

Debney Park Secondary College

School Number 7763

Annual Implementation Plan 2009

(Based on Strategic Plan developed for 2006-09)

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.	✓
		Michael O'Brien
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	

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve the levels of achievement for all students from year 7 to year 12 in all domains of the curriculum, with particular focus on English and mathematics.	<p><u>Target 1</u> Curriculum outlines, using VELS, be documented for all subjects in years 7-10 by 2008. (Achieved in 2007)</p> <p><u>Target 2</u> Student progress in English and mathematics each year to be equivalent or better than the expected statewide rate. For example, using VELS standards each student will progress at the rate of at least 0.5 of a standard per year.</p> <p><u>Target 3</u> VCE outcomes for all studies as measured by actual study scores compared with potential performance (adjusted scores from the VCE Data Service) be zero or better.</p> <p><u>Target 4</u> To attain accreditation level for a school performance and development culture by the end of 2007. (Achieved 2007)</p>	<p><u>Target 1 (2009)</u> All curriculum outlines in Years 7-10 be updated using VELS.</p> <p><u>Target 2 (2009)</u> Student progress in English and mathematics to be equivalent to or better than 0.5 of a VELS standard over the course of the year.</p> <p><u>Target 3 (2009)</u> VCE outcomes for 70% of all studies as measured by actual study scores compared with potential performance (adjusted scores from the VCE Data Service) be zero or better.</p> <p><u>Target 4 (2009)</u> To maintain a Performance and Development Culture as measured by the DEECD's instrument reported in the SLR.</p>

<p>Student Engagement and Wellbeing</p>	<p>To engage all students in their learning and develop in each individual a sense of wellbeing and connectedness to their school and their peers.</p>	<p><u>Target 5</u> For the school means, at all year levels, on the Attitudes to School Survey to be better than that obtained in 2006 for Classroom Behaviour and Student Safety.</p> <p><u>Target 6</u> For staff responses on the Staff Opinion Survey for the following variables, to be at least: 68.0 for Effective Discipline Policy 50.0 for Student Motivation 60.0 Student Misbehaviour 23.0 Classroom Misbehaviour (These results would represent a 15% improvement on the results of 2006)</p>	<p><u>Target 5 (2009)</u> For the school means, at all year levels, on the Attitudes to School Survey to be greater than 2.63 for Classroom Behaviour and greater than 4.08 for Student Safety.</p> <p><u>Target 6 (2009)</u> For staff responses on the Staff Opinion Survey for the following variables, to be at least: 62.2 for Effective Discipline Policy 45.5 for Student Motivation 63.8 Student Misbehaviour 18.9 Classroom Misbehaviour (These results would represent a 3% improvement on the results of 2008)</p>
<p>Student Pathways and Transitions</p>	<p>To provide effective school transition processes for all students at key points in their schooling and appropriate pathways to post-school options.</p>	<p><u>Target 7</u> In 2009, the enrolment at Year 7 to be at least 50 students.</p> <p><u>Target 8</u> Real retention for Years 7-10 to be equal to or above that obtained by the College in 2005 (49.0%).</p> <p><u>Target 9</u> For parent responses on the Parent Opinion Survey for the following variables to be at least: 5.10 for Parent Input 5.70 for Learning Focus 6.00 for General Satisfaction 5.80 for Student Safety 3.50 for Classroom Behaviour 6.00 for Social Skills</p>	<p><u>Target 7 (2009)</u> In 2010, the enrolment at Year 7 to be at least 50 students (an increase of 20% of 2009 enrolment).</p> <p><u>Target 8 (2009)</u> Real retention for Years 7-10 to be equal to or above that obtained by the College in 2005 (49.0%).</p> <p><u>Target 9 (2009)</u> For parent responses on the Parent Opinion Survey for the following variables to be at least: 5.42 for Parent Input 5.31 for Learning Focus 5.47 for General Satisfaction 5.95 for Student Safety 3.71 for Classroom Behaviour 5.60 for Social Skills</p>

		(These results would represent a 15% improvement on the results of 2006)	(These results would represent a 3% improvement on the results of 2008)
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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
A. Use the Blueprint initiatives, e.g. VELs and PoLT, to enhance the teaching and learning practices in the College and develop classroom programs and practices that promote high level student outcomes.	<p>Teachers to work in their Learning Area Team (LAT) to develop assessment tasks which are linked to VELs progression points.</p> <p>Consolidation of the concept of individual learning goals for students in Years 7 to 9.</p> <p>Continue to provide professional development for teachers regarding the integration of VELs domains Thinking, ICT and Communication into subject outlines. An emphasis will be placed on professional learning</p>	<p>The term planner to include an increase in time for LATs to meet more regularly and for these meetings to be linked to Curriculum Planning Committee (CPC) meetings.</p> <p>Provide time for middle school teachers to meet with students.</p> <p>Discussion at LAT meetings and PLFs.</p>	<p>The College Manager in consultation with the Consultative Committee, Leadership Team (Principal, Assistant Principal and four Leading Teachers) and the four Learning Area Leaders.</p> <p>The Curriculum and Wellbeing Leaders in consultation with the Consultative Committee, Leadership Team and each middle school team.</p> <p>The Leadership Team.</p>	<p>Three LAT cycles and CPC meetings to be held each term.</p> <p>In the first weeks of each semester.</p> <p>In the first weeks of each semester.</p>	<p>Term planner to include LAT cycle linked to CPC meetings.</p> <p>Individual learning goals included on each middle school students' semester written report.</p> <p>Course outlines to include strategies to integrate VELs domains Thinking, ICT and Communication for all middle years' groups.</p>

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	<p>to be undertaken by teachers in their respective Learning Area Teams.</p> <p>Integration of multimedia courses particularly in the Middle School and development of partnership regarding Skoolaborate with Victoria University and partner schools.</p> <p>Development of increased opportunities for Music and Performance throughout the school.</p>	<p>School based mentors to work with LATs to integrate multimedia into subject outlines.</p> <p>Consolidate the eLearning initiative involving Second Life through programs such as Skoolaborate.</p> <p>Introduce Music into both the Year 7 and 8 programs.</p>	<p>Soundhouse Reference Group.</p> <p>eLearning Manager and Design Briefs Learning Area Team.</p> <p>Music and Performance Coordinator in consultation with the Design Briefs Learning Area Team, IMTs and Western Edge Youth Arts (SCRAYP).</p>	<p>Teachers to be trained from a designated LAT in each of terms 1 and 3 with learning to be used with middle school groups in terms 2 and 4.</p> <p>Ongoing throughout the year.</p> <p>Ongoing.</p>	<p>Production of multimedia products by each of the four Learning Area Teams.</p> <p>Professional learning for multimedia linked to individual teacher Learning Improvement Plans.</p> <p>Modules involving Second Life developed.</p> <p>Provision in the timetable for increased time for Classroom Music in the Middle School.</p> <p>Increased participation in the College Band.</p> <p>Increased opportunities</p>

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	<p>Provision of courses in the Later Years to provide increased breadth and depth to student programs.</p> <p>Consolidation of subjects-Personal and Interpersonal Learning (PILs) and Pathways.</p>	<p>Increased subjects in the Later Years subject grid.</p> <p>Provide time for teachers to meet and develop programs.</p>	<p>The Leadership Team and Consultative Committee.</p> <p>Curriculum and Student Wellbeing Leaders.</p>	<p>Beginning of the year.</p> <p>Ongoing.</p>	<p>for student performances in music and drama at College events.</p> <p>Two subjects added to elective blocks at Year 10.</p> <p>Provision of subjects in the VCE grid to provide for more breadth of choice.</p> <p>Curriculum outlines for PILs and Pathways produced.</p>
<p>B. Improve the college's performance and development culture – using the Performance and Development Culture Self Assessment Framework – to address issues in the staff opinion survey results and improve the organisational health of</p>	<p>Teachers will be provided with feedback from students about their teaching on a regular basis.</p>	<p>All teachers will include student feedback in their individual Learning Improvement Plans.</p> <p>A program such as Transforming Learning may be used for this purpose</p>	<p>The Leadership Team.</p>	<p>If using Transforming Learning, teachers will nominate students in term 2 with online questionnaire being completed in term 2.</p> <p>A second round of questionnaires to be completed in late term 3.</p>	<p>All teachers use student feedback from at least one class to improve student engagement in learning.</p>

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the college.	<p>Align individual and team goals in Learning Improvement Plans to support the achievement of the College's strategic plan and the annual implementation plan.</p> <p>Review performance of teachers with Positions of Responsibility</p>	<p>Teachers and support staff begin development of individual LIPs in PLFs in term 1. Meetings with mentors and Principal in terms 1 and 3.</p> <p>Conduct a mid-year review with the relevant member of the Leadership Team.</p>	<p>Principal.</p> <p>Leadership Team.</p>	<p>All teachers will complete individual learning improvement plans in term 1. Progress against goals will be monitored in term 3. SSO's in terms 2 and 4.</p> <p>In the first two weeks of term 3.</p>	<p>Teachers and SSOs will be aware of the strategic plan and will understand the role that they play in the implementation of the key improvement strategies.</p> <p>Mid-year review of teachers with Positions of Responsibility conducted.</p>
C. Implement the Literacy Program, developed by Dr Carol Christensen, across years 7-12.	The selection of a team of approximately 16 teachers will enable the program to be offered to all students at the College. This follows the successful introduction of the program across the whole school in 2007 and 2008. These teachers will work in teams and will be exposed to on-going professional learning.	<p>Staff will run individual sessions with students grouped into five ability levels each day.</p> <p>Two professional learning sessions provided for all staff each term.</p> <p>A budget of \$5000 (from Program Budgets) has been devoted to the purchase of appropriate reading</p>	<p>The Literacy and Assistant Literacy Coordinators will lead a group of approximately 16 teachers through the program.</p> <p>The Literacy Coordinator will be responsible for managing the STA.</p>	Beginning in term 1 and continuing throughout the year.	<p>TORC testing indicates that students, on average, have improved by at least 2 levels in a twelve month period.</p> <p>A bank of resources for each level of the program is developed.</p> <p>On demand online testing introduced.</p> <p>Appointment of coordinators and STA.</p>

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	Use TORC, tests to monitor student progress are implemented on an annual basis.	<p>materials for students.</p> <p>Literacy and Assistant Literacy Coordinators will be appointed with time release of a total of 13 x 45 minute periods (\$36,569).</p> <p>A Secondary Teaching Assistant (Literacy Program) 0.5 EFT to be employed (\$18,283).</p> <p>Provision of additional small classes-10 groups for 5x35 minutes per week (\$109,350).</p>	The Principal, Leadership Team and CC.		Classes operate according to the guidelines of the literacy program.
D. Establish a rigorous system of accountability and data analysis by which the College and student performance can be evaluated.	<p>Development of the Students at Risk mapping tool to include all relevant school based data.</p> <p>Analyse student achievement using VELs, NAPLAN (year 7 and 9) and school based testing such as TORC to evaluate student progress and to</p>	<p>A calendar of testing dates for NAPLAN and TORC will be established and associated analysis sessions conducted.</p> <p>Results for each student will be recorded on the SAR Mapping Tool so that progress can be tracked over time.</p>	<p>The College Manager will be responsible for testing associated with NAPLAN and VCE. The College Manager will also be responsible for the analysis of NAPLAN data and the VCE Data Service.</p> <p>The Literacy Coordinator will be responsible for annual</p>	Access to a range of information is already readily available. Time will be provided for teachers and teams of teachers to analyse data and determine how this information can best be used. This will occur throughout the year.	<p>Teachers will become increasing proficient in using data related to student performance to inform teaching programs.</p> <p>Students At Risk mapping tool developed and used by key personnel.</p>

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	<p>better understand the performance of particular groups and cohorts.</p> <p>Introduce on demand online testing in terms 2 and 4 to moderate TORC test results.</p>		TORC testing and the analysis of data.		
<p>E. The implementation of a broad range of proactive strategies to promote improvement in areas of student engagement and connectedness.</p>	<p>Develop and implement programs to promote student leadership. Programs to include Year 9 Advance, Year 9 Circus Program, Alpine School Scholarships, SRC, Peer Mentoring, STRIDE Mentoring and Boston Consulting Group (BCG) Student Leadership.</p> <p>Consolidate Case Management</p>	<p>Series of workshops planned and delivered at regular stages throughout the year.</p> <p>Provision of an Advance Coordinator.</p> <p>Provision of regular meeting times for Case</p>	<p>The Leading Teacher-Student Wellbeing will have the primary responsibility with the assistance from members of the Student Wellbeing Team.</p> <p>Principal, Leadership Team and CC.</p> <p>The Student Wellbeing Leader and team.</p>	<p>Early in term 1. It is anticipated that regular workshops will be conducted to discuss issues of engagement and connectedness.</p> <p>Term 1.</p> <p>Ongoing.</p>	<p>A 10% reduction in student suspensions is achieved.</p> <p>An increase in the number of students taking up leadership opportunities.</p> <p>Alpine School (Snowy River Campus at Marlo) attended by four Year 9 students in term 1.</p> <p>Appointment of Advance Coordinator.</p> <p>Peer to peer mentoring established within the College and with targeted primary schools.</p>

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	<p>processes for middle and later years' students.</p> <p>Develop and implement College Attendance and Promotion Policies.</p>	<p>Management teams.</p> <p>Consultation with the College community.</p>	<p>.</p> <p>Student Wellbeing Leader and Leadership Team.</p>	<p>Term 1.</p>	<p>Publish and implement Attendance and Promotion Policies.</p> <p>Year 10 absence rate to be no greater than 15.2. Year 11 absence rate to be no greater than 8.5. Year 12 absence rate to be no greater than 9.2.</p>
<p>F. Enhance levels of connection and positive involvement with the local community which includes families, local primary schools, tertiary education providers, agencies, employers, networks and clusters.</p>	<p>In consultation with the Boston Consulting Group (BCG), review the strategy to engage the local community in the future of the College. Part of this strategy will involve the use of soundhouse@debney to provide a high quality series of transition activities for students in grades 5 and 6 at a number of local primary schools (Flemington PS,</p>	<p>Consultants from BCG are able to provide high level advice to the Leadership Team of the College on an on-going basis.</p> <p>An increase in the time allowance for the Student Wellbeing Leader of two periods per week (\$6542) to be used for transition program development.</p>	<p>The principal, assistant principal, Student Wellbeing Leader and the Soundhouse Reference Group.</p>	<p>On-going and throughout the year.</p>	<p>An increase in the number of Year 7 enrolments from students at local primary schools.</p> <p>Increased interest in the College monitored through number of school tours.</p>

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	Kensington PS, North Melbourne PS, Ascot Vale PS, Moonee Ponds Central School, St Brendan's and Holy Rosary. Development of a marketing package/program to primary schools.	Deliver program to targeted primary schools	The Leadership Team	Term 1.	Documentation of promotional package. Delivery of package to targeted schools.
G. Whole School Allocation of human, physical and financial resources to provide a high quality educational program and to achieve the goals outlined in the school strategic plan	Provision of classes for 265 students in Years 7-12.	Allocation of credit \$1,481,646 (Years 7-12 students), \$355,282 Enrolment Linked Base, Small School Base (\$49,087). <i>NB. \$94,574 of the total Years 7-12 credit allocation (\$1,576,220) is for RNLC.</i> Cash component of \$283,887 allocated to program budgets. <i>NB. \$29,393 allocated to RNLC</i> 1.0 EFT teacher costed at \$81,786 (includes on	The principal in consultation with the consultative committee, leadership team and school council.	Decisions regarding the use of funding provided through the SRP are made during were made in term 4 2008. Expenditure is reviewed regularly.	Publication of 2009 timetable. Production of 2009 Program Budget.

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	<p>Provision of dedicated ESL classes across years 7 – 12 and ESL trained staff for the New Arrivals VCAL program.</p> <p>Provision of additional classes for the College's Literacy Program.</p> <p>Provision of welfare support for students in years 7 – 12. Appointment of a Student Welfare Co-ordinator</p> <p>Appointment of a Pathways Co-ordinator</p>	<p>costs of 14%)</p> <p>Each period of time costed at \$3271.</p> <p>SRP funding (indicative 2009) of ESL for \$216,891 used to employ ESL qualified teachers: 2.6EFT.</p> <p>\$67,850 (0.8 EFT) is devoted to the provision of small Literacy Groups. This comprises \$14,533 Equity, \$8703 SFO and \$44,614 ESL funding.</p> <p>A proportion of Equity funding (\$42,192 for 15 periods of time allowance) is used to employ a Student Welfare Coordinator.</p> <p>MIPs funding of \$32,710 equates to 10 periods of</p>			<p>ESL classes incorporated into the timetable.</p> <p>16 Literacy Groups established.</p> <p>A case management approach established for students as required.</p> <p>All students in Years 10-12 have a managed</p>

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	<p>Provision of course counselling program for later years students.</p> <p>Meeting time for middle school professional learning teams</p> <p>Provision of a viable later years' program for a small cohort of students.</p> <p>Provision of effective coordination of the College's VCAL</p>	<p>time allowance for the Pathways Co-ordinator and Eight periods of time allowance for the Senior School Mentors(\$26,168).</p> <p>Provision of time for course counselling teams to meet.</p> <p>Equity funding of \$84,390 provides time allowances for members of middle school teams and their facilitators.</p> <p>Use of Student Family Occupation funding of \$105,056, VCAL \$4842 and Mobility \$12,532 equates to \$113,727 or 1.4 EFT (35 periods). Used to operate small classes in the Senior School Program.</p> <p>\$26,168 of VCAL coordination funding of a total of \$31,010</p>			<p>individual pathway plan.</p> <p>Meeting times are published through the College timetable.</p> <p>Small classes are timetabled for the College's VCE and VCAL program.</p> <p>Appointment of VCAL Co-ordinator.</p>

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	<p>program.</p> <p>Provision of a high quality program for students with disabilities and language disorder.</p> <p>Provision of Instrumental Music Teachers.</p> <p>Support the development of the River Nile Learning Centre (RNLC).</p>	<p>equates to 8 periods which is used to provide time release for the coordinator.</p> <p>Funding of \$205,754 used to employ at D&I Co-ordinator (0.7 EFT) and SSO 1-1 Support Program Aides.</p> <p>Funding of \$58,811 (0.7 EFT) used to employ IMTs.</p> <p>Each student enrolled at the RNLC will attract \$8024 in credit and \$1729 in cash. These figures are based upon the allocation of funding as follows:</p> <p><u>Credit</u> Core \$5948 ESL \$1119 SFO \$427 Equity \$530</p> <p><u>Cash</u> Core \$354 ESL \$400 SFO \$431 Equity \$544</p>	<p>The principal and the D&I Co-ordinator.</p> <p>WMR Instrumental Music panel.</p> <p>The principal in consultation with other partners of the RNLC.</p>	<p>On-going.</p> <p>Term 4 2008 and term 1 2009.</p> <p>Term 4 2008 and Term 1 2009</p>	<p>Timetable for D&I Aides assigned to targeted students.</p> <p>IMT timetable.</p> <p>Appointment of teachers to the RNLC program.</p>

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		<p>Estimated enrolment of 8 students.</p>			
<p>H. WMR Blueprint for School Improvement Literacy P-12 Numeracy P-12</p>	<p>Identify personnel to undertake the roles of literacy coordinator, literacy coach, numeracy coordinator and numeracy coach.</p> <p>Participation in the WMR professional learning program for literacy and numeracy.</p>	<p>Local selection process.</p> <p>Release for coordinators and coaches to attend WMR professional learning (up to 40 days in total)</p> <p>CRT budget to replace coordinators and coaches whilst at professional learning (4x\$250x10=\$10,000) Source of funding yet to be determined.</p>	<p>Principal</p>	<p>Early term 1</p> <p>Throughout the year.</p>	<p>Personnel identified and appointed.</p> <p>Professional learning undertaken by coordinators and coaches.</p>

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		Provision of time release to allow coaches to work with staff in classrooms (say one day per week i.e. 0.2 EFT x 2 =0.4 EFT=\$32,000. Source of funding yet to be determined.			Programs developed for literacy and numeracy. Coaches working with teachers in classrooms.