

Annual Implementation Plan 2013

Apollo Bay P-12 College 6203

Based on Strategic Plan developed for 2013-2016

Endorsement by School Principal	Signed..... (Principal's signature) Name: Graeme Holmes Date: 19/3/2013
Endorsement by School Council	Signed..... (School Council President's signature) Name: John Tallis Date: 19/3/2013
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....

Strategic Intent

	Goals	Targets	One Year Targets																														
<p>Student Learning</p>	<p>To improve students' progress by maximizing their understanding and ownership of their learning.</p>	<p>AusVELS The percentage of students being assessed by teachers at A and B in VELS English and Mathematics.</p> <table border="1" data-bbox="1010 501 1482 815"> <thead> <tr> <th></th> <th>Current (2011) A & B</th> <th>Target for 2016</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>42%</td> </tr> <tr> <td>Speaking & Listening</td> <td>33%</td> <td>42%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>35%</td> </tr> </tbody> </table> <p>NAPLAN Results Increase the percentage of matched students who progress at or above the state mean scale score from Years 3 and 5, from Years 5 and 7 and Years 7 and 9 NAPLAN Literacy & Numeracy. <i>Relative growth</i> between Years 3 and 5, Years 5 and 7 and between years 7 and 9 to be at or above the state mean.</p>		Current (2011) A & B	Target for 2016	Reading	42%	50%	Writing	38%	42%	Speaking & Listening	33%	42%	Numeracy	28%	35%	<p>AusVELS</p> <table border="1" data-bbox="1520 389 1995 703"> <thead> <tr> <th>Domain</th> <th>Current (2011) A & B</th> <th>Target for 2013</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>40%</td> </tr> <tr> <td>Speaking & Listening</td> <td>33%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>30%</td> </tr> </tbody> </table> <p>NAPLAN Matched cohort growth at or above state mean.</p>	Domain	Current (2011) A & B	Target for 2013	Reading	42%	44%	Writing	38%	40%	Speaking & Listening	33%	35%	Numeracy	28%	30%
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<p>Student Engagement and Wellbeing</p>	<p>To improve students' connectedness to the college and their peers, through their learning.</p>	<p>Student Attitude to School Survey <i>School Connectedness</i> variable to be above the 75th percentile showing an upward trend over the period of the strategic plan. <i>Connectedness to Peers</i> variable to be above the 75th percentile showing an upward trend over the period of the strategic plan. <i>Student Safety</i> variable to be above the 75th percentile showing an upward trend over the period of the strategic plan.</p> <p>Attendance Reduce student absences from an average of 27.9 days in 2011 to 15.4 (2011 state average) days by 2016.</p>	<p>Student Attitude to School Survey</p> <table border="1"> <thead> <tr> <th>Variable</th> <th>Target for 2013</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>At or above 50th percentile</td> </tr> <tr> <td>Connectedness to Peers</td> <td>At or above 50th percentile</td> </tr> <tr> <td>Student Safety</td> <td>At or above the 75th percentile</td> </tr> </tbody> </table> <p>Attendance Reduce absences from mean of 27.9 days in 2011 to 23 in 2013.</p>	Variable	Target for 2013	School Connectedness	At or above 50 th percentile	Connectedness to Peers	At or above 50 th percentile	Student Safety	At or above the 75 th percentile
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Student Pathways and Transitions

To strengthen well-informed, seamless transitions through the college with teachers having timely access to students' learning and wellbeing needs and progress.

AusVELS

The mean score for each year level progress by 0.5 or better in Reading, Writing and Number.

Real Retention Rate

The real retention rate for Years 7 to 10 will show an improvement over the period of the plan trending upwards towards the state mean.

Parent Opinion Survey

Transitions variable to be above the 50th percentile showing an upward trend over the period of the strategic plan.

Approachability variable to be above the 50th percentile showing an upward trend over the period of the strategic plan.

Learning Focus variable to be above the 50th percentile showing an upward trend over the period of the strategic plan.

Reporting variable to be above the 50th percentile showing an upward trend over the period of the strategic plan.

Staff Opinion Survey

Curriculum Processes variable to be above the 50th percentile showing an upward trend over the period of the strategic plan.

Quality Teaching variable to be above the 50th percentile showing an upward trend over the period of the strategic plan.

AusVELS

Mean score progress by 0.5 or better.

Variable	Target for 2013
Real Retention Rate Years 7 to 10	65%

Parent Opinion Survey

Variable	Target for 2013
Transitions	At or above 25 th percentile
Approachability	At or above 25 th percentile
Learning Focus	At or above 25 th percentile
Reporting	At or above 25 th percentile

Staff Opinion Survey

Variable	Target for 2013
Curriculum Processes	At or above 25 th percentile
Quality Teaching	At or above 25 th percentile

Implementation: Student Learning

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
<p><u>Student Learning</u></p> <p>Build a cohesive and consistent professional approach to improving student learning throughout the college.</p>	<p>Agreed Approach to Teaching and Learning Introduction of an agreed instructional model across the College based on explicit instruction.</p> <p>Strong focus on literacy and numeracy including literacy across the curriculum.</p> <p>Develop teacher capacity in using one-on-one computers in teaching and learning</p>	<p>Staff meetings</p> <p>Curriculum days Professional development funds</p> <p>Sharing, professional interaction, classroom visits.</p>	<p>Leadership Team</p> <p>All staff</p> <p>All staff</p>	<p>Throughout 2013</p>	<p>By the end of 2013, teachers indicate strong knowledge of the Apollo Bay instructional model and are using most elements of the model.</p> <p>By the end of term 3, teachers show, through the traffic lights data tool, greater satisfaction and usage of one-one computers by students.</p>
<p>Build whole-of-college and teacher capacity in planning and delivering a contemporary learning program.</p>	<p>Professional learning on the use of learning intentions (lesson objectives), success criteria, quality tasks and feedback.</p>	<p>PD at staff meetings.</p> <p>Presentations by staff.</p> <p>Classroom visits by staff.</p> <p>Coaching and mentoring planned and implemented</p> <p>Professional Learning Teams</p>	<p>Principal</p> <p>Leadership Team</p> <p>All teachers</p>		<p>By the end of term 3 lesson objectives will be visible for most lessons.</p>

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
Strengthen individualised learning across the college, supported by authentic assessment.	Reflection related to success criteria incorporated into the instructional model.	PD at staff meetings. Ideas generated by staff. External input.	Principal Leadership Team All teachers	Throughout 2013	By the end of term 2, teachers will be routinely using a formal conclusion to every lesson that relates to the lesson objectives (LI) and success criteria.
	Unit Plans Documented unit plans based on an agreed template that includes objectives which relates to the instructional model.	PD at staff meetings. Professional interaction	All teachers	Throughout 2013	By the end 2013 unit plans highlighting the variety of teaching styles/tools that will be used during the unit will be completed and implemented.
	Leadership Build leadership capacity across the College amongst staff and amongst students <ul style="list-style-type: none"> • Participation in approved professional learning opportunities designed to develop leadership skills and knowledge. • Information sessions on distributed leadership. • Distribute leadership through leading workgroups and AIP teams. 	PD budget Staff meetings PLTs	Leadership team Aspiring leaders Principal Staff meetings, team meetings.	Throughout 2013	By the end of 2013 there is a perception amongst staff that there are more leaders across the school, greater knowledge of what distributed leadership looks like in a school setting and more student leaders.

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	<ul style="list-style-type: none"> Student leadership encouraged through formal and informal channels. 		SRC Home Group teachers Sub-School Leaders AP		
<u>Student Learning</u> Assessment	Assessment for Learning Develop an assessment schedule which identifies what is to be assessed, by whom and when.	Compile lists of assessment and reporting currently required by the system and the school as well as teacher discretionary tools. Identify gaps and complete the list. Purchase required tools.	Assessment and Reporting Team Input from all teachers Budgets	Draft completed by the end of semester 1. Schedule approved by staff and fully implemented by the start of term 4, 2013	By the end of term 2, all teachers consulted and invited to have input to an assessment schedule. By the end of term 3, the Apollo Bay College Assessment Schedule has been approved. By the end of term 4, there is evidence that the assessment schedule is being implemented by all teachers.
	Compile a pool of assessment tools for formative and summative assessment.	Establish suitable location for required assessment materials	Assessment & Reporting Team	By the end of term 4, 2013	By the end of term 4, 2013, assessment tools have been located, sorted and stored for ease of teacher access.

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	Develop and implement a consistent approach to the use of SPA	Purchase of annual membership to SPA In-school PD.	Data Manager	Term 1 Throughout the year	By the end of term 4 teachers can confidently navigate SPA and have a working knowledge of how to use the information.
	A consistent focus on assessment for learning	In-school PD External PD PLTs	Principal Employ consultant to advise and deliver. Establish PLTs	Throughout 2013	By the end of term 3, teachers are routinely and confidently using data as assessment for learning
<u>Student Learning</u> (cont.) Wannik Improve the educational learning outcomes for all Koorie students	Individual Learning Plans and MIPs plans developed for all Koorie students.	ILP format agreed. Plans developed. MIPs plans	Home Group/class teachers. MIPs teacher Graeme Holmes	Early term 2	All Indigenous students have a Koorie Educational Learning Plan that is reviewed each semester in collaboration with the student's family All Indigenous students have a MIPs Plan that was reviewed at least each semester and assisted in identifying pathway options for the student
	Wannik tutorial funding used to support Koorie students at risk	Teacher allotments	Graeme Holmes	When required	All Indigenous students who required additional assistance in learning access Wannik tutoring program and have made significant gains in their learning.
	Monitoring progress of all Koorie students using SMT, SPA as appropriate.	Reviews Reporting	Classroom and home group teachers	Term by term	By the end of term 1, all Koorie students have comprehensive data entered on SMT and SPA and the data is reviewed regularly thereafter.

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<p><u>Student Learning</u> (cont.)</p> <p>Curriculum Development and Review</p>	<p>1. Stephanie Alexander Kitchen Garden Project</p>	<p>Implement and review.</p> <p>Sustainability of program</p>	<p>Brian Humphries</p>	<p>Ongoing</p>	<p>Program running effectively.</p> <p>By the end of term 3, the SAKG program has been reviewed and planning in place for sustainability.</p>
	<p>2. Consolidate and expand VET offerings – Colac/Otway Technical Trades Centre</p>	<p>Review current offering with a view to consolidate.</p> <p>Investigate alternative delivery.</p>	<p>Graeme Holmes</p> <p>Debra Aird</p>	<p>Term 1</p> <p>Term 3</p>	<p>By week 3 term 1, students will be enrolled in appropriate courses.</p> <p>By the end of term 3, review will be completed and plans developed for 2014 offering.</p>
	<p>3. Inquiry Based Learning, Year 9</p>	<p>Support for implementation of the Year 9 IBL program.</p> <p>Review of IBL</p>	<p>Darren Gill</p>	<p>Ongoing</p> <p>Review completed</p>	<p>IBL implemented.</p> <p>Review completed by the end of term 3.</p>
	<p>4. Trialling of the FastforWord program</p>	<p>Teacher time to implement the program</p> <p>Grant received in 2012</p>	<p>Nicola Philp</p>	<p>Reviewed on a term by term basis</p>	<p>By the commencement of 2013 the program will be implemented.</p> <p>Term by term progress reports to Leadership Team.</p>
	<p>5. Investigate expansion of curriculum offerings in senior classes through the Wimmera Virtual Campus</p>	<p>Planning and investigation time</p>	<p>Senior staff</p> <p>Curriculum Committee</p> <p>Leadership Team</p>	<p>Ongoing</p>	<p>By the end of term 3, investigation of possible use of virtual learning will be complete and where relevant, included in 2014 curriculum offering.</p>

Implementation: Student Engagement & Wellbeing

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
<p><u>Student Engagement & Wellbeing</u></p> <p>Build a cohesive and consistent professional approach to improving student learning throughout the college.</p> <p>Build whole-of-college and teacher capacity in planning and delivering a contemporary learning program.</p> <p>Strengthen individualised learning across the college, supported by authentic assessment.</p>	<p>Whole School Approach to Student Management and Welfare</p> <ol style="list-style-type: none"> Review of current policy, including a review of Restorative Practices. 	<p>Collate current processes and practices.</p> <p>Determine agreed approach to student management.</p> <p>Ensure all staff know and implement the policy</p>	<p>AIP Team</p> <p>Staff</p> <p>Welfare Committee</p>	<p>Terms 1 & 2</p>	<p>By the end of term 2, the current student management policy will be reviewed and updated to reflect current practices.</p>
	<ol style="list-style-type: none"> Implementation of the approved policy 		<p>All staff</p>	<p>Terms 3 & 4</p>	<p>By the end of term 4, staff will be able to explain the policy and procedures and are consistently applying the agreed procedures.</p>
	<ol style="list-style-type: none"> Student management included into staff performance plans 		<p>Principal</p> <p>All staff</p>	<p>Term 2 and 4</p>	<p>By the end of term 2, student management has been included in staff performance plans.</p> <p>By the end of the performance cycle, all staff are able to explain the policy and demonstrate consistent implementation of the policy.</p>

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	<p>4. Secondary School Nurse Program</p> <ul style="list-style-type: none"> a. Mentoring program for Years 7/8 b. Sex/Health Education Years 6-10 c. Drug & Alcohol Alert d. Other programs as per Welfare Planner 	<p>Partnering with the community</p> <p>Partnering with Otway Health & Apollo Bay General Practice</p> <p>Ambulance, CAH Drug & Alcohol, Police</p> <p>See planner</p>	<p>Secondary School Nurse plus others</p> <p>SSN</p> <p>SSN</p> <p>Welfare Committee</p>	<p>Term2/3</p> <p>Term 4</p> <p>T2/Week 1</p> <p>Ongoing</p>	<p>By the end of term 3, students will have a greater understanding of healthy relationships.</p> <p>Increased awareness and knowledge of sex/health education.</p> <p>Increased awareness of the effect of drugs and alcohol and reduced usage.</p>
	<p>5. Chaplaincy Program</p> <ul style="list-style-type: none"> a. One-on-one and small group support for vulnerable students. b. Education of staff on the role and services for students 	<p>Discussion and group sessions.</p> <p>Staff meetings</p> <p>General conversations</p>	<p>Marni Briffa</p> <p>Marni Briffa</p>	<p>Ongoing</p> <p>Terms 2 & 3</p>	<p>All vulnerable students requiring support are provided with the opportunity to meet with chaplain on a needs basis</p> <p>By the end of term 3, staff have a clear understanding of the role and responsibilities of the chaplain and her work with vulnerable</p>

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	<p>provided by chaplain.</p> <p>c. Assist in presentation of welfare programs to students.</p>	<p>Girl Connectedness</p> <p>Free to Be</p>	<p>Marni Briffa</p> <p>Loren Jenkins</p> <p>Welfare Team</p>	<p>Throughout 2013</p>	<p>students.</p> <p>By the end of 2013, the college chaplain will have assisted in presentation and monitoring of the welfare programs.</p>

Implementation

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<u>Student Engagement and Wellbeing</u> (cont.)	School Attendance Improvement Project 1. Review current practices and procedures for roll marking and following up absences. Check codes used for absences and verify accuracy of data.	Check codes Check procedures Check data Time; staff meetings	Student Attendance Team	Terms 1 & 2	By mid term 2, review will be completed and accuracy of data verified.
	2. Investigate approaches used by other schools to improve student attendance and agree on approaches which suit Apollo Bay.	Search internet Visit schools where possible	Student Attendance Team	Terms 3 & 4	By the end of term 4, approaches from other schools have been gathered, assessed and suitable strategies implemented at Apollo Bay
	3. Implementation of "It's Not OK To Be Away".	DEECD program	Student Attendance Team	Terms 1-4	Ongoing implementation.

Implementation: Student Pathways & Transitions

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<u>Student Pathways & Transitions:</u> Careers	Benchmark practice using the Career Development Quality Benchmarks for good practice.	Copies of the CDQB benchmarking tool. Meeting time for benchmarking process and planning	Careers practitioner, working with representatives from leadership, curriculum, school council, parent and others where appropriate	By end of Semester 1	Benchmarking Action Plans developed for continuous improvement in relation to career development activities across the year levels
	Develop plan for staged implementation of the Careers Curriculum Framework from Year 7 to 12	Appropriate school teams implement the Career Development Curriculum Framework from Year 7 to 12 (Staged)	Careers Coordinator Yr 5-9 & 10-12 Sub-School Leaders	By end of 2013	Implementation of Career Development activities from Year 7 to Year 12 in 2013. All CDCF Outcomes integrated into core curriculum Year 7 & 8.