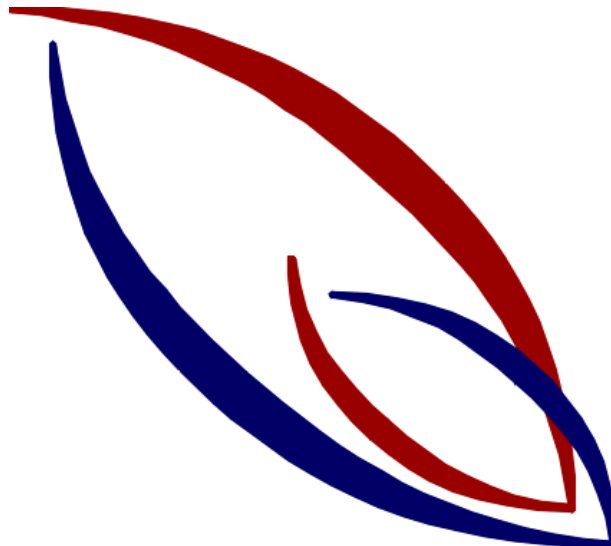


KEILOR DOWNS SECONDARY COLLEGE 8715

Annual Implementation Plan 2009

Based on Strategic Plan / Charter developed for 2008 -2011



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.	<input checked="" type="checkbox"/>
		[Lisa Sperling] [17/11/2008]
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	<input type="checkbox"/>
		[INSERT PRINCIPAL NAME]
		[INSERT DATE]

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve student achievement in all aspects of the compulsory and post-compulsory years, with a special focus on Literacy and Numeracy.	<ul style="list-style-type: none"> By the second year of full VELs implementation in each domain, at least 90 percent of students not on the PSD program to be at or above the expected level at the end of each year in all domains of the school's Year 7-10 curriculum, except for Year 10 Mathematics (75 percent) to the end of 2010 At least 15 percent of students not on the PSD program to be above the expected level at the end of each year in all domains of the school's Year 7-10 curriculum to the end of 2010 All matched cohorts for the Year 7 and Year 9 Achievement Monitor (AIM) for Reading and Mathematics to progress by at least one VELs (Victorian Essential Learning Standards) level to the end of 2010. An increase of two percentage points (from 1.9 in 2006 to 3.9 by 2010) in the percentage of VCE (Victorian Certificate of Education) Study Scores of 40 or more from the 2006 school benchmark An increase of 2.0 by 2010 in the school mean in the VCE all study score from the 2006 school mean baseline of 26.6. All non PSD students achieve progress in learning as identified in their Individual Learning Plans in the final year of the strategic plan (2011). Improvements in the school means in the Attitudes to School survey variables to reach: 3.68 for Stimulating Learning, 4.01 for Teacher Empathy and 4.02 for Teacher Effectiveness by 2010 	<ul style="list-style-type: none"> At least 80 percent of students not on the PSD program to be at or above the expected VELs level at the end of 2009 in all domains. At least 10 percent of students not on the PSD program to be above the expected level at the end of 2009. Year 7 Reading to be at or above 4.2 Year 7 Numeracy to be at or above 4.2 Year 9 Reading to be at or above 5.2 Year 9 Numeracy to be at or above 5.2 3.5% of study scores to be above 40 Mean study score to reach 27.5# All students on the PSD program achieve progress in learning as identified in their Individual Learning Plans Attitudes to School Survey variables to reach: Stimulating Learning – 3.13 School Connectedness – 3.69, Teacher Empathy – 3.62 Teacher Effectiveness- 3

Student Engagement and Wellbeing	To enhance a safe and secure environment within the college community, that promotes positive relationships, leadership, pride, teamwork, self-esteem, mutual respect and connectedness.	<ul style="list-style-type: none"> ● The average number of absent days per student at each year level to be two days below the 2006 benchmarks by the end of 2010. ● Improvement of in the school means of all variables of the Student Relationships and Wellbeing sections of the attitudes to School survey by 2010 to be 5.15 for Student Morale, 5.39 for Student Distress, 4.43 for Connectedness to Peers, 3.26 for Classroom behaviour and 4.47 for Student Safety. 	<ul style="list-style-type: none"> ● The average number of absent days per student at each year level to be 0.5 days below the 2008 rate. # ● The variables on the Attitudes to School Survey to reach: Morale 5.03, Student Distress 5.27 (both max. possible 7) and Connectedness to Peers 4.21, Class behaviour 3.10, Student Safety 4.32
Student Pathways and Transitions	To improve student transitions and access to productive pathways within and beyond the college	<ul style="list-style-type: none"> ● Improvement of 0.25 by the end of 2010 in the school mean of the Transitions section of the Parent opinion survey from the 2006 school benchmarks ● Improvement of 0.5 by the end of 2010 in the school mean of a college Transition survey for parents students and teachers from the 2008 benchmark 	<ul style="list-style-type: none"> ● Improvement in the Transitions section of the parent survey to 5.5 ● Parent mean to reach 4.4 ● Student mean to reach 4.0

Note these two targets may be revised in February 2009 when the 2008 data becomes available

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
KIS 1 1. Develop and implement a philosophy of teaching and learning and assessment to better cater for the needs and individual learning differences of all students	Implement the Teaching and Learning Framework across all classes. Whole school PD as well as PD modules	Integrated whole-staff PD program across 2008 which incorporates whole staff and teaching teams PD and is resourced by PD budget and use of mandated PD days	LT s– Leader of Teaching & Learning (Compulsory and Post Compulsory years),LT Literacies and LT PD KLA leaders AP - Curriculum	<ul style="list-style-type: none"> All staff undertake the PD and implement from start of year Teachers reflect on progress throughout year as part of performance and development process 	Consistent college wide implementation of Teaching and Learning Framework and concrete incorporation in review process
	Develeop and adapt assessment tasks to improve rigour and consistency within the guidelines resulting from the assessment review.	Dedicated planning time for KLAs	LT s– Leader of Teaching & Learning (Compulsory and Post Compulsory years) and LT PD KLA leaders KLAs AP - Curriculum	<ul style="list-style-type: none"> Modified assessment tasks for Semester 2 ready for implementation by end Semester 1 Modified assessment tasks for Semester 1 ready for implementation in 2010 by end Semester 2 2009 	<ul style="list-style-type: none"> Assessmnt tasks for Semester 2 updated and implemented. Assessmnet tasks for Semester 1 updated and ready for imeplementation in 2010 All assessment tasks saved in KLA folders on the college network to allow sharing of ideas
	Improve VCE results by reviewing local processe for assessing minumum standards for SACs and outcomes	Meeting times as rquired	LTs - Leaders of Student Engagement & Wellbeing, Leader s of Teaching & Learning (Post Compulsory years) AP - Curriculum	End semester 1	<ul style="list-style-type: none"> Agreed porcesses established for 2010 All teachers have recieved PD in new processes
	Improve teaching practice at senior level VCE by delivering PD on successful teaching strategies to all teachers in VCE, VET and VCAL	Meeting times as rquired VCE data service	LT s– Leader of Teaching & Learning (Post Compulsory, LT Strategic Planning LT & LTs - Leaders of Student Engagement Wellbeing AP – Curriculum	<ul style="list-style-type: none"> Value adding teachers identified Term 2 Succesful staregies documented and shared Semester 2 	<ul style="list-style-type: none"> All 2009 VCE teachers have recieved PD in successful strategies

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	Implementaation of the John Munro Literacy Strategies by all teachers by training of 8 Teaching and Learning Literacy Facilitators (TLLF) , followed by PD modules for all staff	<ul style="list-style-type: none"> Budget – Equity SFO External PD for Literacy team 	LT literacies, Literacy team AP – Curriculum	TLLF trained by end 2009	TLLF team trained and have provided PD modules to all staff
	Use VCAA On Demand testing and NAPLAN data to: <ul style="list-style-type: none"> Improve consistency of assessment Establish baseline data to measure literacy improvement commencing with Year 7 	<ul style="list-style-type: none"> PD for Literacy team then for all staff in On Demand testing 	LT literacies, Literacy team	Year 7 tested in Term 1 and re-tested in Term 4	<ul style="list-style-type: none"> All staff heve received PD in On Demand testing On Demand testing and VELS teacher judgement used to track improvement in Year 7.
	Further develop the Numeracy program for “at risk” students . Use of local Numeracy Network to share strategies and materials.	Budget – Equity SFO	LT Maths Numeracy Coordinator, Numeracy team AP - Curriculum	Ongoing delivery of program	75% of students in the program to show improvement of at least 1 stanine level in the ACER PAT maths test.
KIS 2 Improve teacher effectiveness through a review of Professional Development priorities, leadership roles and decision making and communication processes	Complete the review and implement recommendations	Meetings will be scheduled as needed at times convenient to group	AP Staffing Principal class and LT	Term 2	Results of review agreed to and implemented
KIS 3 Develop and implement a Whole College Policy and Framework for Student engagement and Wellbeing	Complete and adopt Student Wellbeing and Engagement Framework (SWEF)	<ul style="list-style-type: none"> Whole school PD day on SWEF PD modules as required 	LTs - Leaders of Student Engagement & Wellbeing SWCs AP Welfare	<ul style="list-style-type: none"> Term 1- Framework adopted PD Terms 1-4 Review effectiveness in Term 4 	Consistent college-wide usage of the Student Engagement and Well-Being policy in all classes
	Develop college Attendance policy	Meetings will be scheduled as needed at times convenient to group	LTs - Leaders of Student Engagement & Wellbeing STA AP Welfare	<ul style="list-style-type: none"> Policy developed and ratified by end Semester 1 PD for staff re implementation of policy by end Semester 2 Education of community on policy by end Semester 2 	Policy process completed ready for implementation of Attendance Policy in 2010

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
	Develop college Promotion policy	Meetings will be scheduled as needed at times convenient to group	LTs - Leaders of Student Engagement & Wellbeing, Leaders of Teaching & Learning (Compulsory and Post Compulsory years) LT – Pathways AP Welfare	<ul style="list-style-type: none"> Policy developed and ratified by end Semester 1 PD for staff re implementation of policy by end Semester 2 Education of community on policy by end Semester 2 	Policy process completed ready for implementation of Promotion Policy in 2010
KIS 4 Develop and implement a Policy and Framework for: Student Pathways and Transition	Maintain existing MIPs structures for Year 10-12 with improved effectiveness of Year 12 counselling processes through an evaluation of processes	MIPS budget	LT Pathways & MIPs officer AP - Curriculum	Ongoing in Term 1 & 2 then generate survey for response	<ul style="list-style-type: none"> All Year 12 students have a documented and clear goal and pathway Student satisfaction with counselling process as measured on survey
	Reduce the number of students not continuing with study or in full time employment by monitoring and focussing on students at risk	MIPS budget	LT Pathways & MIPs officer Year level coordinators AP - Curriculum	<ul style="list-style-type: none"> Ongoing monitoring Term 3 for 6 month call back for Pathways students 	Increase the percentage of students continuing with education, training or in employment to at least 85%
	Review course counselling procedures	Meetings will be scheduled as needed at times convenient to group	LT – Pathways, LT timetable and assistant AP - Curriculum	Mid Fourth term	Student satisfaction with counselling process as measured on survey
	<ul style="list-style-type: none"> Implement new Transition Framework for Year 7 intake and for students enrolling at other year levels Develop and KLA based activities for closer links with feeder primary schools 	Meetings will be scheduled as needed at times convenient to group	<ul style="list-style-type: none"> LT Middle School Transition Coordinator KLA teams AP staffing 	Ongoing	<ul style="list-style-type: none"> Successful implementation of new framework Improved curriculum links with primary schools