

Annual Implementation Plan 2014

Cann River P-12 College School Number -
 3920

and

Noorinbee Primary School Number - 3372

Based on Strategic Plan developed for 2010 - 2013

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]
		[Nigel Royce] [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]
		[Insert Regional Network Leader] [Insert Date]

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve and maximise student learning outcomes P – 12 in all learning domains, with a particular focus on literacy and numeracy.	<p>Realistic targets are set for every student in Maths and English. All students develop according to their developmental capacity. These targets are articulated in curriculum statements, teacher improvement plans and individual or group learning plans.</p> <p>Improve motivation in some cohorts.</p>	<p>In general improvement in student outcomes ; especially in Reading , Writing and Numeracy: by, at least 1 on AusVELS standards for most students. And students to improve in NAPLAN data at least one year level over two years. <i>However, for some students this is higher.</i></p> <p><i>2014-15 VCE cohort has a wide range of students including an academic group, their goals are set accordingly</i></p> <p>More specific goals for most students: including oracy, study practices, reading strategies, writing skills and social skills</p> <p>Improvement in motivation on parent surveys and some year level student surveys.</p>
Student Engagement and Wellbeing.	Improve the levels of engagement of all students in their learning and develop in each individual a sense of wellbeing and connectedness to schools as reflected in their motivation, resilience, positive	<p>Improved student attendance data – to reduce the proportion of students missing > 20 days per year,</p> <p><i>Student and Parent Surveys will show an</i></p>	<p>Improve student attendance data (With the realisation that with small cohorts, that one student’s attendance may affect the data. There are unavoidable circumstances that are affecting some student’s</p>

	<p>behaviours and learning outcomes.</p>	<p><i>improvement in the areas of Student Safety.</i></p> <p>Improved Student engagement data At year 7/8</p> <p>A reduction of office referrals and detention</p> <p>Improved identified behaviour in PBIS Behaviour plans</p>	<p>attendance).</p> <p>At least ten more days attendance for students who have attendance as a targeted goal.</p> <p>Data to continue at “Similar “, in Attitude to School surveys in student data. (Using “Government School Performance Summary”).</p>
<p>Student Pathways and Transitions</p>	<p>Provide effective transition processes for all students at key points in their schooling that encourage high achievement and that provide appropriate pathways to post school options.</p>	<p>Ensuring that all secondary students have employment or further study outcomes /pathways.</p> <p>Ensuring exiting students achieve employment or further education</p>	<p>-As a part of goal setting career pathways are considered with all students 7-12</p> <ul style="list-style-type: none"> - Ensuring students and parents understand what preparation is necessary for work and tertiary studies - Students to experience career excursions more frequently.

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
Improving teacher practice	<p><i>Secondary PLTs to be focused on Improved student outcomes</i></p> <p>Ensure teachers establish Improvement goals which are worked on throughout the year.</p> <p>Use of E5, subject based pedagogy, and other best practice as a basis course planning and reflection on refining practice</p> <p>Developing greater understanding of student engagement and needs through PBIS behavioural models</p> <p>Refine work requirements in Secondary classes as a part of establishing higher expectations of student performance.</p> <p>Encourage specific discipline AUSTVELS and VCE pd and interschool networking.</p>	<p>Fortnightly PLTs</p> <p>PLT leaders work closely with individual staff on improvements</p> <p>Frequent staff meetings focusing on PBIS and other learning needs</p>	Prin / PLTS / Staff	<p>All year</p> <p>throughout the year in PLTs</p>	<p>Improved outcomes in NAPLAN, AusVELS, and VCE outcomes.</p> <p>Positive staff: teacher enthusiasm In sharing practice and making improvements</p> <p>Observations and discussions clearly demonstrate high quality teaching</p> <p>Staff goal setting for cohorts and students performance in individual learning plans in their course outlines. Students involved in authentic assessments</p> <p>Staff clearly articulating individual students skills level in all areas ‘ What progress has been demonstrated’ Assessing using a variety of appropriate means</p> <p>Staff goal setting for cohorts and students performance in individual learning plans in their course outlines.</p>

	<p><i>Improved assessments</i></p> <p>Ensuring teachers can show how they demonstrate student growth in all disciplines.</p> <p>To ensure teacher assessments are used as the basis for modifying teaching</p> <p>Updating and modifying Individual learning plans, and course outlines</p> <p>Special focus on VCE skills</p> <p>A continues focus on student success in morning briefing, assembly, publicity and awards</p>				<p>Students involved in authentic assessments</p> <p>Reports more clearly stating areas for future learning.</p>
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Improving literacy outcomes.	<p>Literacy meeting (key literacy teachers) meet frequently to</p> <p>Discuss and analyse, theory and</p>		Bruce, Pauline, Tracy, Max	End of year	<p>-</p> <p>- Key literacy staff demonstrating awareness of current thinking in literacy learning.</p>

	<p>practice. Select well considered strategies which integrate developmental and instructional approaches, and match the needs of individuals and cohorts.</p> <p>moderate work and approach</p> <p>Primary / cluster focus on writing</p> <p>Implement whole school focus on a high profile for reading and writing in the school</p> <p>Effective testing schedule continued</p> <p>Work on specific literacy demands of all disciplinary areas, especially leading into, and in VCE.</p>		Bruce with secondary PLTs		<ul style="list-style-type: none"> - - Key literacy teachers articulating their pedagogical choices. - Data and folios showing student progress to be at least expected AusVELS levels or in line with ILPs
Numeracy	<ul style="list-style-type: none"> - Greater engagement in numeracy P-12 - Higher profile in school - More connection with real life maths - Implement AusVELS through Nelson P-6 - Update secondary resources - Do Numeracy PD 		Primary plus secondary PLT		<p>Improved outcomes in NAPLAN, AusVELS, and VCE outcomes.</p> <ul style="list-style-type: none"> -

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Establish a student centred environment that is safe, inclusive and encourages student participation and responsibility for self.	<p>Fully implement PBIS as the basis for establishing social skills and behavioural change</p> <p>- fully establish a positive rewarding climate throughout the school</p> <p>Continue to refine level 2 PBIS supports and functional assessments Behavioural and management plans that are implemented and continually updated.</p> <p>- improve teacher reflection on behavioural incidents</p> <p>Develop ways of improving interest in school of the middle years students</p> <p>Ensure social skills at the centre of our awards system – make it a focus of whole school assembly and annual awards</p> <p>Students with engagement</p>		<p>Nigel, Liza , Max, Bruce & Pauline</p> <p>Bruce</p> <p>Nigel, Liza , , Bruce & Pauline</p> <p>Nigel</p>		<p>.Observed changes in student behaviour.</p> <p>Students demonstrate high levels of personal and interpersonal skills.</p> <p>Students demonstrate ownership and interest in the school through student surveys.</p> <p>Improved individual student attendance.</p> <p>Improvement in self esteem data</p> <p>.</p> <p>Observed changes in student behaviour. Improvement in Student, Parent and Staff surveys.</p>

	<p>issues to have extra teaching resources</p> <p>Expand student leadership and responsibility opportunities: more proactive in teaching skills to students with leadership roles.</p> <p>Case manage ongoing student attendance issues</p> <p>School provide breakfast, after school activities, youth group , study nights, subsidised camps and excursions.</p>				
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Provide effective transition processes for all students at key points in their schooling that encourage high achievement and that provide appropriate pathways to post school.	<p>Continue the interaction with Noorinbee Primary School: participate in special events such as arts performances, and Book Week and stay for follow up activities</p> <p>Skype used for writing conferencing and maths</p>		<p>Nigel and Primary Teachers</p> <p>Kinder teacher</p>		<p>Identified positive social interaction.</p> <p>Continued successful transition</p>

	<p>Kinder Transition program</p> <p>Careers across the curriculum from year 7</p> <p>Develop effective pathways for all students to either tertiary or work.</p> <p>Select and facilitate courses that match individuals and cohorts.</p> <p>Develop greater offerings through video link and cluster</p> <p>Help implement Higher Education Focus Group strategy.</p> <p>Targeted work experience in year 10 - 12</p> <p>Targeted Career pathway intervention</p>		<p>and Tracey</p> <p>Nigel Liza Bruce</p> <p>Youthways Nigel</p>	<p>Throughout the year with transition experiences ↑ in Term 4</p>	<p>Developed career plans and aspirations</p> <p>Higher proportion in either work or study</p>
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