

Annual Implementation Plan 2014

Terang College

6236

Based on Strategic Plan developed for 2011-2015



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.	Nigel Bruckner March 2014
		Peter Lee March 2014
Endorsement by Senior Advisor	Insertion of a tick (✓) in the next column indicates that the Senior Advisor has endorsed this Annual Implementation Plan	Kerry Presser- Senior Advisor March 2014

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<p>To improve literacy and numeracy outcomes for the whole range of students.</p> <p>To achieve improvement in VCE outcomes</p>	<ul style="list-style-type: none"> ▪ Use NAPLAN data to set targets to reduce the proportion of students 12 months or more below the Victorian state mean. This proportion should not exceed 20%. ▪ NAPLAN Student Comparison reports used as a target for matched cohorts Years 3 and 5; 7 and 9 to match or be above the State Mean. ▪ Use VCE data to set a target to raise the All Studies median from the present level of about 28 to 32 by 2014. ▪ A target set at 7% for the proportion of VCE study scores of 40 or more. 	<ul style="list-style-type: none"> • VCE All studies Median to be at 30 for 2014 • VCE Study scores of 40 or more to be at State mean. • 70% of Year 3 Students Naplan in Reading, Writing and Numeracy to be at or above Bands 4,5,6 • 70% of Year 5 Students Naplan in Reading, Writing and Numeracy to be at or above Bands 6,7,8 • 70% of Year 7 Students Naplan in Reading, Writing and Numeracy to be at or above Bands 7,8,9 • 70% of Year 9 Students Naplan in Reading, Writing and Numeracy to be at or above Bands 8,9,10 • Improvement in Numeracy Growth from Years 7-9 to be above State Level
Student Engagement and Wellbeing	<p>To improve student connectedness to school and peers</p>	<ul style="list-style-type: none"> ▪ To increase the Years 5-6 Student Morale variable to at least 6.0 from the 2010 level of 5.75. ▪ Increase the Years 7-12 Student Morale variable to at least at 5.5. For each year of the new strategic plan. ▪ Reduce average student absence across the college to no more than 14 days per year. 	<ul style="list-style-type: none"> • Year's 5-6 Student Morale variable to go from 5.58 in 2013 to 6.00 in 2014. • Increase the Years 7-12 Student Morale variable to 5.20 for 2014. • Reduce the students' absence average across the College to no more than 14 days per student.
Student Pathways and Transitions	<p>To improve the transition of students into, through and beyond the college.</p>	<ul style="list-style-type: none"> ▫ 2010 Teaching and Learning data at 3.6. A target set for 4.0. ▫ The Years 5-6 survey data for Teaching and learning Index is 4.32 in 2010 A target of 4.55 for the "Index" as a whole. ▫ Undertake quality Career Development Practice – Benchmarking careers programs against quality standards. 	<ul style="list-style-type: none"> • Years 7-12 2014 Teaching and Learning Data to increase to 3.75. • Years 5-6 Teaching and Learning Data to increase from 4.22. in 2013 to 4.45 in 2014. • Students in Year 5-12 have careers teaching and informed career pathways options.

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
<p>Create and sustain a shared, whole college vision that articulates what successful pedagogy looks like at Terang College.</p> <p>Strengthen the capacity of all teachers for planned, purposeful and explicit teaching that demonstrates high expectations for every student.</p>	<p>To capture and document the Mathematics curriculum for Terang P-12 College. The curriculum will support and accelerate learning through the differentiation of instruction in regard to content, pedagogy and assessment .</p> <p>To capture and document the English Writing , curriculum for Terang P-12 College. The curriculum will support and accelerate learning through the differentiation of instruction in regard to content, pedagogy and assessment.</p> <p>To capture and document the Science curriculum for Terang P-12 College. The curriculum will support and accelerate learning through the differentiation of instruction in regard to content, pedagogy and assessment</p>	<ul style="list-style-type: none"> Data Literacy in line with SPA, NAPLAN and PAT Testing. Set individual student targets for NAPLAN and Aus VELS. Assessment – Schedule – what, why and when do we test. Student Personal Learning goals in line with Learning Intentions. Professional learning – Widening horizons and visiting schools, Key characteristics on effective teaching of numeracy. Organised for the work – meeting structure, meeting protocols, focused on student outcomes and teaching strategies, teachers- planning, teaching and reflecting together Coaching, Peer to peer collaborations using school funds. Use of ICT / multi media Set a School Improvement Focus that is monitored and implemented by the Leadership team. 	<ul style="list-style-type: none"> SPA Manager Leadership Team - Each member of the leadership team will have a clear action plan and an area of responsibility. Jason I.T. Coach Grant/ Judy Coaches 	<ul style="list-style-type: none"> Ongoing throughout the College year. Explicit feedback on teaching provided by Term 3 Pat Testing Term 1 and Term 3 Meeting Structure Term 1 	<p>All one year targets have been met.</p> <p>A curriculum document has been completed for Science, Maths and English.</p> <p>Teachers will be:-</p> <ul style="list-style-type: none"> Setting individual student targets. Clearly defining student learning intentions. Staff involved in peer observations. <p>Students will be:-</p> <ul style="list-style-type: none"> Able to understand and use clear learning intentions. Set targets for achievement. <p>Leadership Team will be:-</p> <ul style="list-style-type: none"> Developing a clear assessment schedule. Monitor achievement through a School Improvement Focus. Provide explicit feedback on teachers performance

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Build leadership capacity at all levels and practice high quality teamwork.	Setting protocols and scope of work for Professional Learning Teams.	<ul style="list-style-type: none"> Professional Learning for PLT Leaders. Leadership team are explicit in the requirements of the PLT Coordinators. PLT Leaders will be encouraged to visit other schools. To view best practice. PLTs created on specific interest groups/topics for all staff. Meeting schedule reflects the importance of PLT meetings and supports their structures. PLTs will complete Action Plans based around Teaching & Learning and Teaching reviews. The College will have a School Improvement Focus for PLT's. 	<ul style="list-style-type: none"> SPA Manager Leadership Team - Each member of the leadership team will have a clear action plan and an area of responsibility. Jason I.T. Coach Grant/ Judy Curriculum coaches Principal responsible for PLT Improvement 	<ul style="list-style-type: none"> Ongoing development throughout the year. School visits completed by Term2 Meeting structure term 1 Action Plans ongoing development. 	<p>All one year targets have been met.</p> <p>Teachers will be:-</p> <ul style="list-style-type: none"> Able to use and discuss data around student achievement. Clearly defining student learning intentions. Staff involved in peer planning. <p>PLT Leaders will be:-</p> <ul style="list-style-type: none"> Able to understand and use clear learning intentions. Setting targets for achievement Monitoring PLT Actions Plans <p>Leadership Team will be:-</p> <ul style="list-style-type: none"> Setting a clear meeting schedule. Monitoring achievement through a School Improvement Focus. Providing explicit feedback on teachers performance

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<p>Ensure rigour and purpose in the use of data throughout the college – whole college, teams and individual teachers</p>	<ul style="list-style-type: none"> • Audit current practices and to structure the development of Data literacy across the school. In first year ensure that the school is ‘Organised for collaborative work’ 	<ul style="list-style-type: none"> • All major sets of data as documented on the testing schedule are to generate a plan of action for classroom curriculum delivery • Deeper interrogation of NAPLAN data for all staff, not just English and Maths teachers. • Teaching & Learning Coaches coach the teachers and leaders on the link between data and quality learning tasks • All teachers are to be provided with training on how to access, and use, Student Performance Analyser for curriculum planning and delivery. A school teams is to attend all network PD in relation to Data literacy • A dedicated time is allocated in all PLT meetings to discuss assessment, reporting, data collection and analysis. 	<p>Teaching & Learning Coaches.</p> <p>Leadership Team</p> <p>Sub-School Leaders</p> <p>All Staff</p> <p>Teaching and learning coaches work with teachers -individually and in teams</p> <p>Principal</p> <p>SPA Manager</p> <p>Sub-School Managers</p>	<p>Term 2 2014</p> <p>Term 2 2014</p>	<p>All sub school leaders have collaborated with their teams to ensure that all on year targets have been met.</p> <p>Teachers will be:-</p> <ul style="list-style-type: none"> • Setting individual student targets • Creating plans of action after analysis of major data sets becoming available. • Provided with an explicit opportunity to interrogate NAPLAN data <p>PLT’s will be:-</p> <ul style="list-style-type: none"> • Generating PLT meeting agendas and relevant actions, demonstrate that PLT team members have consistently had discussions on assessment, reporting, data collection and analysis. <p>Leadership Team will be:-</p> <ul style="list-style-type: none"> • Ensuring that all teachers have access to the Student Performance Analyser and are using the information for curriculum planning and delivery. Confirmed by observations made by sub school leaders, coaches and principal • Providing explicit feedback on teachers’ performance.