

2014 School Annual Implementation Plan for Cobden Technical School - 7088

Based on Strategic Plan 2011 - 2014



Endorsements

Endorsement by School Principal	Signed..... Name Rohan Keert Date 10 June, 2014
Endorsement by School Council	Signed..... Name Jim Lock Date 10 June, 2014 School Council President's endorsement represents endorsement of School Strategic Plan by School Council

Strategic Direction

	Goals	Targets	One Year Targets
Student Learning	<p>Improve student outcomes in</p> <ul style="list-style-type: none"> • VCE • Literacy • Numeracy 	<p>VCE</p> <ul style="list-style-type: none"> • A VCE 'All Studies' mean score of at least 29.0 by 2014. Currently 26 • In terms of GAT prediction of student performance, have all studies "at or above the line" by 2014, i.e., students at least performing to expectations. <p>NAPLAN (Note: Due to the change from VELs to AUSVELS previous targets are not directly comparable) At Year 9 level, to decrease the percentage of students at or below the 2010 NMS (National Minimum Standard) from:</p> <ul style="list-style-type: none"> • 28% to 20% for Reading Currently 35.3% • 36% to 25% for Writing Currently 58% • 37% to 25% for Spelling Currently 35.3% • 30% to 20% for Grammar and Punctuation Currently 45.1% • 15% to 10% for Numeracy Currently 30% <p>At Year 9 level, to increase the percentage of students above the NMS (National Minimum Standard) from (Band 8 and above at Year 9):</p> <ul style="list-style-type: none"> • 42% to 50% for Reading Currently 25.5% • 24% to 35% for Writing Currently 18% • 33% to 40% for Spelling Currently 31.4% 	<p>VCE</p> <ul style="list-style-type: none"> • Target 28.71 State Mean • Target "at or above the line", i.e., students at least performing to expectations. <p>NAPLAN (Note: Due to the change from VELs to AUSVELS previous targets are not directly comparable) At Year 9 level, to decrease the percentage of students at or below the 2013 NMS (National Minimum Standard) from:</p> <ul style="list-style-type: none"> • Reading target 30.3% • Writing target 53% • Spelling target 30.3% • Grammar & Punctuation target 40.1% • Numeracy target 25% <p>At Year 9 level, to increase the percentage of students at and above Band 8</p> <ul style="list-style-type: none"> • Reading target 30.5% • Writing target 30.3% • Spelling target 36.4% • Grammar & Punctuation target 36.4% • Numeracy target 29%

		<ul style="list-style-type: none"> • 34% to 40% for Grammar and Punctuation Currently 31.4% • 43% to 50% for Numeracy Currently 24% <p>The growth between Years 7 and 9 results in all areas to be at or above the State Benchmark (25%L, 50%M, 25%H) and the five years of growth from 2010 to 2014 to demonstrate a positive trend.</p> <p>Reading Currently 24.5%Low, 51%Med, 24.5%High</p> <p>Writing Currently 35.4%Low, 52.1%Med, 12.5%High</p> <p>Spelling Currently 22.4%Low, 53.1%Med, 24.5%High</p> <p>Grammar & Punctuation Currently 22.4%Low, 69.4%Med, 8.2%High</p> <p>Numeracy Currently 22.4%Low, 57.1%Med, 20.4%High</p> <p>School Based Assessments [including On Demand testing] will indicate at least 0.5 VELS learning growth for each student in each 12 month period as they progress from Years 7 to 10.</p>	<p>Target The growth between Years 7 and 9 results in all areas to be at or above the State Benchmark (25%L, 50%M, 25%H) and the five years of growth from 2010 to 2014 to demonstrate a positive trend.</p> <p>Target School Based Assessments [including On Demand testing] will indicate at least 0.5 VELS learning growth for each student in each 12 month period as they progress from Years 7 to 10.</p>
Student Engagement and Wellbeing	To improve the level of students' independence and resourcefulness as learners.	Student Survey Create an engagement index by averaging the 2010 scores across all 6 Teaching and Learning variables; for 2010 this was 4.49. Maintain at least 4.5 for each year of the strategic plan. Currently 3.5	Student Survey Target 4.5

		<p>Parent Survey Create an engagement index by averaging the 2010 scores across all 4 Engagement variables; for 2010 this was 6.23. Maintain at least 6.5 for each year of the strategic plan. Currently 5.3</p> <p>Staff Survey On the 100 point scale, staff opinion of 'Student Motivation' scored 51.6 in 2010 and 69.4 in 2012. Lift this variable to at least 75.0 over the life of the Strategic Plan.</p>	<p>Parent Survey Target 6.5</p> <p>Staff Survey Target 75.0</p>
<p>Student Transitions and Pathways</p>	<p>To improve transition outcomes as students move through the school.</p>	<p>Parent Survey The Transition variable will be sustained at least 6.5 on the 7 point scale for each year of the strategic plan. Currently 5.47</p> <p>Retention Data Lift Years 7-12 Real Retention to at least 50% [2008/2009 about 25% against state average of 50%]. Currently 60.7% (7-12), 76.7% (7-10)</p> <p>Destination Data Maintain the proportion of students exiting Year 12 to Further Education and Training at least at 75% for each year of the strategic plan. Currently 81%</p>	<p>Parent Survey Target 6.5</p> <p>Retention Data Target (7-12) 65% (7-10) 80%</p> <p>Destination Data Target 85%</p>

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	Success indicators the changes in practice, behaviours or outcomes that indicate that the strategies are successful
Student Learning Literacy Intervention	Implement and embed literacy intervention program 'Reading And Improved Literacy Skills' (RAILS).	Complete the production of materials for the RAILS classroom kits.	DSM/ MSM	End Term 2	Improved Y9 NAPLAN outcomes for Reading, writing, Spelling, Grammar & Punctuation Improved VCE English outcomes.
		Develop the group structure and a timetable plan for the CTS literacy intervention program RAILS.	MSM	Term 2	
To plan for the effective implementation of literacy as a school priority.	CTS data plan	We will publish our data plan for collection of on-demand testing information.	DSM/ MSM/ RK	Annually	
	Whole school literacy and numeracy plans.	Development of the CTS Literacy plan and proposed Numeracy plan.	DSm/ RP/ MSm	Literacy Term 2 Numeracy Term 4.	

Collection and monitoring of literacy data for all students across Years 7 to 10.	In Term 1, Year 7 to 10 students to participate in on-demand literacy (and numeracy) testing.	Using Data Plan to inform program development. Employ literacy coordinator.	DSM/ MSM/ RK All staff	Term 1	
	In Term 2, NAPLAN implemented at Years 7 and 9.		DSM/ MSM/ RK All staff	Term 2	
	In Term 3, NAPLAN data included in SPA.		DSM/ MSM/ RK All staff	Term 3	
	In Term 4, all Year 7 to 10 students to participate in on-demand literacy (and numeracy) testing.		DSM/ MSM/ RK All staff	Term 4	
Enable and expect every teacher to implement effective literacy strategies (HRLTPs) in classroom teaching programs that reflect high expectations for students as independent learners.	Evidence of inclusion of the seven HRLTPs in all classroom teaching.	Programs will be evident in lesson plans and can be provided as evidence in teacher Performance & Development interviews.	All staff	Ongoing 2014	Increased teacher capacity in effective literacy instruction through use of the High Reliability Literacy Teaching Procedures (HRLTPs).

	All students will have been exposed to a range of effective literacy skills and strategies to support development of understanding of text based material.	Programs will be evident in lesson plans and can be provided as evidence in teacher Performance & Development interviews.	All staff	Ongoing 2014	Increased teacher capacity in effective literacy instruction through use of the High Reliability Literacy Teaching Procedures (HRLTPs).
Enable and expect every teacher to implement differentiated learning that reflects high expectations for students as independent learners.	Staff will analyse student groups and identify opportunities for differentiated instruction.	Increased utilisation of SPA data to identify zone of proximal development. PD: SPA and differentiation (Vic ZBAR) Evidenced in lesson planning.	All staff	Ongoing 2014	
Develop instructional model for effective teaching at CTS with a focus on the role of every teacher as a teacher of literacy.	Staff will be able to clearly articulate what literacy teaching should look like across the school curriculum – formalised as an element of the Cobden Technical School instructional model.	Programs will be evident in lesson plans and can be provided as evidence in teacher Performance & Development interviews. Continue with a term-by-term whole school focus on the Big Four (Learning Intentions/Success Criteria , Feedback and Quality Tasks) and the use of data to plan effectively for	All staff	End Term 2	Increased teacher capacity in effective literacy instruction through use of the High Reliability Literacy Teaching Procedures (HRLTPs).

		<p>differentiated learning.</p> <p>*Term for <i>feedback</i> was deferred due to involvement in NSP in literacy.</p>			
Build strong distributed leadership at all levels of the school with a focus on the role of every leader as a leader of learning	Document all leadership roles, Group Coordinator and Teacher roles	Individual Teachers/ leaders will review their job descriptions and audit what they do/ don't do.	MSM/ RK/ All staff	End Term 3	Improved 'School Climate' outcomes in Staff Opinion Survey, particularly 'Role Clarity'.
	Develop a leadership plan which includes appropriate succession planning guidelines.	Document a leadership plan for reference by all staff.	RK/ MS	End Term	Improved 'School Climate' outcomes in Staff Opinion Survey, particularly 'ole Clarity'.
Ensure effective feedback and appraisal for staff – directly linked to school goals	By end of 2014, all staff will have completed the start and mid cycle Performance & Development Review, with clear evidence of the CTS instructional model	Commence the 2014/15 PR&D cycle for all teaching staff this year using the Balanced Scorecard model, with performance evidence built around key elements of the CTS	RK/ MSM/ All staff	End Term 4	<p>The model enables:</p> <p>Individual performance and development to be aligned with the school strategic plan and annual implementation plan</p> <p>Performance and</p>

	being applied.	instructional model.			<p>development to reflect achievable school improvement and student learning growth</p> <p>All teachers to be provided with feedback on performance to support their ongoing learning and development, with a strong focus on improving student outcomes</p> <p>Achievement of performance and development goals to be recognised and acknowledged, including through salary progression where applicable</p> <p>A supportive environment for improving performance and identifying opportunities for development</p>
	By end of 2014, all teaching staff to have participated in classroom observations to help build reflective practice and develop Teacher Skills in the Classroom.	Develop a protocol (LAM/Action Team) for classroom observations, and provide feedback sessions to share experiences and ideas about the observation process.	RK/ MSM/ All staff	Term 4	
	Students will act on a range of feedback to monitor their learning and plan for improvement in the quality of tasks submitted for assessment.	Teachers will continue to focus on the HRLTPs as a model for effective literacy instruction in all curriculum areas.	RK/ MSM/ All staff	Ongoing 2014	<p>More meaningful accountability to students, parents and the community, enacted through processes that explicitly link a teacher's individual performance and development with student achievement, wellbeing and engagement and</p>

					achievement of school goals and priorities.
eLearning	1:1	Investigate options for continuation of 1:1 computing devices following NSSCF.	RK/ RB/ KLAS/ T&L	Term 3&4	
	Mobile devices	Review mobile device policy.	RK/ MSm/ KLAS/ T&L/ All staff	Annually	
Curriculum	Curriculum Audit	Investigate Curriculum balance/ LOTE provision/ period length/ timetable structure.	MSm/ T&L/ LAM	Term 2&3	
	Curriculum Leadership	Review of LT roles re curriculum leadership.	LAM/ SACC	Term 3&4	

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Student Engagement and Wellbeing Effective Use of physical environment and facilities to maximize student learning.	Building projects	Enhancement of A-wing, library, HUMS.	RK/ JS/ MN/ CBk	Begin process Jan 2014	

		Investigate and scope works for CCTV installation.	RK/ RB	Term 2	
	Visual celebration of student work.	Student work visible	CI/ KLA leaders	Ongoing 2014	
		Each teacher allocated a classroom	Msm/ GH/ KLA leaders	Annually	
		Peer observation linked to direct teacher/ classroom focus	RK/ Msm	One per term	
The broader community utilised effectively as a resource.	Audit curriculum links to the community.	Document faculty links/partnerships. Run community event to seek guidance from parents/community	Msm/ KLA leaders	One per semester	
	Strengthen community links.	Enhance parent engagement via Compass, webpage, newsletter, 'Talking Points' newsfeed TV' for students. Admin, Library & Canteen. Investigate other locations.	RK/Msm/ RB/ DBU/ GH/ LW	Ongoing 2014	
All students engaged, interested and motivated.	Further enhance relationships and understanding of all students.	ILP for selected students identified by Sub-school Coordinators and PSD Coord through Compass 'chronicle digest' subscription.	DBU/ GH/ LW/ CS	Ongoing 2014.	
		Student Attitudes to School Survey.	RK	Annually	

Teaching practices reflect belief that all students are capable of learning.	Implementation of the Cobden Technical School instructional model.	Peer observations – TRIADS model	RK/ MSm/ LAM	By end Term 4	
Vision and Values	Review of the School's values and development of a Values Statement.	School Self-Evaluation and School Review	RK/ MSm/ T&L/ SWAT/ Sub-school cords/ SRC/ All staff.	Term 3 & 4	
Provide students with innovative programs that are challenging, authentic and relevant to improve engagement and reduce absenteeism.	Development of student leadership programs	BRICKs, Peer Mentoring, Senior & Middle School Student Leadership Team, Student Representative Council (SRC), Energy cars, Dairy Industry Leadership programs, sporting teams, Y10 Emerging Leaders Program.	MSm/ BP/ SWAT/ JBV/ JBk/ All Staff	Ongoing 2014	
	Develop and implement sustainable programs for vulnerable young people through effective pathways and transitions.	Pathfinders, Revved Up, Inner Warrior, 'Ruby' Pet Therapy.	MSm/ Wellbeing Team/ Sub-school Coords.	Ongoing 2014	
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Student Transitions and Pathways To improve transition outcomes as students	Whole school Career Development Action Plan.	Develop a whole school Career Development Action Plan.	JBV/ RK/ GH/ MSm	End Term 2	
	Improvement in student	Process to be reviewed	Sub-school Coords/ RK/	End Term 4	

move through the school.	pathways recording and communication for at risk students.	including communication between all parties. <i>Compass.</i>	MSm		
	Info nights & subject Expo.	Review of current set up.	RK/ LW	Annually Term 2	
	Ensure all exited students are tracked.	MIPS/ Careers NTR/ Senior Sub-school	DBU/ JBV/ GH	Ongoing 2014	
	Design a range of programs that improve student retention especially from Years 10-11.	Dairy industry career development programs	JBV/ DBU/ LW	Ongoing 2014	
		Increased utilisation of SPA data to identify zone of proximal development.	DSm/ KLA/ All staff	Ongoing 2014	