

School Annual Implementation Plan for 8894 John Fawkner College 2015

Based on Strategic Plan 2014 -2017



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Gus Napoli</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Raelene Neville</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>

Strategic Direction

	Goals	Targets	One Year Targets
Achievement	<ul style="list-style-type: none"> ▪ To improve the capacity and quality of student learning. ▪ To consolidate improved teacher practice across the school and ensure consistent and personalized approach by staff with greater engagement and support of parents. ▪ To improve student literacy and numeracy knowledge and skills from Years 7 to 10. 	<ol style="list-style-type: none"> 1. Enhance and embed changed teacher practice <ul style="list-style-type: none"> ▪ Explicitly model powerful learning and embed highly reliable teaching practices. ▪ Differentiate and personalise student learning. ▪ Develop a learning environment with high expectations of outcomes for all members. ▪ Ensure consistency in application of agreed teaching and learning practices with a focus on induction of staff new to the college. ▪ Use evidence based decision making within and external to the classroom. 2. Raise student literacy and numeracy skills <ul style="list-style-type: none"> ▪ Enhance the collaboration and teamwork with domains. ▪ Continue to provide literacy and numeracy coaching. ▪ Use DEECD literacy and numeracy models. ▪ Use student progress data to improve teaching and learning and provide ownership of on demand testing for students. 3. Strengthen the ethos and effective structure for learning in the later years <ul style="list-style-type: none"> ▪ Establish clear expectations amongst teachers and students of procedures and protocols at VCE and VCAL. ▪ Enhance student study skills and preparation for the assessment regime. ▪ Ensure curriculum and assessment requirements are communicated to students. 	<ul style="list-style-type: none"> ▪ In English and Mathematics increase the proportion of students at year 9 in the top two NAP bands by 4% and reduce the proportion in the bottom two bands for each year of the strategic plan by 4%. ▪ The NAPLAN matched cohort growth for students from year 7 to 9 to increase for each year of the strategic plan with the mean being above the state mean. ▪ The VCE all study score to increase to 26 in 2014. ▪ VET & VCAL completion rates be 90% or above in 2014. ▪ Teacher judgements in English and Mathematics to be consistent with NAPLAN and On Demand data and show improvement from 2013.

		<p>4. Build the school's capacity for distributed, instructional leadership.</p> <ul style="list-style-type: none">▪ Ensure leaders lead people.▪ Embed giving and receiving feedback and reflective teaching using peer observations.▪ Define more clearly the role of leadership and monitoring and guidance of performance and development. <p>Specific targets</p> <ul style="list-style-type: none">▪ In English and Mathematics increase the proportion of students at year 9 in the top two NAP bands by 10% and reduce the proportion in the bottom two bands for each year of the strategic plan by 10%.▪ The NAPLAN matched cohort growth for students from year 7 to 9 to increase for each year of the strategic plan with the mean being above the state mean.▪ The VCE allstudyscore to increase for each year of the strategic plan and be 27 by 2017.▪ VET & VCAL completion rates for each year of the strategic plan to achieve 95% or above by 2017.▪ Teacher judgements in English and Mathematics to be consistent with NAPLAN and On Demand data and show improvement for each year of the strategic plan.	
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<p>Engagement</p>	<ul style="list-style-type: none"> ▪ To develop student interest and motivation in learning supported by parents. ▪ To improve student engagement in classroom learning 	<p>5. Develop a respectful and orderly environment at the school and in the classroom</p> <ul style="list-style-type: none"> ▪ Ensure consistent use and understanding of student and classroom management plans based on Ramon Lewis' Developmental Management Approach. ▪ Understand student learning needs using knowledge of prior learning and student progress data. ▪ Develop strategies to involve parents more in supporting the student learning environment. <p>6. Improve student attendance</p> <ul style="list-style-type: none"> ▪ Collate and analyse attendance data each term to inform future strategies. ▪ Enhance home/school partnerships to motivate students to attend school ▪ Publish and reward students for sound attendance. <p>Specific targets</p> <ul style="list-style-type: none"> ▪ Stimulating learning, student motivation, student safety and classroom behaviour variables of the Student Attitudes to School survey to be consistently at or above the state mean and in at least in the third quartile. ▪ Improve student attendance, particularly at Years 7 to 10 to be consistently below the state mean at each year level with the school mean below 12 days. ▪ Student behaviour management data (relocations and suspensions) to improve for each year of the strategic plan with an overall improvement of 25% by 2017. 	<ul style="list-style-type: none"> ▪ Stimulating learning and student motivation to remain in at least the third quartile and student safety and classroom behaviour variables to be in at least the second quartile. ▪ Improve student attendance, particularly at Years 7 to 10 to be below 15 days in 2014. ▪ Student behaviour management data (relocations and suspensions) to improve by 10% from the 2013.
<p>Wellbeing</p>	<ul style="list-style-type: none"> ▪ To develop student self-efficacy and confidence in learning. 	<p>7. Strengthen student voice and leadership and deliver wide ranging opportunities</p> <ul style="list-style-type: none"> ▪ Provide leadership training, coaching and 	<ul style="list-style-type: none"> ▪ Improve the learning confidence, student morale, student distress and peer connectedness parameters of the Student

		<p>mentorship.</p> <ul style="list-style-type: none"> ▪ Develop opportunities for students to participate in school decision making and community forums. ▪ Enhance the role of students in year level and college assemblies. <p>8. Develop and implement a student pastoral care program</p> <ul style="list-style-type: none"> ▪ Provide regular access by students to staff for discussion of learning issues. ▪ Ensure all students are monitored for success at college. ▪ Train staff to deal with learning and wellbeing issues beyond their curriculum specialty. <p>9. Develop a wide range of learning opportunities to suit students</p> <ul style="list-style-type: none"> ▪ Continue to develop the partnership with Glenroy SC and other institutions to meet the demands of student learning. ▪ Enhance the active and passive co-curricular programs for student success at the college. ▪ Recognise student achievement individually and publicly <p>Specific targets</p> <ul style="list-style-type: none"> ▪ Learning confidence, student morale, student distress and peer connectedness parameters of the Student Attitudes to School survey to be consistently at or above the state mean and remain in the fourth quartile. ▪ Increase real retention especially in the later years by at least 10% and be at or above the state mean. ▪ At least 95% of students leaving school to 	<p>Attitudes to School survey to be consistently at or above the state mean. And remain in the fourth quartile.</p> <ul style="list-style-type: none"> ▪ Increase real retention especially in the later years by at least 5%. ▪ 90% of students leaving school to transition into education, training or employment with an increase in the percentage of students transitioning to tertiary education.
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		transition into education, training or employment with an increase in the percentage of students transitioning to tertiary education.	
Productivity	<ul style="list-style-type: none"> To improve the effectiveness of resources in learning. 	<p>10. Review and implement a resource plan for sustainable growth in teaching and learning.</p> <ul style="list-style-type: none"> Develop and implement an annual school professional learning plan. Develop a staffing plan for the next three years. Plan for additional changes to the college to enhance teaching and learning. Account for the leadership time and expense of building the new sports academy program and facility. Strengthen the current partnerships <p>Specific targets</p> <ul style="list-style-type: none"> Professional growth in the Staff Opinion survey to be in at least the third quartile and be at or above the state means, Increase enrolment at the college particularly in year 7 by 10% in each year of the strategic plan. Operational cost for the running of the Sport Learning Complex to be self-sustaining. Prioritise and allocate resources to foster improved student learning. Strengthen current partnerships with local community, industry and educational institutions. 	<ul style="list-style-type: none"> Professional growth in the Staff Opinion survey to be in at least the third quartile and at or above the state means, Increase enrolment at the college particularly in year 7 by 10% in 2014. Sports Learning Centre built on time and within budget. Prioritise and allocate resources to foster improved student learning. Strengthen current partnerships with local community, industry and educational institutions.

Implementation

Key Improvement Strategies	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>Achievement</p> <ul style="list-style-type: none"> ▪ To improve the capacity and quality of student learning. ▪ To consolidate improved teacher practice across the school and ensure consistent and personalized approach by staff with greater engagement and support of parents. ▪ To improve student literacy and numeracy knowledge and skills from Years 7 to 10. 	<ul style="list-style-type: none"> ▪ Targeted in house professional learning with particular focus on differentiation, feedback, questioning and ToA ▪ Strengthen and consolidate the program of classroom observations and instructional rounds ▪ Promote and support joint planning through Domain and Professional Learning Teams ▪ Audit current data practices, share current practices with all staff and develop whole school protocols on the use of data. 	<ul style="list-style-type: none"> ▪ Prioritised timetabled professional learning sessions ▪ Scheduled program of classroom observations ▪ Prioritised timetabled meeting times for Domain Teams ▪ Scheduled meetings of the Leadership Team 	<ul style="list-style-type: none"> ▪ Teaching and Learning Team ▪ Teaching and Learning Team ▪ Teaching and Learning Team ▪ Leadership Team 	<ul style="list-style-type: none"> ▪ Ongoing ▪ Ongoing ▪ Ongoing ▪ Term 1 (audit) ▪ Term 2 and ongoing (Implementation) 	<ul style="list-style-type: none"> ▪ Targeted professional learning and classroom observations to build teacher capacity to meet the learning needs of students ▪ Learning programs resourced appropriately ▪ PLT (Domain, Year Level, Later Years) meetings provide time to discuss strategies to improve student learning ▪ Classroom observations providing feedback to teachers on their practice ▪ VELS/AusVELS teacher judgements show average growth of 0.8 across all domains based on February to November On Demand testing ▪ Improved VCE teaching and learning practices

	<ul style="list-style-type: none"> ▪ Investigate and develop a data management system to enable the interrogation of data and appropriate access. ▪ Maintain and strengthen weekly planning meetings for Year 7-10 for English and Mathematics teams ▪ Further develop the induction program for new staff on agreed school practices – whiteboard structure, HRLTPs, Powerful Learning, student management ▪ Strengthen the consistent application of VCE protocols and procedures ▪ Conduct targeted sessions at all levels and particularly for VCE and VCAL students on organizational skills and study skills (one session every eight lessons/Domains responsible/focus of PL session at the beginning of the year) 	<ul style="list-style-type: none"> ▪ Scheduled meetings of the Leadership Team ▪ Timetabled sessions ▪ Scheduled meetings for induction ▪ Regular meetings of the joint VCE Management Team and all VCE teachers ▪ Timetabled sessions 	<ul style="list-style-type: none"> ▪ Leadership Team ▪ Domain Leaders ▪ Principal class and Leadership Team ▪ VCE Management and Later Years Team ▪ Teaching and Learning Team 	<ul style="list-style-type: none"> ▪ Ongoing ▪ Ongoing ▪ Term 1 and ongoing ▪ Term 1 and ongoing ▪ Ongoing 	<ul style="list-style-type: none"> ▪ Targeted discussions on improving teaching and learning practices ▪ Improved processes and procedures ▪ Students provided with meaningful feedback to enhance their learning ▪ Teachers working in teams and using data to monitor student progress and plan ▪ Differentiated learning evident in planning and classroom programs ▪ Agreed teaching and learning practices evident in classroom observations ▪ Consistent VCE protocols and processes at John Fawkner and Glenroy Colleges ▪ Effective use of eBooks and IT to support student learning
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	<ul style="list-style-type: none"> ▪ Continue to strengthen the VCE relationship with Glenroy College ▪ Improve strategies to provide meaningful feedback to students to improve their learning ▪ Build leadership capacity of mid-level leaders ▪ Improving teaching and learning to be a focus in all Performance and Development plans ▪ Employment of a Literacy Aide to support students in improving their literacy skills ▪ Investigate literacy programs such as Fast ForWord to support literacy intervention ▪ Review the operation of the Library to maximize its effectiveness in supporting student learning ▪ Support for staff on the use of eBooks and IT in the curriculum 	<ul style="list-style-type: none"> ▪ Regular meetings of the joint VCE Management Team ▪ Targeted Professional learning sessions and follow up through Domain Team ▪ Provide opportunities to develop leadership capacity ▪ Meetings with reviewer and PL sessions ▪ Budget provided ▪ Focus group to investigate ▪ Working party to review operation and investigate options ▪ Targeted sessions 	<ul style="list-style-type: none"> ▪ VCE Management Team ▪ Teaching and Learning Team ▪ Leadership Team ▪ Principal class reviewers ▪ Principal class ▪ Student Learning Leader, English Domain and Literacy Leader ▪ Principal and working party ▪ Domain Leaders 	<ul style="list-style-type: none"> ▪ Ongoing ▪ Ongoing ▪ Ongoing ▪ Start of cycle (May) ▪ Start of term 1 ▪ Ongoing ▪ Term 1 and ongoing ▪ Term 1 and ongoing 	
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Engagement					
<ul style="list-style-type: none"> ▪ To develop student interest and motivation in learning supported by parents. ▪ To improve student engagement in classroom learning ▪ To improve student attendance 	<ul style="list-style-type: none"> ▪ Professional learning sessions to review, evaluate, consolidate and formalize agreed student management processes ▪ Regular review of student management data ▪ Wellbeing Team to meet regularly to develop protocols and ensure a strategic approach to supporting students and tracking their progress ▪ Introduction of communication system with families – text messaging and follow up phone calls ▪ Strengthen and broaden programs and enrichment activities to support and build student capacity – use of student diary, links with the community, student leadership/voice ▪ Person identified to be responsible for identifying and driving the focus at Home Group meetings 	<ul style="list-style-type: none"> ▪ Timetabled PL sessions ▪ Three week review sessions of data ▪ Scheduled meetings ▪ Implementation of First Class text messaging ▪ Meetings with Domain Leaders, Student Leadership Leader and Level Coordinators ▪ Selection process 	<ul style="list-style-type: none"> ▪ Student Management Team ▪ Student Management Team ▪ Principal class and Wellbeing Team ▪ Student Management Team ▪ Teaching and Learning Team ▪ Principal class 	<ul style="list-style-type: none"> ▪ Session at the beginning of term 1 and then ongoing ▪ Ongoing ▪ Ongoing ▪ Term 1 and Ongoing ▪ Ongoing ▪ Term 1 	<ul style="list-style-type: none"> ▪ Targeted professional learning ▪ Student management structure that supports an orderly learning environment ▪ Student Management Team to review processes and use data to inform future practice ▪ Improved student attendance ▪ Improved student engagement ▪ Targeted discussions on improving teaching and learning and student management practices ▪ Improved student management processes and procedures ▪ Programs operating that build the capacity of students ▪ Agreed student management practices evident in classroom observations ▪ Improved Home Group meetings ▪ Improved communication with families ▪ Improved family engagement

	<ul style="list-style-type: none"> ▪ Continue to investigate and develop initiatives to engage families in their child's education – homework calendar, Parents and Friends, messaging system, student directed activities ▪ Regular contact with families (reactive and proactive) ▪ Collate and analyse attendance data and introduce a strategic approach to identifying students 'at risk' and intervention. ▪ Review the Home Group structure particularly at Years 11 and 12 	<ul style="list-style-type: none"> ▪ Scheduled meetings ▪ Phone calls, notes home, postcards, text messaging, letters ▪ Scheduled meetings ▪ Scheduled Student Management meetings ▪ Home Group and Year 11 and 12 briefings each day (Year 11 in the Library/Year 12 in the Common Room) 	<ul style="list-style-type: none"> ▪ Leadership Team ▪ All staff ▪ Student Management and Wellbeing Teams ▪ Student Management and Later Years Team 	<ul style="list-style-type: none"> ▪ Ongoing ▪ Ongoing ▪ Term 1 and Ongoing ▪ Term 1 and ongoing 	
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<p>Wellbeing</p> <ul style="list-style-type: none"> To develop student self-efficacy and confidence in learning. 	<ul style="list-style-type: none"> Strengthen and broaden student voice/leadership opportunities – student leadership training, NPDL, school captains, handbook Strengthen and investigate leadership initiatives – Minter Ellison, ABCN, Duke of Edinburgh etc Wellbeing Team to meet regularly to develop protocols and ensure a strategic approach to supporting students and tracking their progress Wellbeing Team to coordinate the identification and delivery of professional learning for staff and targeted wellbeing programs for students Strengthen and consolidate relationships with community agencies Strengthen the relationship with Glenroy College to address behavior, attendance and wellbeing issues 	<ul style="list-style-type: none"> Student leadership programs conducted each term Student Leadership Handbook developed Involvement in the NPDL initiative Continued involvement in existing programs Discussions with partners to expand programs Scheduled meetings Scheduled meetings Regular contact with community agencies Scheduled meetings Agreed processes and protocols 	<ul style="list-style-type: none"> Student Leadership Coordinator, NPDL Leaders and Student Program Coordinator Student Program Coordinator Principal class, Student Management Leader and Student Welfare Coordinator Wellbeing Team Wellbeing Team, Later Years Team and Student Programs Coordinator VCE Management Team and Later Years Team 	<ul style="list-style-type: none"> Each term and ongoing Ongoing Term 1 and ongoing Ongoing Ongoing Term 1 and ongoing 	<ul style="list-style-type: none"> Clear messages to the college community about expectations Wellbeing Team meeting regularly and following agreed protocols to support and monitor students Targeted PL for staff Targeted wellbeing programs for students Community agencies working with the college to support students wellbeing and learning Student learning confidence to remain in the fourth quartile Student leaders participating in the college decision making process Student learning confidence to remain in the fourth quartile High expectations of learning evident in program planning and classroom observations Consistent practices between John Fawkner and Glenroy Colleges
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<p>Productivity</p> <ul style="list-style-type: none"> To improve the effectiveness of resources in learning. 	<ul style="list-style-type: none"> Improving teaching and learning and classroom observation included in all Performance and Development plans Meeting schedules to include targeted professional learning and Domain Team meetings Review of processes for approval of and reporting back from external professional learning to ensure alignment with the Strategic Plan and maximum impact on student learning Roles and responsibilities included in the Staff Handbook Three year staffing plan developed Program budgets developed with appropriate funding for each learning area Funding to support current partnerships – La Trobe University, Minter Ellison, SIPP and MCCF Program for maintenance and upgrading of facilities 	<ul style="list-style-type: none"> Agreed documented Performance and Development plans following consultation with the reviewer Scheduled sessions each term Dedicated meeting time to develop agreed protocols Staff Handbook updated Staffing plan updated Development of next year's program budgets Include in program budgets and/or application to School Council Budget allocated 	<ul style="list-style-type: none"> P &D reviewers Teaching and Learning and Leadership Teams Teaching and Learning and Leadership Teams Principal class Principal class Principal class Principal class and School Council Principal and School Council 	<ul style="list-style-type: none"> Start of cycle (May) Each term Term 1 and ongoing Start of the school year Start of the school year Term 4 2015 Term 4 2015 and ongoing Term 4 and ongoing 	<ul style="list-style-type: none"> All teachers working towards improving teaching and learning All teachers participating in classroom observations Program budgets completed and approved by School Council Staffing and resourcing plans completed and consistent with the overall college budget remaining in surplus Expenditure of funds to be in accordance with program budgets Program budgets to support student learning Protocols for the approval of professional learning developed and followed consistently Targeted professional learning Role clarity
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