

CORIO BAY SENIOR COLLEGE 7105

Annual Implementation Plan 2009

(Based on Strategic Plan developed for 2007 - 2010)



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.	
		Mr Paul Hooper
Endorsement by Regional Director (or nominee)	Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	
		Mr Grant Rau

Strategic Intent

	Goals	Targets	One Year Targets 2009
<p>Student Learning</p> <p>Build teacher capacity through the implementation of teacher support and professional development programs including;</p> <p>Implement a coaching/mentoring professional learning model to develop explicit literacy teaching strategies which improve student outcomes in all learning areas</p> <p>Introduce and implement Cognitive Coaching.</p> <p>Implement learning and teaching strategies that engage and challenge all students including;</p> <p>Further expansion of integrated programs with a PBL focus, particularly at year 11.</p> <p>The introduction and implementation of a fully integrated Foundation VCAL program in order to enhance</p>	<p>Improvement in student outcomes in senior pathways.</p>	<ul style="list-style-type: none"> • Improve the mean study scores of all studies which have a class size of at least 10 students • Increase the percentage of study scores of 40 or more from the 2005 result of 0.7% to at least 2% by 2009. • Increase the percentage of VET UOCs with a satisfactory result at year 11 from the 2005 result of 47.6% to at least 60% by 2009 and at year 12 from 75.3% in 2005 to at least 80% by 2009. ◆ Increase the percentage of VCAL credits that are satisfactorily completed from the 2005 result of 62.8% to at least 75% by 2009. 	<ul style="list-style-type: none"> ▪ Mean study scores of all studies to improve by 5% by the end of 2009 as compared to 2005 data. <p>VET UOCs with a satisfactory result</p> <ul style="list-style-type: none"> ◆ at year 11 to be at least 60%, and ◆ at year 12 to be at least 80% <ul style="list-style-type: none"> ▪ At least 75% of VCAL credits to be satisfactorily completed.

<p>students' literacy and numeracy skills and their ability to work effectively in groups/teams.</p> <p>Development of a whole-school approach to literacy across all studies.</p>			
<p>Student Engagement and Management</p> <p>Further develop welfare and wellbeing programs within advocacy including; Investigation and where appropriate, implementation of strategies and programs to enhance relationship building amongst students and between students and staff.</p> <p>Investigation and where appropriate, implementation of strategies and programs to enhance student self esteem.</p> <p>Improve processes to monitor and address absences including;</p> <p>Use of the 'Framework for Understanding Poverty' as a base for highlighting for parents and students, the importance of education in giving students an improved economic outcome.</p>	<p>Improvement in student engagement, particularly with regard students' motivation to learn, and their peer relationships and levels of self esteem.</p>	<ul style="list-style-type: none"> • The average rate of student absence at year 11 to be reduced from the 2005 result of 17.4 days to no more than 12 days by 2009; and at year 12 from 15.6 days in 2005 to no more than 10 days in 2009. • By the end of the Strategic Plan period the <i>Connectedness to Peers</i> variable in the 'Attitudes to School Survey' increases from the 2006 result of 3.67 to 3.8., • <i>Motivation to Learn</i> variable to increase from 3.83 in 2006 to 4.00 • <i>Student Morale</i> variable of 4.36 in 2006 to increase to 4.5. 	<ul style="list-style-type: none"> ▪ The average rate of student absence at year 11 to be no greater than 12 days; and at year 12 no more than 10 days. ▪ The <i>Connectedness to Peers</i> variable in the 'Attitudes to School Survey' to be sustained be at least 3.8 for both year levels. ▪ The <i>Motivation to Learn</i> variable to be at least 4.0 at both year levels. ▪ The Student Morale variable to be at least 4.5 at both year levels.

<p>Enhance the role of the Advocate in the implementation of the school's student attendance policy including increased accountability.</p>			
<p>Student Pathways and Transitions</p> <p>Improve student counselling and support programs including;</p> <p>Establish and develop VCE clustering arrangements with other Secondary Colleges to expand the range of studies available for students.</p> <p>Implement a foundation or bridging program such as a 'three year' senior pathway to support students who enrol with low level literacy and/or numeracy skills.</p> <p>Improve strategies and processes to identify students 'at risk' of not completing year 12 and addressing the needs identified.</p>		<ul style="list-style-type: none"> ▪ Decrease the percentage of students whose post-school destination is unknown from 8.3% in 2005 to 0% by 2009. ▪ Decrease the percentage of students who are 'seeking employment,' post school completion, from 16% in 2005 (On-Track data) to not more than 10% by 2009. 	<ul style="list-style-type: none"> ▪ The percentage of students whose post-school destination is unknown to 0%. ▪ The percentage of students who are 'seeking employment,' post school completion to be 10% or less.

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
<ul style="list-style-type: none"> ▪ Continue to implement a coaching/mentoring professional learning model, commenced in 2007, to develop explicit literacy teaching strategies which improve student outcomes in all learning areas. ▪ Development of a whole-school approach to literacy across all studies. ▪ Development of a whole-school approach to literacy across all studies. 	<p>The appointment of a literacy across the curriculum coach (0.2)</p> <p>The development and use of specific John Munro literacy Strategies involving oral vocabulary, prior knowledge and reading. These will be used by Advocate teachers.</p> <p>The use of Regional Numeracy strategies and PLAT strategies</p>	<p>Role of an Expert Teacher</p> <p>Through Advocacy sessions.</p> <p>Professional development as well as opportunities to share good</p>	<p>Literacy Coach Literacy PLT Teaching and learning Leading Teacher</p> <p>Student Engagement Leader, literacy coach; all Advocacy staff</p> <p>Numeracy Coordinator, PLAT coordinator all Mathematics staff</p>	<p>December 2008, and then on-going</p> <p>On-going throughout the year.</p> <p>On-going throughout the year.</p>	<p>All staff to have been coached in the literacy strategies.</p> <p>The implementation of explicit literacy teaching strategies across all disciplines, to improve students' literacy abilities and subsequently their outcomes.</p> <p>All Advocacy staff consistently analysing articles from the AGE newspaper during class. A curriculum developed for delivery in Term 2.</p> <p>Improvement in students' literacy results and levels, as measured by ACER on-line testing.</p> <p>Improved student outcomes</p> <p>Improvement in students' numeracy results and levels, as measured by ACER on-line testing.</p>

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<ul style="list-style-type: none"> ▪ Maths/science literacy coaching ▪ ICT Coaching ▪ Investigate ways to continue to sustain cognitive coaching. 	<p>The appointment of a maths/science teaching and learning coach (0.3)</p> <p>An 'expert' teacher to undertake ICT coaching as part of their role in the college. Engage with Ultranet coach</p> <p>The 2 trained coaches to utilize cognitive coaching strategies in their leadership roles in the college.</p>	<p>practice in staff forums.</p> <p>DEECD funding</p> <p>College's SRP In-house PD sessions and opportunities to share good practice in staff forums.</p> <p>Dedicated meetingtime</p>	<p>Maths/Science coach; Numeracy across the curriculum leader Teaching and learning team</p> <p>ICT Manager; Teaching and Learning Coach and team.</p> <p>Cognitive coaches</p> <p>Leadership team</p>	<p>December 2008</p> <p>June2009</p> <p>End of Semester 1 2009</p> <p>End of term 3</p>	<p>Improved student outcomes</p> <p>All Maths Science staff trained in and utilizing specific strategies to improve student outcomes.</p> <p>Numeracy training completed by Numeracy Coordinator.</p> <p>At least 50% of staff competent in the use of, and regularly using, interactive learning software.</p> <p>100% of staff using emergent Web 2.0 Technology</p> <p>Enhanced staff capacity and efficacy.</p> <p>Cognitive coaching imbedded into the leadership structure.</p>

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<ul style="list-style-type: none"> ▪ Continued development of an integrated VCE program – English/HHD/Media/Psychology, with a PBL focus. ▪ Investigation into a year 11 integrated VCE science program with a PBL focus. ▪ Mapping of staff ICT capabilities ▪ E-Learning Plan ▪ Interpretation of VCE Data service school data 	<p>Mapping problems to enhance the curriculum</p> <p>Mapping of the VCE Biology and Chemistry outcomes</p> <p>ePotential survey plus feedback to inform Professional Learning</p> <p>Investigate e-potential resources.</p> <p>Development and updating of existing E-Learning Plan</p> <p>Staff in-house PD and KLA discussions</p> <p>Join the LLEN Post Compulsory Change Project.</p>	<p>Teacher Professional leave</p> <p>Planning time provided. Teacher Professional leave</p> <p>Dedicated meeting time</p> <p>Dedicated meeting time</p> <p>SRP allocation</p>	<p>Integrated Learning team</p> <p>Members of the science KLA. Teaching and Learning coach team</p> <p>Ultraset coach and ICT manager and coach.</p> <p>ICT Steering Committee</p> <p>Student Programs Leader, Teaching and learning coach</p>	<p>On-going planning</p> <p>End of Semester 1</p> <p>End of term 1</p> <p>End of Term 3 2009</p> <p>End of Term 4 2009</p> <p>When data is available and then on-going</p>	<p>Fully developed year 11 integrated model</p> <p>Development of authentic, project based learning</p> <p>If determined applicable, course package prepared and ready for VCE information evening in August and for course counselling.</p> <p>All teaching staff to receive feedback from the ePotential survey, to inform their ITLP.</p> <p>100% of staff using emergent Web 2.0 Technology</p> <p>5% increase in mean study scores, compared to the 2008 data</p> <p>VET UOCs with a satisfactory result at year 11 to be at least 60%, and at year 12 to be at least 80%.</p>

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<ul style="list-style-type: none"> ▪ Data Plan- disciplined approach to school improvement ▪ The continued implementation of a fully integrated Foundation VCAL program in order support students who enrol with low level literacy and/or numeracy skills and to improve these skills, and their ability to work effectively in groups/teams. ▪ Investigate an integrated Intermediate and Senior VCAL ▪ Implement E⁵ 	<p>Development of a data plan which outlines all sources of data being used in the school</p> <p>Consolidation and broadening of the Foundation VCAL team</p> <p>The delivery of a senior certificate that caters for the cohort of students.</p> <p>Development of a strategy to implement this initiative into curriculum development</p>	<p>Survey and planning time provided</p> <p>Dedicated meeting time.</p> <p>Planning time provided</p> <p>Dedicated PLT meeting times as well as other meeting times</p> <p>Dedicated meeting time.</p>	<p>Principal and Leadership team</p> <p>Team of 3 VCAL staff</p> <p>Team of VCAL teachers involved in these areas.</p> <p>Leadership Team</p>	<p>March 2009</p> <p>Planning meeting to be held early in term one.</p> <p>Activities held during terms 2, 3 and 4.</p> <p>Semester 1 2009</p> <p>Semester 2 2009</p>	<p>At least 75% of VCAL credits to be satisfactorily completed.</p> <p>Staff are using the data to inform teaching and learning as well as decision making</p> <p>Foundation VCAL students to reach an academic level where they are capable of undertaking an Intermediate VCAL or the VCE</p> <p>Intermediate students to be able to successfully engage in Senior VCAL or the VCE. Senior students engaging in employment, training or further education.</p> <p>Staff are using the framework to develop classroom lessons.</p>

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<ul style="list-style-type: none"> ▪ Continue NEC curriculum connections and the sharing of information and best practice across the 3 sites. ▪ A focus on the 'Framework for Understanding Poverty' as a base for highlighting for parents and students, the importance of education in giving students an improved outcomes. ▪ Implementation of improved transition (both into and out of the college) and referrals processes 	<p>After school NEC curriculum and PD activities imbedded in all 3 meeting calendars and held 3 times during the year, in terms 2, 3 and 4.</p> <p>Professional development of all staff that have not yet been trained.</p> <p>Processes and documentation developed in 2007 as part of the LLEN's 'Transitions and Referrals' pilot project</p> <p>Review of CBSC year 10 to 11 transition practices and processes</p> <p>Parent Information Evening/BBQ</p>	<p>Meeting schedules; PD budgets</p> <p>Allocated in-house PD time</p> <p>MIPS budget</p> <p>SRP – staffing</p> <p>Student Management and Wellbeing meetings</p> <p>MIPs funding</p> <p>MIPs funding</p>	<p>An accredited trainer.</p> <p>AP KYPOT Leader Student Engagement and Management Leader Student Managers Student Wellbeing and Student Management teams</p> <p>AP/Transition Leader</p> <p>Transition Leader</p>	<p>Throughout the year and on-going</p> <p>First Term</p> <p>Commencing in term 1 and then on-going</p>	<p>NEC curriculum and PD development and sharing to be an established, on-going process.</p> <p>A larger percentage of NEC students enrolling in CBSC</p> <p>All staff consistently applying Ruby Payne's 'Registers of Language', Teaching and Learning and 'Discipline Intervention' strategies.</p> <p>The percentage of students whose post-school destination is unknown to 0%.</p> <p>The percentage of students who are 'seeking employment,' post school completion to be 12% or less.</p> <p>An increase in the percentage of NEC, particularly NHS students enrolling into CBSC</p> <p>Improvement in Parent Opinion survey results.</p>

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	Strengthen connection with NEC Student Wellbeing staff		Student Wellbeing Coordinator		Increased connection to parents Improved flow of information about students' needs, particularly regarding students at risk
<ul style="list-style-type: none"> <li data-bbox="237 555 577 719">▪ Implementation of strategies and programs to enhance student self esteem, connectedness and motivation. <li data-bbox="237 1166 577 1230">• Implementation of Wannick strategies and programs. 	<p data-bbox="611 555 853 655">The application of the 'Pay it Forward' concept/program.</p> <p data-bbox="611 692 853 823">Whole school activity; school urban camp; Enhanced Advocacy activities.</p> <p data-bbox="611 860 853 927">Enhanced student leadership opportunities</p> <p data-bbox="611 995 853 1094">Investigate different models of mediation process and protocols</p> <p data-bbox="611 1163 853 1294">In-house PD Development of resources</p>	<p data-bbox="907 555 1113 655">MIPs' budget SKADE funding</p> <p data-bbox="907 692 1113 823">Dedicated meeting time SRP and MIPs funding</p> <p data-bbox="907 860 1113 895">SKADE funding</p> <p data-bbox="907 995 1113 1094">Seek funding through Values Education.</p> <p data-bbox="907 1163 1113 1230">Resource allocation</p>	<p data-bbox="1140 555 1382 619">AP/Student Wellbeing Team</p> <p data-bbox="1140 655 1382 719">All staff, particularly Advocate teachers.</p> <p data-bbox="1140 756 1382 820">Student Wellbeing Team</p> <p data-bbox="1140 857 1382 957">AP; Student Leadership Coordinator</p> <p data-bbox="1140 994 1382 1094">Student Wellbeing Coordinator and Team</p> <p data-bbox="1140 1163 1382 1264">Student well being Coordinator, Koorie Educator</p>	<p data-bbox="1404 555 1570 686">Semester 1, in preparation for semester 2 activities</p> <p data-bbox="1404 722 1570 823">On-going throughout the year</p> <p data-bbox="1404 860 1570 895">On-going</p> <p data-bbox="1404 995 1570 1094">On-going throughout the year</p> <p data-bbox="1404 1163 1570 1264">On-going throughout the year</p>	<p data-bbox="1597 528 1971 659">The <i>Connectedness to Peers</i> variable in the 'Attitudes to School Survey' to be at least 3.8 for both year levels.</p> <p data-bbox="1597 671 1971 738">The <i>Motivation to Learn</i> variable to be at least 4.0 at both year levels.</p> <p data-bbox="1597 775 1971 842">The Student Morale variable to be at least 4.45 at both year levels.</p> <p data-bbox="1597 995 1971 1062">Documented procedures and processes for mediation</p> <p data-bbox="1597 1169 1971 1236">All koorie students to have an individual learning plan</p>

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<ul style="list-style-type: none"> Investigate ways to support and develop Advocate teachers in their role of implementing the school's student attendance policy. 	<p>In-house PD</p> <p>Development of resources</p> <p>Use of data</p>	<p>Resource allocation –</p> <p>Time dedicated to Advocacy.</p>	<p>Student Engagement and management leader</p>		<p>The average rate of student absence at year 11 to be no greater than 12 days; and at year 12 no more than 10 days.</p> <p>Consistent use of 'Attendance Action' sheets by all Advocate teachers.</p>
<ul style="list-style-type: none"> Continue to investigate the development of VCE clustering arrangements to retain and where possible expand the range of studies available to students. Continue to emphasise the embedding of Performance and Development Culture processes and practices 	<p>Discussions between Principals of schools.</p> <p>Review of the CBSC timetable</p> <p>Alignment of timetables</p> <p>Formalizing and embedding into normal practice regular classroom visitations by all teaching staff to allow for collegiate feedback.</p> <p>The restructure of the meeting schedule to allow for more opportunities for in-</p>	<p>Meetings to establish needs and to report back.</p> <p>P & D Culture resources</p> <p>Meeting schedule</p>	<p>Principals, Timetablers</p> <p>Leadership team and the Teaching and Learning team.</p>	<p>During semester 1.</p> <p>On-going</p>	<p>Retain breadth of, and if possible expand, VCE offerings at both sites. Use of school facilities by other schools when present timetable allows this.</p> <p>The practice of staff visiting colleagues' classrooms at least once a term to give and receive feedback to become an accepted and imbedded practice.</p> <p>Audit and review the five key elements with the staff.</p>

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<ul style="list-style-type: none"> ▪ Corio – Norlane Education and Community Regeneration project – ▪ VET Audit 	<p>house PD and for staff to share best practice.</p> <p>Regular meetings</p> <p>On-going research</p> <p>An audit of all VET certificates for which the college is an RTO</p>	<p>Teacher Professional Leave funding</p> <p>Scheduled meetings</p> <p>SRP budget allocation</p> <p>Planning and meeting time</p> <p>VET Budget</p>	<p>Project Officer</p> <p>8 school principals</p> <p>Federation PLT's</p> <p>VET coordinator and all VET staff</p>	<p>on-going</p> <p>Term 1</p>	<p>Completion of the different Stages for the Futures Funding application.</p> <p>Implementation strategies developed and trialled in classes at the school</p> <p>Successful Accreditation</p> <p>Maintenance of the breadth of the college's scope.</p>