

BORONIA HEIGHTS COLLEGE

7048

Annual Implementation Plan 2009

(Based on Strategic Plan 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.	✓
		KATE HARNETTY 19 March 2009
Endorsement by Regional Network Leader	Insertion of a tick (✓) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan	[INSERT TICK HERE]
		ANNE-MARIE QUINN [INSERT DATE]

Strategic Intent

	Goals	Targets (2008-2010)	2008 Targets	2009 Targets
Student Learning	To improve student learning outcomes, particularly in Numeracy, Literacy (spelling) and VCE studies (particularly in English, Maths Methods and Further Maths)	<p>See <i>Dandenong Ranges Network Strategic Plan (2009 -2011)</i> for <u>network targets</u></p> <p><u>BHC SSP Target</u></p> <p>The VCE mean is at or above 28.7 for allstudy, 29.0 for English and 28.5</p>	<p>(2008 Actual)</p> <p>AIM Yr 7/Yr 9 matched cohort average growth to be 0.4 in Reading & Maths</p> <p>AIM Yr 9 means – Reading 5.0, Maths 4.6</p> <p>Proportion of Yr 10 students assessed as B & above in each dimension of English & Maths at least 10%</p> <p>Proportion of Yr 8 students assessed as D & below in English & Maths is 15% or less and 30% or less in Maths at Yr 10</p> <p>VCE means: at or above</p>	<p>BHC Targets; NAPLAN</p> <p><u>Year 7</u> (% below band 6) <u>2008 Actual</u></p> <p>Reading – 15% (24%)</p> <p>Writing- 15% (22%)</p> <p>Numeracy - 18% (25%)</p> <p><u>Year 9</u> (% below band 7)</p> <p>Reading – 25% (32%)</p> <p>Writing- 30% (50%)</p> <p>Numeracy - 30% (40%)</p> <p><u>Year 7</u> (% above band 8)</p> <p>Reading – 10% (7%)</p> <p>Writing- 10% (3%)</p> <p>Numeracy - 10% (9%)</p> <p><u>Year 9</u> (% above band 9)</p> <p>Reading – 10% (2%)</p> <p>Writing- 15% (9%)</p> <p>Numeracy - 10% (0%)</p> <p>VCE means: at or above 28.0 for allstudy, 27.3 for English, 28.0</p>

		<p>for Further Maths</p> <p><u>Opinion</u> The aggregated Year 7 to Year 12 student opinion mean at or above 2.9 for 'Stimulating Learning', and 3.4 for 'Teacher Empathy' and 'Teacher Effectiveness' Staff survey data demonstrate a mean of 61 or above for 'Learning Environment' and 57 or above for 'Curriculum Coordination' Parent survey data demonstrate a mean of 4.6 for 'Stimulating Learning'</p>	<p>28.2 (26.6) for all study, 27.3 (26.2) for English & 30.0 (26.2) for Further Maths</p> <p>Proportion of VCE study scores at or above 40 – 6% (2%)</p> <p>Student Attitudes to School Survey means (aggregated Yr 7 – 12): Stimulating Learning – 2.7 or above (2.84), Teacher Empathy – 3.15 or above (3.40), Teacher Effectiveness – 3.18 or above (3.39) Staff Opinion Survey means: Learning Environment – 43 or above (60.7), Curriculum Coordination – 40 or above (58.5) Parent opinion survey mean of 4.4 (4.34) for Stimulating Learning</p>	<p>for Further Maths</p> <p>Proportion of VCE study scores at or above 40 – 4%</p> <p>Student Attitudes to School Survey means (aggregated Yr 7 – 12): Stimulating Learning – 2.9 or above, Teacher Empathy – 3.50 or above, Teacher Effectiveness – 3.4 or above</p> <p>Staff Opinion Survey means: Learning Environment – 60 or above, Curriculum Coordination – 58 or above,</p> <p>Parent opinion survey mean of 4.5 for Stimulating Learning</p>
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<p>Student Engagement and Wellbeing</p>	<p>To improve student connectedness with school.</p>	<p><u>Attendance</u> Student attendance across Year 7 to Year 12 reflects an overall average absence FTE rate of 17 days or less.</p> <p><u>Network Target:</u> All schools to decrease mean absence rate per student by 15% At most 15.5 days absence per student 7-12</p> <p><u>Opinion</u> The staff opinion mean scores are raised to 57.0 for 'Effective Discipline Policy', and 50 for 'Student Motivation' and 'Student Misbehaviour'</p> <p><u>Network target:</u> staff opinion of student motivation will improve</p> <p>The aggregated Year 7 to Year 12 student opinion mean scores are</p>	<p>Student attendance (Yr 7 – Yr 12) average absent days FTE rate of 20 days or less (26.8)</p> <p>Staff Opinion Survey means: Effective Discipline Policy – 40 (51.3), Student Motivation- 32 (42.9) and Student Misbehaviour 60 (60.0)</p> <p>Student Attitudes to School means (Yr 7- Yr 12):</p>	<p>Student attendance (Yr 7 – Yr 12) average absent days FTE rate of 20 days or less</p> <p>Staff Opinion Survey means: Effective Discipline Policy - 50, Student Motivation- 40 and Student Misbehaviour 65</p> <p>Student Attitudes to School</p>

		<p>raised to 3.4 for 'School Connectedness', 3.95 for 'Student Motivation' and to 2.7 for 'Classroom Behaviour'</p> <p><u>Network Target:</u> student motivation & learning confidence per cohort will improve</p> <p>The parent opinion survey mean scores are raised to 3.95 for 'Student Motivation', to 2.7 for 'Classroom Behaviour' and to 4.9 for 'School Connectedness'</p> <p><u>Related Staff Opinion</u> The staff opinion mean score for 'Participative Decision-Making' is raised to 60.0</p> <p><u>Network Target:</u> number of expulsions will decrease</p>	<p>School Connectedness- 3.15 (3.21), Student Motivation- 3.90 (3.95) and Classroom Behaviour – 2.6 (2.85)</p> <p>Parent Opinion Survey means: Student Motivation - 4.10 (4.07), Classroom Behaviour - 2.85 (3.39) and School Connectedness - 4.7 (4.34)</p> <p>Staff Opinion Survey mean: Participative Decision Making – 48.0 (68.3)</p>	<p>means (Yr 7- Yr 12): School Connectedness- 3.30, Student Motivation- 3.95 and Classroom Behaviour – 2.9</p> <p>Parent Opinion Survey means: Student Motivation - 4.10, Classroom Behaviour – 3.8 and School Connectedness - 4.7</p> <p>Staff Opinion Survey mean: Participative Decision Making – 69.0</p> <p>Reduce expulsions by 50%</p>
Student Pathways and Transitions	To improve student retention.	The real retention rate from Year 7 to Year 10 to 76%.	Real Retention rate from Yr 7 – Yr 10 – 62% (66.3%)	Real Retention rate from Yr 7 – Yr 10 – 68%

		<p>The real retention rate from Year 10 to Year 11 to 83%</p> <p><u>Network Targets:</u></p> <ul style="list-style-type: none"> • Retention of students 6-7 in network schools 80% • Real Retention rate 80% • Post Compulsory Destinations -75% in education/training <p>Opinion The parent survey mean for the 'Transition' variable is 5.2 or above</p>	<p>Real Retention rate from Yr 10- Yr 11 – 82.6% (76%)</p> <p>Parent Opinion Survey mean for Transitions 4.9 or above (4.45)</p>	<p>Real Retention rate from Yr 10- Yr 11 – 80%</p> <p>Post Compulsory Destinations - Increase total number of applicants with VTAC preferences to 85% (from 77.27%) & increase number who receive a VTAC offer to 70% (from 65%)</p> <p>Parent Opinion Survey mean for Transitions 4.9 or above</p>
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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
Extend the 'learning community approach to enhance teaching & learning outcomes across the school	<p>Strengthen the staff Development Planning model. Increase the effective use of data and peer observation to drive improvement.</p> <p>Review, update and circulate all policies & procedures relating to induction, mentoring & professional learning</p> <p>Review the Year 7 & 8 curriculum, teacher teams and the utilisation of eSpace. Implement measures to ensure sustainability of the program beyond the LSF initiative</p>	<p>Assistant Principal to attend <i>Learning to Lead Effective Schools</i> PD focussing on embedding the P & DC</p> <p>Week 8 each term made available for Development Planning teams to meet.</p> <p>Schedule regular planning meetings for Teaching teams. Allow time for peer observation, collaboration & feedback</p>	<p>Senior Leadership Group, Principal & Assistant Principal</p> <p>Year 7 & 8 Teams Educator Learning Leader TLC & Timetabler</p>	<p>Term 1 (ongoing)</p> <p>Term 2 -4</p>	<p>Staff Development Planning teams meet once a term to discuss learning and teaching goals, strategies to improve student outcomes and the use of data to improve performance</p> <p>All staff Development Plans aligned to the School and Network Strategic Plans</p> <p>Improved outcomes in terms of <i>Teacher Effectiveness and Stimulating Learning</i> variables in Student Attitudes to School survey</p>

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Apply the 'Student learning whole school self assessment' tool to monitor school progress towards 'transformative'	Develop whole school approach to teaching numeracy including 'on demand' testing in junior maths, scaffolding numeracy in middle years and introducing of a range of teaching strategies to best match student individual learning styles.	EMR -Targeted School Initiative TaLC appointed to work specifically with Maths & Science teachers Network PD	TaLC CKLA Leaders, Learning Leader Educator All teachers	Ongoing	Improved numeracy outcomes in terms of teacher judgement and NAPLAN data A whole-school numeracy plan has been developed
Prepare students for NAPLAN	Complete aspects of NAPLAN in PD. Discuss insights & share ideas about test preparation strategies. Develop literacy & numeracy strategies to better prepare students for NAPLAN Use NAPLAN data to inform teaching practice & curriculum development	Regional and school based PD involving RNL, Principal and teachers	As above	Ongoing	Improved outcomes in NAPLAN results as a consequence of more effective test preparation Improve overall Literacy and Numeracy outcomes for students

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Develop a program to improve student responsibility for personal learning	Continue the sequential program (yrs 7-10) for HG teachers to enable students to reflect on performance and set personal learning goals Encourage parent support and input into student goal setting	HG meetings, Sub-School Assemblies Parent Newsletters Intranet development Wikki space PD (regional and school based)	HG teachers Sub-School Leaders Principal Class Whole staff Ultraneet coach eLearning Leader Integrated Learning teams	Ongoing	Improved outcomes in terms of <i>Connectedness to School</i> and <i>Student Morale</i> in Student Attitudes to School survey
Develop positive student management and connectedness with staff throughout the school	Institute an agreed, consistent and clear school-wide approach to student management based on the <i>Behaviour Management in Education</i> framework	Employ Jenny MacKay with Targeted Schools Initiative funding. Substantial PD component. Purchase of resources for each teacher. Incorporate student management into teacher Development Plans	All teachers	Ongoing	All staff consistently implement the school -wide student management policy and plan proactively for the 'hidden curriculum' Decrease in student suspensions and expulsions Improved outcomes in terms of <i>Classroom Misbehaviour & Teacher Connectedness</i> in both staff and student opinion surveys

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<p>Develop and implement preventative approaches and programs that improve student attendance and encourage all students to be active and successful participants in their own learning journey</p> <p>Ultrahet Readiness</p>	<p>Expand the Integrated curriculum project into year 9 (CONNECT)</p> <p>Nominate as trial Ultrahet School ICT goal in all staff Development Plans</p>	<p>TPL for two staff (0.2)</p> <p>Two staff to attend <i>Learning to Lead Effective Schools</i> PD focussing on implementation of a sustainable program</p> <p>ICT PD (Regional & School)</p>	<p>TPL teachers Middle School team Educator, Assistant Principal</p> <p>eLearning Leader Assistant Principal CKLA Leaders All staff Ultrahet coach</p>	<p>Ongoing</p>	<p>Decrease in student absences particularly at Year 9</p> <p>Increased retention of 'at risk' year 9 students</p> <p>Improved outcomes in <i>Connectedness to School, Student Motivation and Learning Confidence</i> in Student Attitudes to School Survey</p> <p>Greater involvement of the parent and wider community in the motivation of students to achieve their best</p> <p>Increased use of ICT in all aspects of college organisation Increase use of ICT embedded into teaching & learning</p>

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Inspire post compulsory students to remain in education based at BHC when appropriate	Investigate introduction of new post-compulsory options Apply for Trade Training Centre funding with a consortium of schools (KIOSC)	Involve key staff in work streams to complete KIOSC application	Principal Class Senior Programs Leader Pathways Coordinator VCAL Coordinator Timetabler Business Manager	Ongoing	Improved retention of students due to successful KIOSC application