

Annual Implementation Planning
Example Actions and Achievement Milestones

Example K.I.S (Themes)	Example Actions (What)	Example Achievement Milestones (Changes in practice / improved outcomes)
<p>Student Learning:</p> <p>Enhance the literacy teaching practices of all staff.</p>	<ul style="list-style-type: none"> Implement coaching to improve literacy teaching practice. Implement reciprocal lesson observations between staff. Implement lesson study sessions in which teachers jointly plan, teach and review a literacy lesson. Implement Classroom Walkthroughs, focussing on literacy. Utilise the Literacy Leader Professional Learning Modules to strengthen the knowledge of literacy leaders in the school. 	<ul style="list-style-type: none"> All teachers in yr 7 – 9 have undertaken at least 4 formal teaching cycles, by term 4. Exemplary pieces of non-fiction writing are displayed on classroom walls. All staff use reciprocal lesson observations and lesson study to improve literacy pedagogy.
<p>Develop a whole-school approach to teaching numeracy.</p>	<ul style="list-style-type: none"> Develop a whole school numeracy plan. Implement the Mathematics Online Interview (formerly the Early Years Numeracy interview). Implement the Scaffolding Numeracy in the Middle Years program for students from years 4 to 9. Implement Classroom Walkthroughs, focussing on numeracy. Introduce the Mathematics continua to ensure that staff are selecting teaching strategies that best match the learning needs and the current developmental stage of students. 	<ul style="list-style-type: none"> A whole-school numeracy plan has been developed. Improved numeracy outcomes in terms of Teacher Judgement and NAPLAN data. A common professional language has been developed among staff around effective numeracy teaching practice.
<p>Improve the sequence and overall coherence of curriculum across the school.</p>	<ul style="list-style-type: none"> Introduce the E5 teaching model to staff. Analyse curriculum to ensure coherence between year levels and VELS levels. Ensure that pedagogy is consistent with current research on how students learn such that all staff draw out students' pre-existing understandings, teach subject matter in depth with a foundation of factual knowledge, and integrate meta-cognitive skills. 	<ul style="list-style-type: none"> Improved outcomes in terms of the <i>Teacher Effectiveness</i> variable in the Student Attitudes to School survey. Teaching practices are influenced by contemporary pedagogical understanding and practice and this is reflected in observations during Learning Walks and in curriculum documentation.
<p>Improve the consistency of teacher judgement by establishing a common approach to assessment, and enhance the use of assessment evidence to customise and improve student learning.</p>	<ul style="list-style-type: none"> Implement assessment moderation, case discussion and student data analysis sessions twice a term in Professional Learning Teams. Ensure that teachers are familiar with the most effective methods of assessing student performance. Embed the use of formative assessment (incl. student self-assessment) and explicitly detail this in unit planning. 	<ul style="list-style-type: none"> There is an improved correlation between teacher judgement of student performance and external judgement of student performance, such as NAPLAN data. All teachers use rubrics with explicit criteria when assessing student work. Assessment moderation sessions have been held twice a term. Formative assessment tasks are embedded in unit plans.
<p>Implement integrated units of work and capitalise on Open Learning Space facilities.</p>	<ul style="list-style-type: none"> Further develop Professional Learning Teams (PLTs) across the school with a strong focus on how to facilitate high-quality learning in Open Learning Spaces. Investigate ways to strengthen the Action Research component of PLTs and to enhance professional networking with other schools in relation to integrated units of work in Open Learning Spaces. Consolidate staff awareness of the Principles of Learning and Teaching. Ensure that staff are teaching the skills and knowledge contained in the Personal Learning domain, Communication domain and Thinking Processes domain of the VELS. 	<ul style="list-style-type: none"> Improved outcomes in terms of the <i>Teacher Effectiveness</i> and <i>Stimulating Learning</i> variables in Student Attitudes to School survey. Staff engage in professional discussion, collaboration & networking with other schools, in relation to integrated units of work. All staff teach confidently and effectively in open-learning spaces. All staff consistently integrate the Personal Learning, Communication and Thinking Processes domains into their teaching repertoires and their classroom practice.
<p>Enhance the capacity of staff to meet the diverse learning needs of cohorts of students, with a particular focus on New Arrival Refugee students.</p>	<ul style="list-style-type: none"> Implement professional learning on differentiated teaching practices. Implement Individual Learning Plans for all students assessed as well-below the expected level and well-above the expected level in pre-testing. Introduce professional learning on ESL pedagogy. Provide cross-cultural awareness training for teaching staff in relation to New Arrival refugee students. Implement one-to-one remedial lessons for under-performing students. Establish a homework club modelled on the Out of School Hours Homework Centres. Audit the Select Entry Accelerated Learning curriculum. 	<ul style="list-style-type: none"> All staff have integrated principles of differentiated teaching into their repertoire. Individual Learning Plans are implemented. Effective programs and strategies are employed to address the needs of students achieving either at a lower level or a higher level than expected. Staff are aware of the needs of different types of students and particular teaching strategies to meet those needs. Weekly homework club is operating by term 2.
<p>Extend the use of innovative ICT to support teaching and learning.</p>	<ul style="list-style-type: none"> Audit year 3-6 curriculum in light of the ICT domain requirements. Introduction of interactive whiteboards and professional learning for staff on using interactive whiteboards in classes. Further implement the VELS with a particular emphasis on ICT learning. Incorporate ICT professional learning components in each teacher development plan. Develop an eLearning Strategy Plan for 2009- 2012. 	<ul style="list-style-type: none"> Year 3–6 curriculum has been audited by term 3 in light of the ICT domain requirements. All teacher development plans incorporate ICT professional learning components. Improvement in the <i>Professional Growth</i> variable in the Staff Opinion Survey. All staff with an interactive whiteboard in their classroom know how to use it effectively. The e-Learning Strategy Plan has been developed by term 2.

Example K.I.S (Themes)	Example Actions (What)	Example Achievement Milestones (Changes in practice / improved outcomes)
<p><u>Student Engagement and Wellbeing:</u></p> <p>Continue to improve practices and procedures for managing student attendance.</p>	<ul style="list-style-type: none"> • Further embed the “It’s Not OK To Be Away” attendance program across the school. • Provide parents with an automatic notification via text, email or phone call of non-attendance at school and include information about attendance in Parent Information Handbook. 	<ul style="list-style-type: none"> • Decrease in student absence. • Improved outcomes in terms of <i>Connectedness to School</i> in Student Attitudes to School survey.
<p>Enhance the capacity of teachers to manage student learning and maximise students’ time on task.</p>	<ul style="list-style-type: none"> • Institute an agreed, consistent and clear school-wide approach to student management. • Implement monthly meetings for beginning teachers and mentors to discuss classroom management strategies. • Implement personal learning goals for all students. • Implement a conflict resolution, mediation and problem-solving program such as Restorative Justice. • Introduce student case management and MIPS for at risk students from year 7 onwards. 	<ul style="list-style-type: none"> • All staff consistently implement the school-wide student management policy by the end of term 1. • Decrease in student suspensions and expulsions. • Improved outcomes in terms of <i>Classroom Misbehaviour</i> in both Staff and Student opinion surveys.
<p>Investigate and implement whole-school strategies to support the development of social skills, peer and school connectedness, and resilience.</p>	<ul style="list-style-type: none"> • Introduce a program to improve social skills for autistic students. • Embed recommendations from the “Safe Schools are Effective Schools” policy. • Develop a Resilience Action Plan for students. • Embed recommendations from the publication “Calmer Classrooms: a guide to working with traumatised children”. • Introduce a weekly peer tutoring program. • Develop sensitively-designed opportunities for parents to develop their confidence and their capacity to help their children at home. 	<ul style="list-style-type: none"> • Improved outcomes in terms of <i>Connectedness to School</i> and <i>Student Morale</i> in the Student Attitudes to School Survey. • Resilience Action Plan has been documented and introduced by term 2. • Peer tutoring program conducted weekly by term 2.
<p>Enhance the engagement of students as members of the school community and broader community.</p>	<ul style="list-style-type: none"> • Build stronger relationships with community welfare agencies and organisations. • Embed elements of the community service program into year 8 and 9 curriculum. • Further develop Civics and Citizenship domain curriculum. 	<ul style="list-style-type: none"> • Improved outcomes in terms of <i>Connectedness to School</i>, <i>Student Decision-making</i> and <i>Student Morale</i> in the Student Attitudes to School Survey.
<p><u>Student Pathways and Transitions:</u></p> <p>Improve transition and pathways for all students as they enter, go through and exit the school.</p>	<ul style="list-style-type: none"> • Introduce inter-year level meetings for teachers to plan units of work together and ensure that teaching and learning approaches used in different year levels are sequential and complementary. • Enhance relationships with local kinders and secondary schools. • Establish a formal timetable of transition activities and communicate the timetable widely to the community. • Create and implement a parent survey in relation to transition needs. • Survey year 5 and 6 students to assess their views and needs about moving onto secondary; hold a student forum to discuss transition. 	<ul style="list-style-type: none"> • Improved transition between year levels reflected in curriculum documentation and improved outcomes in the <i>Transition</i> variable on Parent Opinion surveys. • Closer relationships have been formed with local kinders and secondary schools by term 2.
<p>Establish coherent and comprehensive transition and careers programs throughout the school.</p>	<ul style="list-style-type: none"> • Implement MIPS for at risk students from year 9 onwards. • Utilise the Students At Risk Mapping Tool. • Analyse VCE Data Service data and On Track data with a view to improving pathways planning. • Further develop the transition support provided to year 10 – 12 school leavers • Hold the year 10 Information Night in conjunction with Later Years Careers and Subject Expo. • Build stronger relationships with education providers, the Local Learning and Employment Network (LLEN), and the Local Community Partnership Network (LCP). • Arrange for guest speakers to broaden student knowledge of possible pathways. 	<ul style="list-style-type: none"> • All students from year 9 – 12 have a MIPS plan by term 3. Students have ownership of their MIPS plans and take them with them when they leave the school. • All year 9 students have had at least one careers counselling session by term 3. • A systematic process is in place to identify Students At Risk of early school leaving, and these students are given priority support, by term 2. • Curriculum has become more relevant to the pathway needs and aspirations of students.
<p>Evaluate existing transition practices and pathway programs for New Arrival refugee students and implement agreed improvements.</p>	<ul style="list-style-type: none"> • Implement a bridging program of small group literacy sessions to manage the integration into mainstream school programs for New Arrival refugee students. • Provide opportunities for mainstream teachers to shadow the bridging program students in their ESL classes prior to transitioning into mainstream classes. • Compare and evaluate current transition practices in light of recommended practices in the LMERC New Arrivals kit. • Build community links with Migrant Resource Centres, Foundation House (the Victorian Foundation for the Survivors of Torture) and the Victorian Multicultural Commission. 	<ul style="list-style-type: none"> • Comprehensive bridging programs are in place for New Arrival refugee students by term 2. • Transition practices and pathways programs for New Arrival refugee students have been evaluated and improvements have been documented.
<p>Improve pathway options so that senior students have a broader range of pathways available to them.</p>	<ul style="list-style-type: none"> • Investigate the possibility of introducing new VCE subjects and making VCE subjects more available to year 10 students. • Expand the VCAL program and revise the VET in Schools and School Based New Apprenticeships (SBNAs) programs. • Collaborate with local schools to broaden VET & VCAL provision. 	<ul style="list-style-type: none"> • Improved VCE, VET, VCAL and SBNA outcomes. • Decrease in the number of students exiting to unemployment or part-time employment.