

Annual Implementation Plan 2015 North Geelong Secondary College 7856

Based on Strategic Plan developed for 2013 - 2016



<p>Endorsement by School Council</p>	<p>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.</p>	<p>Mr Nicholas Adamou – Principal</p>
<p>Endorsement by Regional Network Leader</p>		<p>Mrs Diana Lang – School Council President</p>

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<ul style="list-style-type: none"> To improve student learning and achievement in English and Mathematics, with a focus on Years 7 – 10 To improve student achievement in the senior secondary programs (VCE/VET/VCAL) 	<p>NAPLAN</p> <ul style="list-style-type: none"> By 2016, 75% of Year 9 students deemed capable to be at or above Band 7 in Reading and Writing By 2016, 80% of Year 9 students deemed capable to be at or above Band 7 in Mathematics <p>Teacher Judgements</p> <ul style="list-style-type: none"> By 2016, ensure that 90% of students deemed capable advance by at least one National Curriculum level each year <p>VCE</p> <ul style="list-style-type: none"> By 2016, the VCE all-study score to be 26 By 2016, the English study score to be at or above 28 By 2016, Further Maths mean study score to be at or above 	<ul style="list-style-type: none"> Focus as a whole-school on delivering a consistent documented curriculum, assessment and instructional practices that lead to differentiated teaching and learning and improved student outcomes Strengthen the use of data for managing whole-school performance identifying individual student learning needs, enhancing the tracking of students and improving assessments in Literacy and Numeracy as students move through the school Create a learning environment characterised by high expectations for all students

		<p>27</p> <ul style="list-style-type: none">• By 2016, Maths Methods mean study score to be at or above 27• By 2016, mean Specialist Maths study score to be at or above 25• By 2016, positive achievement trends noted in every VCE study offered• By 2016, 3% of VCE study Scores above 40+ <p>VET</p> <ul style="list-style-type: none">• By 2015, satisfactory completion rates to be at or above 80%	
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Student Engagement and Wellbeing

- To provide a student-centred stimulating learning environment that builds student morale.

Parent Opinion Survey (mean score)

- Stimulating Learning 5.0
- Student Safety 5.6 or above

Attitudes to School Survey (mean score)

- Student Morale 5.0
- Student Distress 5.0
- Learning Confidence 3.65
- Classroom behaviour 3.0

Staff Opinion Survey

School climate (new staff opinion survey)

- Overall score 400 (above state secondary schools mean)
- Teacher collaboration 400 (above state secondary schools mean)
- Parent & community involvement 400 (above state secondary schools mean)
- Guaranteed and viable curriculum 450 (above state secondary schools mean)

- Maintain effective teaching and learning by creating an exemplary ICT and Thinking environment
- Maintain and deepen a focus on personal growth and development through promoting student ownership of learning

Student Pathways and Transitions

- To improve the transition process for students and their families into, through and out of the school.

Parent Opinion Survey

- Transitions 5.5
- General Satisfaction 5.5

Staff Opinion Survey

- Guaranteed & viable curriculum (above state secondary schools mean)
- Professional Learning overall score 400+ (above state secondary schools mean)

Attitudes to School Survey

- Teacher Effectiveness 3.7
- School Connectedness 3.7

- To increase to 95% by 2015 the proportion of students exiting to further education, training or sustainable employment
- 90% of students to achieve Year 12 or an equivalent qualification by 2016

- Enhance transitions across all year levels with a particular focus on National Curriculum standards
- Continue to build on successful pathways with a focus on strengthening and embedding them within the curriculum
- Monitor parent and student satisfaction with all transitions measured by school created surveys and Parent Opinion Survey

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
1. Student Learning					
<p>Whole-school focus on refining and updating the documented curriculum (scope & sequence, courses/units taught in Years 7 to 10), assessment & reporting and instructional practices that lead to differentiated teaching and learning and improved student outcomes</p>	<ul style="list-style-type: none"> • KLA Heads to lead reviewing and updating of documented curriculum. (All units of work 7-10 to be aligned to AusVELS, current, reflective of authentic classroom experience and demonstrating best practice) • Peer Observations, sharing curriculum and assessment. Consistent course delivery using the 'big four' instructional model. Honest collegial feedback • P&D Review process linked to teaching & learning and student outcomes. SMART goals (Specific, Measurable, Attainable, Realistic and Timely), evidence 	<p>KLA Leaders to work closely with their staff and the Curriculum Leader (in small groups) to continue reviewing and updating the curriculum. Common assessment and reporting. Build teacher capacity</p> <p>All staff Peer observations</p> <p>Use of iPad, smart TV's, smart boards and other ICT as required in the delivery of the consistent curriculum</p> <p>Time release</p> <p>Leadership, PLT's & staff meetings</p> <p>Funded Literacy and</p>	<ul style="list-style-type: none"> • All KLA Leaders • PD & Curriculum LT – Lori Pereira • PCO- Paul D, Julie A, & Nick A. • Teaching & Learning National Partnerships LT, Glenda McGrath • Literacy LT & team – Arran Adair • Numeracy LT & team – Stan Koullas • PLT Leaders • School's Operations Manager – Brad Headlam • ICT Coordinator – Katherine Roberts and John Mullins • STAR program Coordinator and staff - Glenda McGrath • ACE Leaders (-Arran Adair & Stan Koullas 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Reviewing and updating (scope and sequence) of the curriculum (aligned to AusVELS) to reflect improved instructional processes leading to differentiation • Updated documented curriculum published on school's intranet – living document • Consistency in Teaching & learning instructional model 'the Big 4' – Visible across all curriculum area. Evidence in all classrooms of clear and explicit Learning Intentions, quality learning, success indicators and feedback being given and received • Reciprocal lesson

	<p>based, honest feedback</p> <ul style="list-style-type: none"> • STAR (Strive to Achieve Literacy and Numeracy Program), (50 % to 20%percentaile ranking Years 7- 9) • ACE (Achieving Core Education- Literacy and Numeracy Program), (20% to 0% Year 7 to9 students, excluding the PSD students) 	Numeracy staff to work in the STAR and ACE programs			<p>observations – all staff</p> <ul style="list-style-type: none"> • A whole school Literacy and Numeracy plan • Evidence in using ICT as a teaching and learning tool • Evidence of teacher delivering differentiated curriculum • STAR and ACE programs student results to show improvement
Strengthen the use of data for managing whole-school performance identifying individual student learning needs, enhancing the tracking of students and improving assessments in Literacy & Numeracy as students move through the school	<p>Vertical and horizontal moderation Years 7 – 10 using benchmarks data set learning goals and inform instructional practice in English and Mathematics</p> <p>Design quality benchmarks</p> <p>Absence data</p> <p>Regular use of data to monitor student progress</p>	<p>English/Literacy and Mathematics/Numeracy, STAR, ACE staff and other key stakeholders time release</p> <p>Low SES funding</p> <p>Curriculum and KLA meeting time</p>	<p>Principal Class Officers Julie Andrews & Paul Dawson</p> <p>School Operations Manager – Brad Headlam</p> <p>English/Literacy and Mathematics/Numeracy LT's, Arran A. & Stan K.</p> <p>Sub School Managers, Oliver Reeve & Sarah Bridges</p> <p>YLC's Classroom Teachers All Staff</p>	<p>Once per semester</p> <p>On going</p> <p>On going</p>	<ul style="list-style-type: none"> • Staff using data effectively (SPA) • Evidence of differentiating curriculum delivery to cater for the individual needs of students • SPA is commonly used by most of the staff • Triangulated data sets • Student Attitudes to schooling data (Student engagement) • ILP for student performing well above expected standards • Continue the gathering of data re: Select Entry Academic Achievers Program results – Improved outcomes and evidence of value added • STAR and ACE program students – gathering data, value added and

					<ul style="list-style-type: none"> Increased student ability to reflect critically using the school values on their learning, achievement of learning goals and behaviour Improvement of student behaviour in staff, student and parent opinion surveys
Improve VCE Results	<p>Complete an analysis of 2014 VCE data & exam performance with each Learning Area Coordinator and all VCE staff</p> <p>VCE Year 12 after school tutorials in Specialist, Methods and English</p> <p>VCE moderation</p> <p>Academic Vocabulary GAT Practice</p> <p>All VCE Units of work to be documented & aligned to Study Designs. Published on the school's intranet</p> <p>Teachers to assess VCAA papers in their study</p> <p>Year 12 courses to be completed by the end of Term 3</p>	<p>Transition data from 6 to 7 Use of SPA (NAPLAN, PAT Maths, PAT –R, Single World Spelling test, VELs Teacher Judgements)</p> <p>Teachers use the English and Maths Developmental continuum to assist with point of need teaching.</p> <p>VCE Students to explicitly made aware of what are the S requirements</p> <p>VCE Teachers to map weekly class work and homework and raise expectations</p> <p>PD staff through coaches on Literacy and Numeracy needs of students, KLA level and PLT meetings</p>	<ul style="list-style-type: none"> PCO overview – Paul Dawson English/Literacy LT – Arran Adair Maths/Numeracy LT- Stan Koullas Schools Operations Manager – Brad Headlam Senior School LT – Sarah Bridges Curriculum & PD LT – Lori Pereira Other KLA Leaders Transition Pathways Leader – Mark Zahra Careers Team – Neil R. & Caroline M. Specialist Literacy and Numeracy teachers English and 	<p>ongoing</p> <p>On going</p> <p>Semester 1 & 2</p>	<ul style="list-style-type: none"> All teachers are confident with interpreting NAPLAN, NAPLAN, PAT-Maths, PAT–R, Single World Spelling test, VCE results and use the data in planning curriculum Staff regularly discuss data, reflecting on learning and teaching practices Greater consistency of VELS judgements between teachers and against standardised testing All teachers accessing SPA student data and use it for formative assessment Professional dialogue between staff and coaches on literacy and numeracy strategies Individual Learning

	<p>Term 4, Revision and exam practice</p> <p>Exam Practice</p>		<p>Maths staff</p> <ul style="list-style-type: none"> • Learning & Teaching NP LTs • All VCE Teachers 		<p>Plans developed for students who are performing below or above expected levels</p> <ul style="list-style-type: none"> • Improved NAPLAN Literacy & Numeracy results in Year 9 • Year 12 study skills camp • Documented VCE units as per VCAA guidelines • Practice tests for Year 12 VCE subjects • All VCE teachers map homework and SACs throughout the semesters • Delivery of VCE Year 12 courses by the end of Term 3 by all VCE teachers
<p>Improve VCAL completion rates</p>	<p>All VCAL units of work to be documented and aligned to VCAL outcomes. Published on the school's intranet</p> <p>Improve culture of VCAL students</p> <p>Promotion of VCAL successful pathways</p>	<p>VCAL Planning template created: All VCAL staff to complete template / courses as they teach across the year with to be published by the end of 2015</p> <p>VCAL Students to explicitly made aware of what the S requirements</p> <p>All VCAL students to undertake a VET and a VCE subject</p>	<p>VCAL Coordinators – Julie Elkin & Brad Smallman</p> <p>Curriculum Leader – Lori Pereira</p> <p>VCAL Teachers</p> <p>Pathways LT – Mark Zahra</p> <p>Senior Sub School Leader: Sarah Bridges.</p> <p>PCO: Paul Dawson</p> <p>Careers Coordinators: Neil R. & Caroline M.</p> <p>VET Coordinator: Caroline M.</p>	<p>By the end of the year</p> <p>On going</p>	<ul style="list-style-type: none"> • All VCAL students to complete their certificate by the end of Term 3 • All VCAL students to have a pathway (apprenticeship, TAFE course or full time sustainable employment) • All VCAL students to complete a VET subject • Documented VCAL units completed and published on the school intranet

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 behaviors
2. Student Engagement and Wellbeing					
<ul style="list-style-type: none"> Improve effective teaching and learning by creating an exemplary classroom environment, ICT rich, curious and thinking environment 	<ul style="list-style-type: none"> Ensure curriculum documentation includes rich tasks and assessments, collaborative learning opportunities, differentiated learning Develop rich tasks in Years 7 to 10 that foster inquiry Effective use ICT software, google suite and iPad applications Provide professional learning for staff on use of ipads and other ICT (smart boards, smart TV, etc) in teaching 	<p>Curriculum Leader and KLA Leaders National Partnerships funding</p> <p>ICT reach curriculum (iPads, smart boards, smart TVs)</p> <p>Curriculum Teams Whole staff PLT teams</p> <p>Debating and Public Speaking Program – Academic Achievers & Scholarship Programs</p>	<p>Curriculum and P&D Leader – Lori Pereira KLA Leaders Maths/Numeracy and English/Literacy LT – Arran Adair. & Stan Koullas</p> <p>PCO Team Wellbeing Team – Kate Robinson, Christina Doyle, school nurse, Chaplain</p> <p>ICT Coordinator, ICT Technician: Katherine Roberts and John Mullins PCO Team) NGSC Leadership Team</p> <p>Curriculum Leader – Lori Pereira School Leaders – Oliver Reeve & Sarah Bridges</p>	<p>Throughout the year</p> <p>throughout the year</p> <p>On going</p>	<ul style="list-style-type: none"> Staff, students, parents and wider community are supportive of the ICT implemented in teaching and learning at NGSC Staff and students are using ICT as a tool for teaching and learning Improvement of engagement and student connectedness to school in opinion survey results Latest software applications and programs used in most classrooms Continue collecting data and evaluating the SEAAP Continue collecting data and evaluating the STAR Program

<ul style="list-style-type: none"> Maintain and deepen a focus on personal growth and development through promoting student ownership of learning 	<p>learning in all domains</p> <ul style="list-style-type: none"> Scholarships Program STAR & ACE Literacy & Numeracy Programs Select Entry Academic Achievers Program for high performing students Lunch Time Activities Program (Chess, knitting and sports program) HPV Program Excellence In Soccer Program Student Leadership Program School Captains Program EAL VCAL program STAR Program ACE Program iLeader program Breakfast Club The Arts/Performing Arts (school production, school gallery, music) 	<p>Curriculum and PD Leader PCO Team</p> <p>All Staff</p> <p>PLT Teams</p> <p>NP funding</p> <p>Time</p> <p>Donations</p> <p>School to integrate a Relationship Development Plan title the 4Rs</p> <p>PLT meetings to focus on engagement</p> <p>Early intervention of 'at risk' students</p>	<p>Transitions Pathways Leader: Mark Zahra</p> <p>Principal Class Officers</p> <p>Curriculum and PD Leader – Lori Pereira</p> <p>Junior and Senior School Leaders – Oliver Reeve and Sarah Bridges</p> <p>Wellbeing Team: Kate R. Christina D. & school nurse</p> <p>Leadership Team All Year Level and Assistant Year Level Coordinators Sports Coordinator: Fran F. The Arts KLA: Melissa F. Events Coordinator: June B. EAL VCAL Coordinator: Brad S. STAR Leader: Glenda M. ACE Key stakeholders (Stan K and Arran A) SSG (Student Support Groups): Sub School Leaders, YLC's PCO's Wellbeing Team</p>	<p>On going</p> <p>On going</p>	<ul style="list-style-type: none"> Continue collecting data and evaluating the Excellence in Sports Program Student, parent & staff Opinion survey results to continue improving in the area of Classroom behaviour, stimulating learning and Learning Confidence Continue Staff Peer Observations re: Big 4 Evaluation of extra curriculum activities, reflections, reviews and build on strengths School Annual Production Participation of increased number of students in extra curriculum activities and programs Student leadership (school Captains and SRC) working with key stakeholders, providing feedback
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	<ul style="list-style-type: none"> • Values Education • Enrichment activities; Leadership camps (Alpine School, 9/10 Student Leaders camp, Year 12 study camp, Year level camps. • Year 9 Project week 		<p>HG Teachers</p> <p>Leadership Team</p> <p>Sub- school Leaders & YLCs</p>	<p>Student calendar activities throughout the year</p>	<p>and promoting student ownership of learning</p> <ul style="list-style-type: none"> • School Captains and SRC reps on school council • HPV – Maintain the interest and participation of students from Years 7 to 12 • Camps/activities participation • Increased numbers of new initiatives from the SRC
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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
3. Student Pathways and Transition					
<ul style="list-style-type: none"> Enhance transitions across all year levels 	<ul style="list-style-type: none"> Documented and published curriculum All students to have a MIPS Plan Careers Team to continue implementing the Careers Pathways and Counselling Plan of the school(from Years 8 to 9, Years 9 to 10, Years 10 to 11, Years 11 to 12 and 12 to tertiary, TAFE, Apprenticeship or sustainable employment) – parental involvement Develop Individual Learning Plans for every 	<ul style="list-style-type: none"> Careers Pathways Team (Year 7 to 9 and 10 to 12 Career dents Years 9 -12 Leaders Ensure MIPS student plans are recorded Xuno Convene MIPS Team prior to course counselling to review pathways for all students 9 – 12 Regular (each term) discussion of data at MIPS team meeting Promotion and expansion of the NGSC VETs SBATs program/courses and 	<p>PCO: Paul D. & Julie A.</p> <p>Transitions/Pathways Leader: Mark Zahra</p> <p>Sub School Leaders: Oliver R. & Sarah Bridges.</p> <p>School Operations Manager – Brad Headlam.</p> <p>Curriculum Leader – Lori Pereira</p> <p>Careers/MIPS Leaders Neil R. & Caroline M.</p> <p>PSD Coordinators – Mary Fielding and Melissa</p>	<p>Early Term 1</p> <p>End of Semester 1</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Improvement in transition variable in the Parent Opinion survey 100% of 15+ Year old students with MIPS plans All PSD students have ILP's All suitable Koori students attend Wannik Tutorial Program Year 8 mentoring program through Deakin University Documented and published curricula on the world of work All students have an identified pathway prior to course counselling Improvement in real retention

<ul style="list-style-type: none"> Strengthen relationships with Tertiary institutions, TAFE Colleges and businesses to ensure all post compulsory age students have a sustainable pathway 	<p>PSD student and align them to Abilities Based Learning and Education Support (ABLES)</p> <ul style="list-style-type: none"> Identify Koori students and provide services through focused resources and leadership Deakin University Access Express Program (currently DEAP Program) Develop Year-level curricula that support a bridge to the world of work Transition within the year levels (7 to 8, 8 to 9, 9 to 10, 10 to 11 and 11 to 12) <p>Continue to develop meaningful relationships and partnerships with industry, community organisations and business to pursue options to include work experience, structure</p>	<p>ensure students understand the value of VET subjects and SBATs</p> <ul style="list-style-type: none"> All VCAL students to complete a VET subject <p>Investigate ways to improve transition within the year levels</p> <ul style="list-style-type: none"> Deakin University Program Access & Equity The Gordon Institute VET provision School base workplaces for 	<p>Fitzgerald Careers Counselling Team Parents Home Group Teachers</p> <p>Year 8, 9, 10, 11 & 12 Coordinators and Assistant Coordinators</p> <p>DEAP Coordinator – Sherryn Martin</p> <p>Transitions/Pathways Leader - Mark Zahra</p> <p>Principal Class Officers</p> <p>Transitions/Pathways Leader Mark Zahra Careers Leaders: Neil R. & Caroline M. Sub School Leaders:</p>	<p>End of Semester 1</p> <p>School calendar</p>	<p>rate</p> <ul style="list-style-type: none"> Improvement in VCAL Completion Improvement in VET completion Improvement in VCE completion & results Increase in student enrolments from Years 7 to 12 <p>Revised Transition program</p> <ul style="list-style-type: none"> Expanded VET provision/subjects within the school and offered to the VET cluster All post compulsory students
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<ul style="list-style-type: none"> Strengthen the relationships with feeder primary schools and improve the transition of primary school students to NGSC 	<p>workplace learning, mock interviews & workplace visits for students</p> <ul style="list-style-type: none"> Ensure wider community is aware of what NGSC has to offer including Golden Plains primary schools Continue the successful transition primary school activities such as soccer clinics, landscaping, science show Promote the Select Entry Academic Achievers and Schoparasip Programs in the wider community Promote STAR & ACE Literacy and Numeracy programs To have highly successful transition into school Enhance the Grade 6 orientation program (2 day program) Enhance the Induction Program 	<p>appropriate VCAL students</p> <ul style="list-style-type: none"> SBATs Visits to other tertiary institutions <ul style="list-style-type: none"> Continue the informative marketing of the school in the wider community Select Entry Academic Achievers Scholarship programs Visits to and from Primary schools, building positive relationships with Primary school teachers and Principals STAR & ACE programs Smooth transition program from Primary to NGSC <ul style="list-style-type: none"> Offer activities to Grade 4,5 & 6 	<p>Oliver R. & Sarah Bridges School's Operation Manager – Brad Headlam Access Coordinator – Sherryn Martin Year Level and Assistant Year Level Coordinators</p> <p>PCO – Nick A. Julie A. & Paul D.</p> <p>Transitions/Pathways Leader Mark Zahra Student Captains and Student Leadership</p> <p>Junior Sub School Leader: Oliver R. Year 7 Coordinators: Laura Cox and James Cowan -Clark Year 7 Home Group and EASE Teachers</p>	<p>On going</p> <p>Throughout the year (school calendar)</p>	<p>leaving NGSC to enter further study (university, TAFE) or apprenticeships or sustainable employment</p> <ul style="list-style-type: none"> Increase in work placements for VCAL students Increase in SBATs Counselling process: Student, parent & staff evaluation <ul style="list-style-type: none"> Anecdotal information – improvement in the perception of the school by primary school parents and the wider community Increase in the Year 7 intake Increase in the number of PS students sitting for the Select Entry Academic Achievers entrance examinations Increase in the number of PS students applying for the NGSC Scholarship Program PS transitional activities evaluation Orientation Program evaluation Induction Program evaluation
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		students			
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School Annual Implementation Plan - Appendix 1

* For schools participating in National Partnerships initiatives

[North Geelong SC] School, 2015] Year

THIS PAGE WILL BE COMPLETED AFTER THE NATIONAL PARTNERSHIPS BRIEFING.

The purpose of this appendix is to document the improvement work supported by National Partnership initiatives.

Funding provided through the Commonwealth National Partnerships is being aligned with state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state.

National Partnership Participation

Name of National Partnership	National Partnership on Low Socio-Economic Status School Communities
Allocation	[Insert Commonwealth allocation \$
School contribution (schools required to contribute 30% of the total cost of the intervention, unless otherwise advised by the Regional Director)	[Insert school contribution \$ 126000]

<p>Name of Initiative and activity</p> <p>These initiatives have been integrated into the preceding sections of the AIP.</p>	<p><u>Building Teacher Capacity (in school support/consultants)</u></p> <p><u>Building Teacher Capacity (professional learning)</u></p> <p><u>Improved monitoring of literacy and numeracy performance information</u></p> <p><u>Timely intervention and support for students not achieving at expected levels</u></p> <p><u>Introduction of the STAR program (Point of need in Literacy & Numeracy)</u></p> <p><u>Enhanced teaching and learning support for EAL students especially refugee and other new arrival students</u></p>
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** List of National Partnership initiatives:

1. Building leadership capacity (coaching, professional learning)
- 2 (a) Building teacher capacity (in-school support/coaches)
- 2 (b) Building teacher capacity (professional learning opportunities)
3. Improve access to high quality teachers to strengthen school capacity for improvement (Teach for Australia)
4. Improved monitoring of literacy and numeracy performance information
5. Timely student intervention and support for students not achieving at expected levels
6. Enable and enhance the capacity of families to be engaged in learning
7. Enable and strengthen school-community/business partnerships to maximise learning opportunities and outcomes and to extend schools