

WEEROONA COLLEGE BENDIGO

2015 Annual Implementation Plan Based on College Strategic Plan
developed for 2013-2016



Strategic Intent	Goals	4 year Strategic Plan Targets	Year One Targets																																								
Student Learning	<p>To improve learning outcomes for all students through building the capacity of all staff, with a strong focus on literacy and numeracy.</p>	<p>Teacher Judgments - AusVELS</p> <ul style="list-style-type: none"> By 2016, 85% of students in years 7-10 will be at or above the expected level in reading, writing, speaking and listening, number, measurement, chance and data and structure. By 2016, 25% of students in years 7 -10 will be above the expected level in reading, writing, speaking and listening, number and algebra, measurement and geometry, statistics and probability. <p>NAPLAN</p> <ul style="list-style-type: none"> By 2016, 90% of students deemed capable in years 7 and 9 will be achieving at or above the National Minimum Standard for reading, writing and numeracy. By 2016, 30% of students deemed capable in years 7 and 9 will be in the top two bands in reading, writing and numeracy. By 2016, the matched cohort growth on reading, writing and numeracy at years 7 and 9 will be 40 or greater. 	<p>Teacher Judgements – AusVELS</p> <ul style="list-style-type: none"> By 2015, 75% of students in years 7-10 will be at or above the expected level in reading, writing, speaking and listening, number, measurement, chance and data and structure. By 2015, 20% of students in years 7 -10 will be above the expected level in reading, writing, speaking and listening, number and algebra, measurement and geometry, statistics and probability. <p>NAPLAN</p> <ul style="list-style-type: none"> By 2015, 85% of students deemed capable in years 7 and 9 will be achieving at or above the National Minimum Standard for reading, writing and numeracy. By 2015, 20% of students deemed capable in years 7 and 9 will be in the top two bands in reading, writing and numeracy. By 2015, the matched cohort growth on reading, writing and numeracy at years 7 and 9 will be 40 or greater. 																																								
Student Engagement and Wellbeing	<p>To improve student engagement in learning and support students to become confident and independent learners.</p> <p>To improve student wellbeing within a supportive college culture built on respectful relationships.</p>	<p>Student Attendance By 2016 reduce student absenteeism from year 7 to 10:</p> <ul style="list-style-type: none"> Year 7 from 19.7 days absence per student to 15 days per student or less. Year 8 from 24.6 days absence per student to 18 days per student or less. Year 9 from 34.1 days absence per student to 21 days or less. Year 10 from 26.0 days absence per student to 20 days or less. <p>Student Attitudes to School Survey By 2016 the following means for the variables of teacher effectiveness, teacher empathy and stimulating learning to be:</p> <table border="1" data-bbox="943 1104 1709 1314"> <thead> <tr> <th></th> <th>Teacher Effectiveness</th> <th>Teacher Empathy</th> <th>Stimulating Learning</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>Mean score to be 4.0 or greater (2011 – 3.74)</td> <td>Mean score to be 3.90 or greater (2011 – 3.66)</td> <td>Mean score to be 3.50 or greater (2011 - 3.23)</td> </tr> <tr> <td>Year 8</td> <td>Mean score to be 4.0 or greater (2011 – 3.60)</td> <td>Mean score to be 3.8 or greater (2011 – 3.48)</td> <td>Mean score to be 3.20 or greater (2011 – 2.98)</td> </tr> <tr> <td>Year 9</td> <td>Mean score to be 3.50 or greater (2011 – 3.06)</td> <td>Mean score to be 3.40 or greater (2011 – 2.98)</td> <td>Mean score to be 2.80 or greater (2011 – 2.48)</td> </tr> <tr> <td>Year 10</td> <td>Mean score to be 3.6 or greater (2011 – 3.33)</td> <td>Mean score to be 3.50 or greater (2011 – 3.37)</td> <td>Mean score to be 3.0 or greater (2011 – 2.85)</td> </tr> </tbody> </table>		Teacher Effectiveness	Teacher Empathy	Stimulating Learning	Year 7	Mean score to be 4.0 or greater (2011 – 3.74)	Mean score to be 3.90 or greater (2011 – 3.66)	Mean score to be 3.50 or greater (2011 - 3.23)	Year 8	Mean score to be 4.0 or greater (2011 – 3.60)	Mean score to be 3.8 or greater (2011 – 3.48)	Mean score to be 3.20 or greater (2011 – 2.98)	Year 9	Mean score to be 3.50 or greater (2011 – 3.06)	Mean score to be 3.40 or greater (2011 – 2.98)	Mean score to be 2.80 or greater (2011 – 2.48)	Year 10	Mean score to be 3.6 or greater (2011 – 3.33)	Mean score to be 3.50 or greater (2011 – 3.37)	Mean score to be 3.0 or greater (2011 – 2.85)	<p>Student Attendance By 2015 reduce student absenteeism from year 7 to 10:</p> <ul style="list-style-type: none"> Year 7 - 15 days per student or less. Year 8 - 18 days per student or less. Year 9 - 18 days or less. Year 10 - 20 days or less. <p>Student Attitudes to School Survey By 2015 the following means for the variables of teacher effectiveness, teacher empathy and stimulating learning to be:</p> <table border="1" data-bbox="1849 1104 2778 1314"> <thead> <tr> <th></th> <th>Teacher Effectiveness</th> <th>Teacher Empathy</th> <th>Stimulating Learning</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>Mean Score to be 4.0 or greater</td> <td>Mean Score to be 3.9 or greater</td> <td>Mean Score to be 3.5 or greater</td> </tr> <tr> <td>Year 8</td> <td>Mean Score to be 3.8 or greater</td> <td>Mean Score to be 3.7 or greater</td> <td>Mean Score to be 3.1 or greater</td> </tr> <tr> <td>Year 9</td> <td>Mean Score to be 3.5 or greater</td> <td>Mean Score to be 3.4 or greater</td> <td>Mean Score to be 2.8 or greater</td> </tr> <tr> <td>Year10</td> <td>Mean Score to be 3.5 or greater</td> <td>Mean Score to be 3.5 or greater</td> <td>Mean Score to be 3.0 or greater</td> </tr> </tbody> </table>		Teacher Effectiveness	Teacher Empathy	Stimulating Learning	Year 7	Mean Score to be 4.0 or greater	Mean Score to be 3.9 or greater	Mean Score to be 3.5 or greater	Year 8	Mean Score to be 3.8 or greater	Mean Score to be 3.7 or greater	Mean Score to be 3.1 or greater	Year 9	Mean Score to be 3.5 or greater	Mean Score to be 3.4 or greater	Mean Score to be 2.8 or greater	Year10	Mean Score to be 3.5 or greater	Mean Score to be 3.5 or greater	Mean Score to be 3.0 or greater
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Student Pathways and Transitions	<p>To improve transitions and pathways at all key stages to enable students to achieve success at school and continue in further training.</p>	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> By 2016 the transition mean score in the parent opinion survey to be 5.0 or greater (2011 – 4.85). <p>Exit Destination Year 10</p> <ul style="list-style-type: none"> The percentage of year 10 destination continuing in education or training to be at or greater than 80% by 2016. The percentage of unknown destinations to be reduced to nil (2010 – 25.3%) by 2016. 	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> By 2015 the transition mean score in the parent opinion survey to be 5.20 or greater. <p>Exit Destination Year 10</p> <ul style="list-style-type: none"> The percentage of year 10 destination continuing in education or training to be at or greater than 95% by 2015. The percentage of unknown destinations to be reduced to nil in 2015. 																																								

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>Teaching and Learning</p> <p>Build a strong and vibrant learning culture within each learning community.</p> <p>Continued implementation of Weeroona Lesson Model.</p> <p>Build quality teacher practice through shared professional learning.</p>	<ul style="list-style-type: none"> Define how each space can be used to support personalised learning. Recognise student achievement and success through displaying student work samples Develop WCB coaching plan Implement whole school numeracy plan (year 2) Ensure there is agreement on, and progressively facilitate the implementation of effective community model Ensure students are taught at point of need using student data Ensure staff are developing and implementing appropriate detailed individual learning plans Develop agreed coaching model for peer observation and feedback Develop school protocols regarding use of ICT Embedding of academic vocabulary Ensure that AusVELS is used for scope and sequence for additional DLG's Continue to implement shared curriculum across all DLG's 	<p>Professional Learning On Demand Testing NAPLAN WLSL DLG Meetings Teacher Planning Time</p>	Teachers	<p>On Demand testing once per term Consistent use of teaching and learning protocols Participate in all relevant DLG meetings. Participate in all Learning Community Meetings</p>	<p>All teachers using a range of data to inform and improve student learning outcomes through a personalised learning approach. Learning walks & peer observation will demonstrate consistent application of the Weeroona Lesson Model All teachers consistently using literacy strategies in their classrooms as per the College literacy plan. All teachers incorporate elements of the AIP KIS's in their own Performance and Development Plans All teachers support all students to demonstrate the college learning protocols. All teachers to embed the scope and sequenced, five week course out lines as developed through DLG's. All teachers displaying student work samples to support and celebrate student success. All teachers begin to become familiar with WCB numeracy plan and incorporate numeracy learning in units. All teachers using the dashboard for student goals, assessment and reporting.</p>
			Learning Advisors	<p>Meet every day with their group of students and at least twice per term with students on an individual basis</p>	<p>Learning advisors and students working together to ensure that college learning protocols are embedded and students develop learning goals and targets in their Personal Learning Plans to track performance. Learning advisors communicate with teachers to monitor student achievement through student Personal Learning Plans. Learning Advisors to maintain regular contact with parents to keep them informed of learning progress.</p>
			Performance and Development Teams	<p>To complete one cycle per term</p>	<p>Teachers to continue working together with a focus on teaching and learning to improve individual and collective practice.</p>
			Learning Community Teams	<p>Meet regularly throughout the term to ensure consistent implementation of student learning initiatives and use of student learning data to support and inform student learning. Opportunity for implementation of WCB coaching model</p>	<p>Provision of mentoring and support for all staff within communities. Leading learning walks on a regular basis. Identifying and implementing support for all students. Regular celebration and sharing of improvements in student outcomes.</p>
			Domain Learning Groups	<p>DLG's meet regularly each term with a focus on learning that incorporates differentiated and deeper learning tasks and assessment for learning. Meet and provide feedback at regular TLT meetings</p>	<p>DLG's continuing to work as small teams to develop and share differentiated curriculum that is used across the school with staff and students via the WLSL. DLG's beginning to include numeracy plan actions to document and begin to deliver whole school numeracy plan. Continued moderation of student work and sharing of exemplars with colleagues and students.</p>
			Teaching and Learning Team	<p>Meets twice per term to share progress and plan for next level of work. Work to implement actions and meet achievement milestones Report on progress and significant work at Leadership and report to all staff</p>	<p>TLT remains focused on the implementation of differentiated and deeper learning tasks and assessment across all areas of the curriculum. Development of a whole school data plan that is used by all teachers.</p>
			Leadership Team	<p>Meets three times per term</p>	<p>Leadership team oversees and maps implementation progress using college vision and timeline. Leading teachers and principal team developing shared consistency of expectations across the college. All members of the College leadership team regularly coaching and mentoring teachers to ensure consistency across all classrooms, underpinned by our WLSL.</p>
<p>Student Engagement and Wellbeing</p> <p>Build capacity of teachers to engage students in stimulating, student-centred learning.</p> <p>Review and document our whole school wellbeing program ensuring that it focuses on the needs of students and promotes positive community relationship.</p>	<ul style="list-style-type: none"> Share whole school plan that sequences higher order thinking. Effectively use ICT to engage students in their learning Implement protocols to develop student research skills and cooperative groups Continue to celebrate a safe school and positive student behaviour Implement wellbeing initiatives that allow parents to be actively involved in the school Embed protocols regarding student attendance Embed celebration of student achievement across communities 	<p>Professional Learning On Demand Testing NAPLAN WLSL Teacher Planning Time</p>	Teachers	<p>Attendance is recorded each session which is then available via the WLSL.</p>	<p>All teachers consistently applying the same expectations in relation to the college attendance and the student promotions policy. Use of ICT to engage students in their learning. Implementation of student management protocols, practice and common language. "It's My School Too" language/expectations are part of everyday practice. Regular celebration of student achievement.</p>
			Learning Advisors	<p>LA's to meet daily with their group and conference with individual students as required.</p>	<p>Implementation of student management protocols, practice and common language. "It's My School Too" language/expectations are part of everyday practice. LA's ensure that all their students have up-to-date Personal Learning Plans regularly uploaded to WLSL. Monitoring student attendance and appropriate follow-up.</p>
			Learning Community Leaders	<p>On a daily basis. Consistently implement and reflect upon Learning Support Plan</p>	<p>Implementation of student management protocols, practice and common language. Regular celebration of student achievement</p>
			Student Wellbeing Team	<p>Targeted programs for small groups/year levels each term.</p>	<p>Continued implementation of support process for individuals and groups of students which leads to a higher level of wellbeing.</p>
<p>Student Pathways and Transitions</p> <p>Refine and embed transition programs as students enter progressive stages in their schooling.</p>	<ul style="list-style-type: none"> Document programs and protocols and implementation for all school transitions Develop protocols for refinement of elective choices at year 9 & 10 Embed practices for all school transitions Embed protocols for communication with families at key transition stages Review transition process Seek feedback from parents, teachers, students, and feeder school regarding the transition process. 	<p>Professional Learning On Demand Testing NAPLAN WLSL Teacher Planning Time</p>	Learning Advisors	<p>By the end of term 3, all students in years 8 to 10 will have career/pathways goal updated in their student PLP's. By the end of term 1 all students have On Demand data and Learning goals entered in personal learning plans and uploaded to WLSL. Learning Advisors are conferencing regularly with students on a 1:1 basis.</p>	<p>LA's ensure that all their students have up-to-date Personal Learning Plans regularly uploaded to WLSL. Year 8 and 9 Learning advisors utilise career/pathways goal to council students into appropriate electives. Year 10 Learning Advisors utilise career/pathways goal to council students into appropriate work experience areas and VCE selections.</p>
			Careers/Pathways leader Year 10 and beyond	<p>All year 10 students to participate in one work experience placement by the end of term 3. Year 10 BSSC enrolment, Term 3. Exit destination up to date.</p>	<p>Careers/Pathways Leader meets with year 10 Learning Advisors to ensure all work experience paperwork is complete and submitted to meet deadlines. Work with BSSC to ensure online enrolment is completed.</p>
			Student pathways and transition leader Yr6 – 7	<p>Attend Pathways and Transitions meetings. Attend Leadership Meetings.</p>	<p>Provide leadership and managements for all aspects of the year 6 to 7 transition. Document and implement protocols for supporting Year 7 students.</p>