provides for:</p> <ul style="list-style-type: none"> • Employment of integration aides for individual assistance; • Consultation with professionals and professional bodies; • Purchase of supplementary curriculum material and technology • Professional Development for members of the college community with regard to specific disabilities • Affiliations with Professional Associations • The implementation of specific life/social/health programs 	<p>Development of the PSD involves the whole college community.</p> <ul style="list-style-type: none"> • Integration Co-ordination manages • Teachers implement the strategies developed specifically to allow students access to their curriculum • Integration Aides assistance in the implementation of the program. • The multidisciplinary team of professional provide assessments, recommendations and strategies. 	<ul style="list-style-type: none"> • Goals set are short and long term and on going in nature. It involves regular consultation through the PSG process, which involves the multidisciplinary team of professionals and the college community. 	<ul style="list-style-type: none"> • Through the PSG process, the establishment of measurable and achievable goals for each PSD student are developed and monitored.

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			<ul style="list-style-type: none"> • Consultation and strategy development through professional bodies, like Travelling Autism Inc. 		