

# Elisabeth Murdoch College

8722

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## Annual Implementation Plan 2008

Based on Strategic Plan (under development) for 2008-2011



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<b>Endorsement by School Council</b>	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.	✓ ( meeting held on 20 November 2007)
		TIM HARPER 26 November 2007
<b>Endorsement by Regional Director (or nominee)</b>	Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	
		MARGARET BAINBRIDGE

## Strategic Intent

	Goals	Targets (4yr)	One Year Targets
<b>Student Learning</b>	▫ To improve VCE performance.	VCE Allstudy to 30 ( up from 24.5) Mean English to 29 ( up from 24.6) Mean Maths to 29 ( up from 24.3) 40+ study scores up 5% ( up from 1.5%)	VCE Allstudy score to 26.5 (up 2) Mean English score to 26.7 (up 2) Mean Maths score to 26.3 (up 2) 40+ study scores to 2.5% ( up 1%)
	▫ To improve students' literacy 7-12, particularly writing skills across all VELs areas.  ▫ To improve student performance in Mathematics 7-12.	% student "C" up to 70% in years 8 & 10 ( writing)  % student "C" up to 70% in years 8 & 10 ( maths)	% student "C" up to 30% in years 8 & 10 (writing)  % student "C" up to 30% in years 8 & 10 ( maths)
	▫ To improve students' thinking skills.	Staff to be using thinking strategies in daily classroom teaching 70% students achieving at expected level in thinking skills( VELs)	Increasing number of staff to be using thinking strategies in daily classroom teaching. Staff to teach and asses thinking skills and use the Markbook system to measure thinking skills( VELs) to establish benchmark data
<b>Student Engagement and Wellbeing</b>	▫ To strengthen students' relationships both with their peers and their teachers.	Improved attitudes to school survey data into the 3 <sup>rd</sup> quartile ( effective) for students across years 7-12 for these variables ( teacher effectiveness, teacher empathy, stimulating learning) 30% reduction in suspensions	Improved attitudes to school survey data into the 2 <sup>nd</sup> quartile ( developing) for students across years 9-12 for these variables ( teacher effectiveness, teacher empathy, stimulating learning) 15% reduction in suspensions
<b>Student Pathways and Transitions</b>	▫ To improve year to year student transitions as students move through the school, particularly from the middle school to the senior school.	Real retention to 50% across years 7-12 ( up from 39.5%) Staff to be using personal learning in daily classroom teaching 70% students achieving at expected level in personal learning domain ( VELs) Transition variable on the parent survey to 5.5	Real retention to 43%  Staff to teach and asses personal learning and use the Markbook system to measure the personal learning domain ( VELs) to establish benchmark data  Transition variable on the parent survey to 5.0 ( up from 4.75)

## 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
Strengthen teacher capacity	Expand professional learning teams through the sub-school structure to further develop a staff <b>teams</b> approach to focus on classroom practice.	Peer coaching program( 5 teachers x 3 sessions per week (\$85k)  Target professional learning activities to build teacher capacity to teach and assess VELS domains( ie thinking, personal learning)	Principal Team Peer coaches Sub school teams Learning and teaching team/leader VELS leaders	Peer coaching program operational from beginning term 1 2007  PD plan developed through consultation by mid term 1	<ul style="list-style-type: none"> <li>○ Professional learning sessions and staff meetings to focus on teaching and learning</li> <li>○ Survey staff to gather benchmark data on use of inquiry based learning and teaching strategies</li> <li>○ Document peer coaching guidelines and protocols to raise awareness</li> <li>○ 50% of teaching staff involved in targetted coaching to improve in classroom practices using inquiry learning</li> <li>○ Team teaching occurring across the College driving innovation and risk taking behaviours</li> <li>○ Staff planning and reviewing units of work and assessment and moderation of student work.</li> <li>○ Open door policy across the College where staff are open to visitors ( learning walks)</li> </ul>
		Individual performance plans to explicitly identify improvement focus in classroom practice	Conversation Group leaders	Individual development plans documented by end term 1 2008	<ul style="list-style-type: none"> <li>○ Plans to focus on the above</li> <li>○ All staff to undertake a self-assessment in term 1 2008 in Conversation Groups prior to setting individual goals</li> <li>○ All staff to have a documented performance plan and participate in the conversation group process</li> </ul>
		Review roles to ensure teachers are teaching and SSOs are undertaking admin roles	Principal team	Implementation for 2008 with ongoing review	<ul style="list-style-type: none"> <li>○ Implementation of revised SSO profile to remove administrative roles from teacher workload and redistribute to SSOs</li> </ul>
		All staff to engage in the collection and use of PoLT data	Learning and teaching team/leader	Focus in term 1 2008	<ul style="list-style-type: none"> <li>○ Staff using PoLT data to inform changes in teaching strategies through work in teams</li> </ul>

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Consistent and high expectations for students	Raise expectations that parents have for their children  Increased expectation for work completion, deadlines, SAC preparation, consistent coverage of topics and teacher follow-up	Work closely with parents through a planned communication strategy that includes an educational focus in NIB, forums, events and activities	School Council (education sub committee) Learning and Teaching Team Home Group teachers supported by sub school leaders Prin team /LT2 leaders	Communication strategy plan completed by term1  Ongoing review by Home Group Teachers and sub school leaders	<ul style="list-style-type: none"> <li>o Staff to focus on strategies to improve retention data, attendance, VCE All study score</li> <li>o More parents involved in school activities and events</li> <li>o Actively seeking parent feedback regularly</li> <li>o Parent participation in activities and events</li> </ul>
		Review careers and pathways planning processes	Learning and Teaching Team and Senior School Leaders	Prior to the course counselling process in Mid 2008	<ul style="list-style-type: none"> <li>o Benchmark level of parent involvement</li> <li>o Greater parent participation in course counselling and senior school information evenings</li> </ul>
		Continue to enhance parent/teacher interviews to facilitate individual learning goals	Learning and Teaching team and Home Group Teachers	Mid term 1 2008  Ongoing	<ul style="list-style-type: none"> <li>o Every student to have a ILP with goals and self-assessments (Yrs 7-10)</li> <li>o Parent teacher interviews to focus on individual learning plans and goals</li> </ul>
		Focus on improving staff record keeping, student organisation and study skills	All teachers	Term 1 2008 (Intensive focus), ongoing	<ul style="list-style-type: none"> <li>o Clear and consistent procedures documented (ie what happens when students don't complete work, etc)</li> <li>o Attendance records of all staff marked each session on first-class</li> <li>o Staff to keep accurate records of student assessment, particularly when student work is moderated</li> </ul>
Strengthen students' relationships both with their peers and their teachers.	Encourage all staff to take a special interest in specific children to become a significant adult to them and build "emotional bank balances" – a mentoring approach.	Mentoring program introduced (Cost of Home Group Teachers \$250k)	School Council ( student wellbeing sub committee) Sub school leaders Student leaders	Term 1, 2008	<ul style="list-style-type: none"> <li>o Home Group teachers as mentors</li> <li>o All year 12 students to have a mentor (group setting)</li> <li>o Mentoring programs across years 7-10</li> </ul>
		Student wellbeing team strategies shared to build staff capacity (\$40k)	Wellbeing team and Performance and Development Leader	Term 1, 2008 and ongoing	<ul style="list-style-type: none"> <li>o Document lists of students and their significant staff</li> <li>o Student incident tracker used to record all student information</li> </ul>

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	Develop a strong sense of belonging and connection to sub-schools for all staff and students	Staff to be trained and use restorative practice strategies	Home Group teachers Sub School Leaders, Team Leaders and Home Group Teachers	Term 4, 2007	<ul style="list-style-type: none"> <li>○ Staff developing positive relationships will students</li> <li>○ Staff confident to resolve relationship conflict between students and families</li> <li>○ Students to understand that Restorative Practice is a legitimate process for resolving break downs in relationships</li> <li>○ Reduced suspensions.</li> </ul>
		Implement a new record keeping system (student tracker)	Sub School Leaders and Team Leaders	Term 1, 2008	<ul style="list-style-type: none"> <li>○ All staff accessing database to maintain an accurate student profile</li> </ul>
		Actively encourage students to learn through excursions program/ extra curricular activities	Home Group teachers Sub school leaders and team leaders	Ongoing	<ul style="list-style-type: none"> <li>○ Every HGT to arrange an activity (1 per semester)</li> <li>○ Better target student participation in College extra curricula activities.</li> </ul>