



School Annual Implementation Plan for 7776 Doncaster Secondary College 2015

Based on Strategic Plan 2014 - 2017

Endorsements

Endorsement by School Principal	Signed..... Name Eva McMaster Date.....24 / 2/15
Endorsement by School Council	Signed..... Name...SOFIA GEORGIOU... Date...25/2/15..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council

Strategic Direction

	Goals	Targets	One Year Targets
Achievement	<ul style="list-style-type: none"> ● To improve student learning outcomes in: <ul style="list-style-type: none"> ○ Years 7 – 10 Literacy and Numeracy, and ○ Senior Secondary qualifications. 	<ul style="list-style-type: none"> ● The College develop workable and manageable targets designed to measure and monitor growth on cohort and/or individual students basis (for example, NAPLAN matched cohort and relative growth indicators) ● An increase in the percentage of 40+ VCE Study Scores ● All VCE Studies to have a GAT Adjusted Score where the Confidence Interval crosses the zero line ● An increase in the number of students successfully completing Senior VCAL 	<ul style="list-style-type: none"> ● NAPLAN matched cohort and relative growth indicators indicate greater growth in Years 7 – 9 students when compared with Years 5 – 7 students ● Percentage of 40+ study scores = 7% ● All VCE GAT adjusted score above the zero line ● 100% of students undertaking Senior VCAL complete successfully
Engagement	Create confident and connected students prepared to challenge themselves and experience success in a diverse range of activities and opportunities.	By 2017, student opinion surveys will show an improvement in the mean scores for stimulating learning.	The mean score for Attitude to School Survey for stimulating learning is 3.20
Wellbeing	To develop students who are healthy, safe, resilient and willing to contribute to the wellbeing of others.	By 2017, student opinion surveys will show an improvement in the mean scores for student responses to wellbeing, teaching & learning and student relationships.	Classroom Behaviour 3.20 Connectedness to Peers 4.10 Student Safety 4.40 Student Distress 5.20 Student Morale 4.90 Learning Confidence 3.80 School Connectedness 3.70 Stimulating Learning 3.20 Student Motivation 4.40 Teacher Effectiveness 3.70 Teacher Empathy 3.70
Productivity	To ensure consistency and alignment of all aspects of school operations and resource allocations		

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 student learning outcomes in: <ul style="list-style-type: none"> ○ Years 7 – 10 Literacy and Numeracy, and ○ Senior Secondary qualifications. 	<p>Individual Learning Plans developed by all students with support of Discovery, English and Maths teachers where applicable. Senior school students will develop both short and long term goals. Exploration of a continuum to map and monitor growth in student learning behaviours and attitudes.</p>	<p>Use of Compass to record ILP Discovery, domain and GTM (meetings) + PLT meetings. ILPs will incorporate student self reflection and personal growth.</p>	<p>STE and all Discovery teachers English and Maths teachers Level 2 teachers designated responsibility in this area.</p>	<p>Ongoing</p> <p>Term 1 and Term 3 - the development and modification of learning goals.</p> <p>Term 2 and Term 4 - the reporting of learning goals to all stakeholders.</p>	<p>All students have entered their learning goals and undertaken reflection. Use of Compass to house and share student learning goals. Student goals and self-reflection published in semester reports.</p>
<p>Embedding the Australian Curriculum in the English, Maths, Science and Humanities subject areas. Infusion of Australian curriculum in the Health and PE, the Arts and Languages</p> <p>Teacher assessment practices (teacher judgements to accurately align with AUSVELS standards)</p> <p>Introduction of Common Assessment Tasks and associated Rubrics in all subject areas.</p>	<p>Moderation practices explored in PLTs.</p> <p>Time allocated in the commitment schedule for moderation to take place.</p>	<p>Leadership</p> <p>Domain Leaders and the Level 2 teacher(s) delegated the responsibility</p>	<p>Ongoing</p>	<p>In the student achievement data, the school performance summary will show that our Teacher assessments from the Australian Curriculum standards will be 'similar' to like schools comparisons. All course documentation accurately reflects classroom practice with reference to the standards.</p>	<p>Student reports will include a graded assessment outcome (a common assessment task) for each subject each term</p>

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	Provision of quality individual Education Plans for identified students	All identified students have an IEP that underpins classroom learning. IEPs are regularly updated on COMPASS Teachers are supported in developing IEPs through professional learning and close liaison with integration staff where applicable. Development of effective partnerships with parents, carers and outside agencies.	Leadership and all staff	Ongoing	IEPs are made available to all stakeholders in line with the college report cycles. Parent survey/response Parents, carer and outside agencies are active contributors to the development and monitoring of IEPs.
	Consolidation of whole school Literacy and Numeracy strategies and the investigation of possible new strategies/programs.	Whole school professional learning Teachers engaging in coaching and targeted peer observation Intervention programs e.g. Toe by toe, introduction of Quick Smart Literacy	Leadership team, Literacy Leader and Domain Leaders	Ongoing	Improved NAPLAN growth data GAT achievement data pre and post testing e.g. SPA data Domain evaluation
	Refinement of the DSC instructional model	Embed coaching practices Peer assessment / observations Teachers illustration of practice Use of COMPASS to support instructional practices Building teacher capacity through a rigorous Performance and Development process Promote classroom learning across all subject areas	Driven by Coaches, Review Leaders, Mentors, Induction coordinators Domain Leaders	Ongoing	Attitudes to school survey – improvement in the 'quality teaching' and 'stimulating learning' element. Improvement in the "application of professional learning" score on Staff Survey 1 article per subject per term in the college newsletter

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	<p>Identification of effective teaching practices that enhance VCE learning.</p>	<p>Interview of all year 12 teachers to discuss results and set improvement goals Identify effective teacher practices Improving Year 12 results to be included in Domain Action Plans Conduct a review of VCE Discovery program to include opportunities and resources for maximising student learning including revisiting the Advocacy Program</p>	<p>VCE / Year 12 teachers MCG (interview team)</p>	<p>Ongoing</p>	<p>The addition of a dedicated set of expected practices in relation to VCE teaching in the DSC Instructional Model. Improved value add data Improved attitude to school data in the 'teacher effectiveness' element</p>

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<p>Engagement</p> <ul style="list-style-type: none"> ● Create confident and connected students prepared to challenge themselves and experience success in a diverse range of activities and opportunities. 	<p>Develop and implement effective uses of ICT to improve teaching and learning.</p>	<p>Define effective uses of ICT. Create structures to enable ICT leaders to meet once a term. Deliver ICT PD to Domains. Mentor teachers using ICT in the classroom. Experts to share their expertise with other teachers. Promote the use of conversations in compass learning tasks between teachers, students and parents.</p>	<p>ICT Leaders Group.</p> <p>Domain Leaders. All staff</p>	<p>Ongoing through 2015.</p>	<p>Improved staff capacity in the ePotential survey.</p> <p>Minutes of ICT leaders meetings.</p> <p>ICT embedded in Domain Curriculum Documents. Record of PD delivered. All teachers delivering effective ICT in the classroom (including them in learning intentions).</p> <p>Each teacher has engaged in a Learning Task conversation for at least one task per semester in 2015.</p>
<p>Publish, promote and evaluate co-curricular activities.</p>	<p>Audit co-curricular events to ensure all are recorded, e.g. LOTE days, SRC fund raisers, Peer support etc. Register co-curricular activities as events on Compass. SRC to organise and conduct an evaluation of co-curricular activities offered at DSC. Develop a generic online co-curricular survey.</p>	<p>All teachers running co-curricular events. SRC and TAY, LAZ, END</p> <p>RUL</p>	<p>Ongoing through 2015</p> <p>Term 1 2015</p>	<p>Events are all registered on compass</p> <p>The SRC have analysed the co-curricular survey feedback and reported to council.</p> <p>Evaluations of co-curricular activities analysed and recommendations made.</p>	<p>Every class to complete the DSC Instructional Model survey by end of 2015 to familiarise with the survey tool and to inform the creation of</p>
<p>Build student voice, feedback and influence on classroom learning activities and assessments.</p>	<p>Design a DSC Instructional Model survey, which all teachers can administer in their own classrooms, analysis of which can be discussed in the</p>	<p>RUL, BEE, MCG</p>	<p>Ready to pilot in 2015 term 3.</p>	<p>Ready to pilot in 2015 term 3.</p>	<p>Every class to complete the DSC Instructional Model survey by end of 2015 to familiarise with the survey tool and to inform the creation of</p>

		<p>performance reviews. Survey to be developed on Google Forms and results to be analysed electronically.</p> <p>Design a system for students to give feedback on curriculum structure.</p>	Curriculum Committee	Term 4, 2015	teacher goals in 2016. System is designed ready for implementation in 2016.
	<p>Monitor student self-reflection opportunities in the assessment and reporting processes.</p>	<p>Auditing common assessment tasks in each Domain to ensure CAT student reflections are submitted.</p> <p>Discuss student reflections during moderation.</p>	Domain leaders and assistants	End of term 3, 2015	All common learning tasks to have a CAT student reflection tool uploaded to Compass.
	<p>All students and staff to have documented learning goals that they will work towards each year.</p>	<p>Continue to use student learning goals on compass. Monitor completion and encourage SMART goals. Develop a system to audit the quality of the goals.</p>	All English and Maths teachers. All Discovery Teachers. Level 2 leaders designated with responsibility.	Ongoing.	Compass exception reports to identify missing student goals and reflections. A successful audit of the quality of the goals.
		<p>Teachers</p> <p>Ensure teacher mid cycle goals are relevant to the strategic plan and end of year goals are evaluated</p>	Principal class and leading teachers	Ongoing	All teacher reviews filed in central administration.
	<p>Continue with a comprehensive whole school approach to issues of student absence and lateness.</p>	<p>Monitor absence and lateness through Compass and stay in contact with parents/guardians regarding absences/lateness. Where required enlist the services of external agencies / DET.</p> <p>Provide rewards and encourage attendance.</p>	Teachers Year level coordinators and sub school leaders	Regular recognition	Sustainable high levels of attendance. Formal recognition of students with excellent or improved attendance / punctuality.

	<p>Develop appropriate responses to the findings of the DSC Instructional Model Survey, Co-curricular survey, and CATs student reflection tool to improve student engagement.</p>	<p>Communicate changes in practice to the students as a result of their feedback.</p> <p>Provide appropriate PD to teachers as identified by the Survey.</p> <p>Teachers to develop and implement improvement strategies. e.g. Active Listening PD.</p>	<p>All teachers</p> <p>CAR, BEE</p>	<p>End of Term 4, 2015 and into 2016.</p>	<p>Teachers have communicated changes in practice to students as a result of their feedback. Teachers report on survey results in annual reviews.</p> <p>Appropriate PD planned and/or delivered.</p> <p>Improved Factor mean score on stimulating learning in the student opinion survey. Factor in 2014 was 3.14</p>
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Wellbeing <ul style="list-style-type: none"> To develop students who are healthy, safe, resilient and willing to contribute to the wellbeing of others. 	Improve the communication in the college between teachers, parents and students.	Teachers confidential booklet provided by CAM to inform teachers and delineation between modification and adjustment of curriculum is made . Curriculum adjustment support document provided to teachers.	CAM HOL	Teachers confidential booklet updated each term and distributed.	Books generated and distributed once per term.
		Continue to complete IEPs with expanding target group.	CHI CAM All teachers	IEPs to be completed end of each semester.	IEPs completed.
		Improved used of Compass (learning tasks, email, chronicle) with associated PL for teachers	WRA BED MOR GAU Domain leaders	CATs uploaded and chronicles/emails monitored	CATs visible across each class, one per term for each subject
		Compass PD for parents (explore multilingual provision of booklet / presentation / google translate?)	MOR GAU EAL staff	Feb 23 rd and possibly second half of the year	Info night held, translations accessed, greater use of compass
		Investigation of source country of NESBs and requirement for translation services (cases)	Helen Wilson PAV has already asked :) MOR GAU	Chronicle use is ongoing	Translations accessed

		<p>Early identification of students at risk (“at risk of not performing to potential”) by investigating the use of an additional column on reports that teachers use to flag academic/welfare concerns to coordinators. (link with point about DISCOVERY teachers being advocates for Year 12)</p> <p>Upload Classroom Management Plan on website, link college policies etc.</p> <p>Promotion of positive affirmations to parents from staff feedback e.g. 100% attendance</p> <p>Term 3 adjusted Parent teacher night for Year 12s</p> <p>Supported transition: Parent information night including transition morning with incoming Year 7 Parents re students with non-funded but specific learning needs</p>	<p>FOT MOR SPE Student management and wellbeing team will run the SSGs</p> <p>Rosemary Goodman GAU</p> <p>MOR</p> <p>FOT</p> <p>CAM ALE ANN GAU FOT LAZ HOL</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 3</p> <p>Term 4</p>	<p>Students cross checked against booklet and SSGs chronicled</p> <p>Uploaded links</p> <p>Parent Opinion Survey (approachability, general satisfaction)</p> <p>Parent Opinion Survey</p> <p>Parent Opinion Survey</p> <p>Transition events completed by the end of Term 4. Information received is recorded in the booklet.</p>
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			STE All DiSCovery teachers FIO MAE LEJ RAM	All Year	Program delivered and documented online
	Delivery of revised DiSCovery program		BED MOR HOL	End of Term 1	Survey completed, results disseminated and strategies actioned eg Opt In at Discovery
	Focus group at Year 12 to ascertain sources of VCE stress		Australian Childhood Foundation FOT	Friday 7 th August 2015	Delivery and staff evaluation
	"Dealing with Children with Trauma" PD planned for teachers		CAM GAU MOR FOT PAV Year Level Coordinators HOL	Ongoing	Compass entries
	Continue to further embed opportunities for parent/teacher SSGs throughout the year		Student management and wellbeing team	Ongoing	Individual student Compass Attendance at PDs
	Promotion of external links; SFYS, RESP, KILP, OOH, Youth foundation, Manningham Council		STE and MYSELF staff FAI SAP	Review at end of each Term	Survey of students and teachers
	Pilot MY FUTURE delivery to all Year 9 students				

	<p>Further embed careers pathways and begin discussion at early year levels</p>	<p>Trailing implementation of the VCCF which has been incorporated into DiSCovery Years 7-12 and Year 9 My Future</p>	<p>STE RAM DiSCovery teachers</p>	<p>Year long</p>	<p>Revised program delivered. Student survey improvement in student morale, distress, connectedness to peers</p>
	<p>At Risk students are identified and case managed from early years</p>	<p>At Risk students are identified and case managed from early years</p>	<p>Student managers and wellbeing team (RAM/WAK/POD/HO/LAZ etc.)</p>	<p>Year long</p>	<p>Ontrack data and VCE tail reduced. Retention data</p>
	<p>Increasing parental involvement in pathway conversations (course counselling, SSGs)</p>	<p>Increasing parental involvement in pathway conversations (course counselling, SSGs)</p>	<p>MOR Senior School Team CAM RAM</p>	<p>Year long</p>	<p>Parent opinion survey – increase in parent input and general satisfaction</p>
<p>Continue to diversify leadership opportunities within the college</p>	<p>List leadership opportunities for year levels and publish on website</p>	<p>List leadership opportunities for year levels and publish on website</p>	<p>Student managers and wellbeing team Rosemary Goodman</p>	<p>Middle and Senior School Meeting 3rd of March</p>	<p>Website reflects</p>
	<p>Promote SRC leaders on web with photographs</p>	<p>Promote SRC leaders on web with photographs</p>	<p>Rosemary Goodman</p>	<p>Term 1</p>	<p>Website reflect</p>
	<p>Senior / Middle School Captains to write newsletter articles to promote SRC – the column could be called "student voice"</p>	<p>Senior / Middle School Captains to write newsletter articles to promote SRC – the column could be called "student voice"</p>	<p>TAY</p>	<p>One each term</p>	<p>Newsletter</p>

				Year long	Responsibilities of SRC diversified and enhanced
	Promote connection between SRC and Year Level coordinators. Year Level Coordinators brainstorm how SRC can link to each year level to support work of coordinators e.g. Year 9 captains collect data on camp	Year Level Coordinators	Year long	HER	Competitions held
	House program expanded. E.g. Year 8 house competition term 2, Year 7 house competition term 3		HER		
	Investigate potential for SRC to create its own student newspaper		TAY S/A	Term 2	Newspaper
	Trial of student leaders integration into Year 8 locker bays		TAY BED LEE	Term 1	Review at end of year
	Expand Sustainability program and make it a Level 2 teacher role		Leadership team	End of the year	Put more sustainability questions on the IEPs Expanded responsibilities for Range 2 teachers to include a Sustainability responsibility position

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Productivity <ul style="list-style-type: none"> To ensure consistency and alignment of all aspects of school operations and resource allocations. 	Ensure a consistent approach to staffing and subject allocations. Review timing and structure of timetable and school operations.	Consider decisions regarding leave, staffing. Consider new subjects and rooming allocations. Monitor feedback on school operations	LCC, Curriculum committee, Elected Representatives and co-opted experts	Monthly meetings	Staff leave policy updated and implemented to ensure student learning opportunities maximised Timetable and Room allocations provide the best timing, spread and physical learning environment for all subjects
	Consistent allocation in budgets for spending by different departments, aligning with the Strategic plan.	Domain Budgets	Principal, Business Manager, School Council	November	Program budget allocations match domain priorities / action plans
	Alignment of teachers and students to appropriate classes to improve students learning.	Teacher and student preferences survey. Allotments checked to align with college targets	Timetabler, Sub School Leaders, APs	September	Teacher satisfaction (Staff opinion) and Student attitude to School survey indicate that professional and learning needs are being met
	Timetable developed to align key resources: Teachers, students, rooms.	Timetable published and reviewed	Timetabler, AP	December	The staffing budget is optimal for the agreed curriculum profile and student learning aspirations
	Teacher / student time available for learning in classes is maximised	Review of co-curricular program scheduling Implementation of the scheduling of common SACs in	Planning Team, AP responsible for Calendar, Curriculum Committee, Domain Leaders	Weekly meetings Monthly Meetings	Whole year level / sub school scheduling of activities to minimise the impact of activities on other classes

			Senior School Use of Learning Tasks on Compass so that students participating in camps/excursions have access to the learning occurring back in classes at school.			Senior school SACs scheduled where possible in non - timetabled class time.
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