

# ROXBURGH COLLEGE

## 8407

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## Annual Implementation Plan 2008

Based on Strategic Plan developed for 2007 to 2010



<b>Endorsement by School Council</b>	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.	✓
		Bob McFarlane 24th March 2008
<b>Endorsement by Regional Director (or nominee)</b>	Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	[INSERT TICK HERE]
		Regional Director (or nominee) [INSERT DATE]

## Strategic Intent

It is worth noting the following point in the document, Guidelines for Annual Implementation Planning, “In setting one year targets, it is important to acknowledge that student outcomes are unlikely to improve at a linear rate. It is possible that in the initial years, there may be no improvement in some outcomes, as the school is only just introducing improvement strategies that may take some time to filter through to improved outcomes”.

	Goals	Targets ( for 2010 )	One Year Targets ( for 2008 )
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>To improve student learning and achievement in English with a focus on Years 7 to 10</li> <li>To improve student learning and achievement in Mathematics with a focus on Years 7 to 10</li> <li>To improve student achievement in post compulsory pathways</li> </ul>	<ul style="list-style-type: none"> <li>The mean VELS level for Reading of the 2010 Year 9 cohort to be 5.0.</li> <li>The mean VELS level for Mathematics of the 2010 Year 9 cohort to be 4.7.</li> <li>The percentage of VCE study scores of 40 or more to be 2.4% by 2010 (Current LSG mean)</li> <li>The VCE All Studies mean to be at or above 26 by 2010</li> <li>The percentage of VET units of competency with a satisfactory result to continue to be at least at current state bench mark by 2010 – 72.6%</li> <li>The percentage of satisfactory completion of VCAL credits to continue to be at least at current state bench marks by 2010 – 72.9%</li> </ul>	<ul style="list-style-type: none"> <li>The mean VELS level for Reading of the 2008 Year 9 cohort to be 4.7.</li> <li>The mean VELS level for Mathematics of the 2008 Year 9 cohort to be 4.7.</li> <li>The percentage of VCE study scores of 40 or more to be 2.1.</li> <li>The VCE All Studies mean to be at or above 25.</li> <li>The percentage of VET units of competency with a satisfactory result to continue to be at least at current (2005) state bench mark - 72.6%.</li> <li>The percentage of satisfactory completion of VCAL credits to continue to be at least at current (2005) state bench mark – 72.9%.</li> </ul>

<p><b>Student Engagement and Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• To improve student attendance rates.</li> <li>• To improve students' engagement</li> </ul>	<ul style="list-style-type: none"> <li>• To at least meet the current student absenteeism benchmarks by 2010. Specifically, Year 7-15 days, Year 8-17 days, Year 9-19 days, Year 10-18 days, Year 11-14 days &amp; Year 12-12 days.</li> <li>• To improve the staff survey results by at least 10% on the Student.Misbehaviour, Student Motivation and Classroom Misbehaviour measures by 2010.</li> <li>• To improve the student survey results for the whole school on the Connectedness to School measure by 10% by 2010.</li> <li>• To improve parent perceptions of School Climate in the parent survey by 10% by 2010.</li> </ul>	<ul style="list-style-type: none"> <li>• To maintain the current (2005) Student Absence rate. (Yr. 7 – 12 mean – 13.9 days)</li> <li>• To maintain the 2006 measures of these three variables, ie 74.2, 31.2 &amp; 34.0 respectively.</li> <li>• To improve this variable in the student survey from 3.39 in 2006 to 3.51 in 2008.</li> <li>• "School Climate" is now "General Satisfaction". This variable to be at current (2006) State Secondary median – 5.33 in 2008.</li> </ul>
<p><b>Student Pathways and Transitions</b></p>	<ul style="list-style-type: none"> <li>• To further enhance the college's Year 6-7 and intra- school transition processes.</li> <li>• To improve the college's Real School Retention rate for the Year 10 – 11 interval.</li> </ul>	<ul style="list-style-type: none"> <li>• To increase the level of Year 7 intake from selected feeder primary schools to be at least 80% by 2010.</li> <li>• To increase the Real Retention Rate for the Year 10 – 11 interval from 82.6% in 2005 to 87.6% in 2010.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 7 intake from selected feeder primary schools to be 70%.</li> <li>• Real Retention Rate for the Year 10 – 11 interval to be 84.2% in 2007.</li> </ul>

## 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
<p><u>Student Learning</u></p> <p>Continue to develop specific literacy approaches including assessment, moderation and tracking cohorts of students.</p>	<ul style="list-style-type: none"> <li>• Literacy support across all KLA's</li> <li>• Introduce regular literacy testing and electronic recording of results in all KLA's</li> <li>• Literacy testing of all incoming Year 7 students on Orientation Day.</li> <li>• Revamp AIM testing procedures at both Yr. 7 &amp; Yr. 9.</li> <li>• Conduct a session for all new staff on Teacher Induction Day to introduce the Literacy in Action program with an emphasis on literacy strategies which can be used in all KLA's.</li> </ul>	<ul style="list-style-type: none"> <li>• Equity Funding used for time release for LLLT's.</li> <li>• Trained Literacy Leaders in each KLA leading, modelling and supporting within their KLA's- 7-12</li> <li>• Literacy Leaders meet fortnightly with Literacy Co-ordinator to plan PLT workshops.</li> <li>• Literacy Co-ordinator to work with LLLT's to write assessment instruments, arrange data collection and track particular cohorts of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Leaders for each KLA</li> <li>• Literacy Co-ordinator and Literacy leaders</li> <li>• Curriculum Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Leaders support KLA staff and team teach throughout the year.</li> <li>• Fortnightly meetings with LLLT's and Literacy Co-ordinator to plan PLT sessions.</li> <li>• Two day workshop on literacy strategies in Term 4.</li> <li>• Term 1 2008</li> </ul>	<p>By Term 3, system established to electronically record and track student progress in literacy learning.</p> <p>Selection of students for Restart , Literacy and REEL classes completed by Day 1 2008.</p> <p>Improved availability of diagnostic information on literacy levels to Form Care and other subject teachers by Day 1 2008.</p> <p>Improved survey results from new staff on the relevance of the induction program.</p>

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<p>Improve student learning and achievement in Maths and Numeracy across the college</p>	<ul style="list-style-type: none"> <li>• Review and evaluate Maths KLA programs and materials at all year levels</li> <li>• Maths teachers work with PLT partner to plan lessons and team teach in each others classes..</li> <li>• Conduct numeracy testing with all incoming Year 7 students on Orientation Day.</li> <li>• Consolidate the "Working Mathematically Program".</li> <li>• Improve delivery of numeracy components and establish links between Maths teachers and non-Maths teachers across levels 7-10</li> <li>• Conduct post testing of all Yr. 7-10 students in Term 4.</li> <li>• Maintain and further develop the Mathematics Task Centre. Assist staff to incorporate the Mathematics Task Centre into the maths curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Equity funding used for time release for Numeracy leaders.</li> <li>• Four numeracy leaders appointed with 4 period time allowances to work at level 7-10 to implement the "Working Mathematically Program".</li> <li>• Numeracy Leaders to develop specific numeracy support materials and strategies.</li> <li>• Develop Job Descriptions for Numeracy leaders.</li> <li>• Engage consultant, Sue Gunningham, to work with Numeracy leaders.</li> <li>• Set out outcomes, goals and targets for "Working Mathematically Program"</li> <li>• Encourage students to enter external mathematic competitions such as Westpac Maths Competition and AMT Maths Challenge.</li> <li>• Appoint and review role of Maths teacher aide.</li> </ul>	<ul style="list-style-type: none"> <li>• All Maths Teachers</li> <li>• Maths KLA Leader / Numeracy Co-ordinator.</li> <li>• Numeracy Leaders working with consultant, Sue Gunningham.</li> <li>• Numeracy Working Party</li> <li>• Curriculum Committee</li> <li>• 100 students</li> <li>• Consultative Committee, Maths teacher aide</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1 2008</li> <li>• Key Improvement strategies to be implemented in Term 1 2008</li> <li>• On going during the year</li> <li>• Term 4 2008</li> </ul>	<p>Improved availability of diagnostic information on numeracy levels to Form Care and Maths teachers by Day 1 2008. Selection of students for REEL Program.</p> <p>By Term 2, production of units of work by Numeracy Leaders stored on school's network and used in classrooms.</p> <p>By Term 2, professional links will be established between Numeracy Leaders and non Maths teachers across levels 7-10.</p> <p>More frequent and effective use of Mathematics Task Centre in classes.</p>

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<p>To enhance teaching and learning across the college to improve learning outcomes and to engage students more often in their own learning.</p>	<ul style="list-style-type: none"> <li>• Consolidate work of PLT's under the High Performing Schools Program (HPSP).</li> <li>• Review the need for a select entry class at Yr. 7 &amp; 8. (REEL).</li> <li>• Conduct a comprehensive review of the current curriculum structure with the aim of implementing any changes in 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• College will continue to fund involvement in the program.</li> <li>• PLT time to implement the program will be incorporated into meeting schedule calendar.</li> <li>• REEL Working Party to arrange review for presentation at Curriculum Committee.</li> <li>• Consultation with all stakeholders on possible changes to curriculum structure</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Principal will manage the program.</li> <li>• All teachers will be a member of a PLT led by two LT's /LLLt's.</li> <li>• All staff will be involved in surveying and interviewing stakeholders.</li> <li>• REEL Working Party</li> <li>• Curriculum Working party and Curriculum Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• On going during 2008</li> <li>• Terms 1 &amp; 2 2008</li> <li>• Terms 1 &amp; 2 2008</li> </ul>	<p>As a result of work in PLT's all teachers will increase their repertoire of teaching practices throughout the year.</p> <p>Review of REEL Program presented to Curriculum Committee by end Term 2 2008.</p> <p>Presentation and endorsement of Curriculum Structure document at June meeting of School Council.</p>

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To enhance teaching and learning across the college to improve learning outcomes and to engage students more often in their own learning. (Continued)	<ul style="list-style-type: none"> <li>• Establish a well-resourced, stand-alone ESL Program.</li> <li>• Develop a more effective teacher induction, mentoring &amp; buddy program for all new staff.</li> <li>• Present for Performance and Development accreditation in 2008.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of an ESL program budget and appointment of an ESL Co-coordinator as a Responsibility Position.</li> <li>• Plan a revised range of activities based on feedback from staff involved in the program in 2007.</li> <li>• Completion of Performance and Development Culture readiness survey.</li> </ul>	<ul style="list-style-type: none"> <li>• ESL Co-ordinator, ESL Team and Curriculum Planning Team.</li> <li>• Curriculum Planning Team, mentors &amp; buddies.</li> <li>• Professional development Co-ordinator and Curriculum Planning Team.</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout 2008</li> <li>• Ready for implementation by mid-December 2007 and Day 1 2008.</li> <li>• Term 1 2008</li> </ul>	<p>Establishment of an ESL resource centre, improved identification and tracking of ESL students and improved staff knowledge of teaching strategies which would enhance learning outcomes for all students, in particular, ESL students.</p> <p>Positive comments from all participants to support P &amp; D Culture accreditation process.</p> <p>College will present for P &amp; D Culture accreditation in Term 1 2008.</p>
To develop the knowledge and readiness required for effective use of the Ultranet	<ul style="list-style-type: none"> <li>• All staff complete e-potential survey tool.</li> <li>• Professional learning activities related to the use of ICT and how it can be used to support quality teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular discussion at Curriculum &amp; KLA meetings.</li> <li>• Staff to complete related professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Network Ultranet coach</li> <li>• Leadership team.</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• On going</li> </ul>	<p>E-potential survey tool completed by all staff.</p> <p>School-based plan for Ultranet implementation developed.</p>

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<p>To share and consolidate teaching strategies and assessment at the senior level.</p>	<ul style="list-style-type: none"> <li>• Maintain (and possibly expand) Later Years NET partnership to facilitate VCE / VET teacher PD and networking.</li> <li>• Consider strategies and programs that better prepare Yr 10 students for senior studies.</li> <li>• Consolidate and review Supportive Friends &amp; Yr. 12 High Achievers Club.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend regular meeting of Later Years NET groups and facilitate teacher PD</li> <li>• Consultation between Middle &amp; Senior sub-school teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, Later Years &amp; Pathways Co-ordinator &amp; Senior Sub-School team.</li> <li>• Middle &amp; Senior Sub-school teams.</li> <li>• Senior Sub-School team</li> </ul>	<ul style="list-style-type: none"> <li>• Initial meeting in Term 1 and subsequent meetings each term to facilitate moderation and PD activities between schools.</li> </ul>	<p>By Term 2, all VCE teachers will have engaged in discussions regarding their practice with other VCE teachers in Later Years NET schools.</p> <p>New strategies and programs ready for implementation in Term1 2009.</p> <p>Positive evaluation from students and improved VCE results from students in High Achievers Club.</p>

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<p><b><u>Student Engagement and Well-Being</u></b></p> <p>To further develop teachers' pastoral care skills in order to enhance the current Form Care, MIP's and Advocacy Programs.</p>	<ul style="list-style-type: none"> <li>• Maintain, and possibly expand the well-established MIP's and Advocacy programs including PD of staff. Enhance MIP's at Yr. 10 level.</li> <li>• Professional Development of all Form Care teachers on their role.</li> <li>• Review and/or rewrite Form Care courses. Incorporate "community links" component into Yr. 9 Form Care.</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation between Pathways/Later Years Co-ordinator and Yr. 10 MIP's Co-ordinators.</li> <li>• Attendance at In-House and external PD sessions.</li> <li>• Establish a working party to report to Curriculum Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Pathways/Later Years Co-ordinator and Yr. 10 MIP's Co-ordinator.</li> <li>• Advocacy Co-ordinator and advocates.</li> <li>• Form Care Co-ordinators, Form Care teachers.</li> <li>• Form Care Co-ordinators, Form Care teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1 2008</li> <li>• Terms 1 &amp; 2 2008</li> <li>• Throughout 2008</li> </ul>	<p>Production of a booklet of MIP's activities for Yr. 10 students.</p> <p>Positive outcomes for advocacy students – retention, engagement, meaningful pathways, etc.</p> <p>All Form Care teachers will gain the knowledge to link the VELS Personal Learning strand to Form Care.</p> <p>Greater student engagement in Form Care classes as determined by survey of Form Care teachers.</p>

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<p>To develop strategies that improve student engagement and attendance based on intrinsic school programs.</p>	<ul style="list-style-type: none"> <li>• Review implementation of classroom management strategies to promote consistent application across the college – “Promoting a Positive Learning Environment”.</li> <li>• Implement colleges Anti-Bullying policy</li> <li>• Document student case management procedures including more effective identification of students at risk.</li> <li>• Streamline procedures, using SSO's to allow for more timely parental contact to follow-up student absences.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff discussion and input at whole-school Curriculum Day with follow-up at staff and sub-school meetings</li> <li>• Sessions at staff meetings</li> <li>• Appointment of Student Wellbeing LT's at Junior &amp; Middle Sub-Schools.</li> <li>• Guidelines prepared by Student Wellbeing LT's, Welfare team &amp; Sub-School Leaders and endorsed at staff meeting.</li> <li>• Appointment of SSO's, attached to each sub-school.</li> </ul>	<ul style="list-style-type: none"> <li>• Welfare team, SSC's and Student Wellbeing LT's.</li> <li>• Prin Class, Student Wellbeing LT's Welfare Team and SSC's.</li> <li>• Appointment of SSO's in Junior &amp; Middle Sub-schools to do data entry and assist in implementation.</li> <li>• Student Wellbeing LT's, Welfare team with SSO's providing administrative support.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Day in Term 1 and other meetings arranged during Terms 1 &amp; 2 2008</li> <li>• Term 1 2008</li> <li>• Terms 2 &amp; 3 2008</li> <li>• Throughout 2008.</li> </ul>	<p>By Term 2, endorsement by all staff of school-wide policy and practice on classroom management..</p> <p>Development of Anti-Bullying Policy, including cyber bullying, under Safe Schools Framework.</p> <p>Implementation of student case management procedures including a school-wide student tracking system.</p> <p>Improved student attendance rate by end 2008.</p>

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<p><b><u>Student Pathways and Transition</u></b></p> <p>Maintain opportunities for multiple pathways when students graduate from the college</p>	<ul style="list-style-type: none"> <li>• Consolidate Parents as Transition Career Support (PACTS) program.</li> <li>• Continue the established collegiate partnership with the LLEN &amp; LCP to increase vocational experiences.</li> <li>• Introduce industry mentoring program with targeted Yr.11 students to develop closer links with industry partners and broaden the range of vocational pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• Later Years &amp; Pathways Co-ordinator will arrange for interested parents to attend evening meetings.</li> <li>• Maintain open lines of communication with contacts in these organisations.</li> <li>• Develop links with employers and encourage their participation in the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Later Years &amp; Pathways Co-ordinator.</li> <li>• Later Years &amp; Pathways Co-ordinator.</li> <li>• Later Years &amp; Pathways Co-ordinator.</li> </ul>	<ul style="list-style-type: none"> <li>• Terms 2 and 3 2008</li> <li>• Throughout the year</li> <li>• Establish links in Term 1, implement program in Terms 2 &amp; 3 and celebrate success in Term 4.</li> </ul>	<p>By Term 4, 50 parents to have attended the sessions and been involved in the PACTS program.</p> <p>By Term 4, 30 students involved in the new program.</p>

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Investigate strategies that encourage closer curriculum links with selected feeder primary schools	<ul style="list-style-type: none"> <li>• Maintain curriculum links with feeder primary schools in areas of Literacy &amp; Numeracy as well as develop new links in ICT and the Arts.</li> <li>• Collection of Yr. 6 work samples to show Middle Years staff from RC where the Yr. 7 students are coming from.</li> <li>• Tracking the results of a sample of students from Yr. 3 to Yr. 9 .</li> </ul>	<ul style="list-style-type: none"> <li>• Roxburgh College and feeder primary schools to self-fund a Cluster Professional Learning Leader to facilitate and implement strategies.</li> <li>• Arrange regular Cluster Steering and Strategic Planning Committee meetings.</li> <li>• Convene regular Cluster VELs Committee meetings</li> <li>• Organise targeted PD and Cluster-wide projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster Professional Learning Leader &amp; Co-ordinator, Transition Co-ordinator and Student Well-being LT (Junior).</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout 2008 with progress reports during the year.</li> </ul>	<p>Establishment of curriculum links with feeder primary schools including links with ICT and the Arts through the use of common multi-media software.</p> <p>Middle Years staff at Roxburgh College will gain a better understanding of VELs levels as they apply to primary school students.</p> <p>Tracking of student results (Yr.3 to 9) to identify common areas for improvement in teaching and learning between primary and secondary school.</p>

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