

BAYSIDE P-12 COLLEGE – ANNUAL IMPLEMENTATION PLAN 2015

<p style="text-align: center;"><i>Key Improvement Strategies and Significant Projects</i></p>	<p style="text-align: center;"><i>What (Actions) the activities and programs required to progress the key improvement strategies</i></p>	<p style="text-align: center;"><i>How (Resources) the budget, equipment, IT, learning time, learning space</i></p>	<p style="text-align: center;"><i>Who the individuals or teams responsible for implementation</i></p>	<p style="text-align: center;"><i>When the date, week, month or term for completion</i></p>	<p style="text-align: center;"><i>Achievement milestones the changes in practice or behaviours</i></p>
<p><u>Student Learning</u></p> <p>Develop a whole school model for instructional practice based on a clear, student-centered, pedagogical vision.</p>	<p>Implement an Instructional model that promotes <u>high expectations</u> of student learning. The focus will be:</p> <ol style="list-style-type: none"> 1 The use of data to differentiate 2 Embedding LI, SC and feedback 3 Moderation of student work 	<p>Staff set goals and strategies with the Teaching and Learning Coach that align to the AIP</p> <p>SPA - Improve access to data and work with staff on how to use it (differentiation)</p> <p>Individual coaching (including classroom observation) Collegiate work in KLAs</p> <p>Dedicated KLA and PLT time for the moderation</p>	<p>Teaching and Learning Coaches – work with individual teachers in the development of P&D plans and ongoing feedback in relation to “What”.</p> <p>Student Learning Coordinator – focus on the supporting KLA leaders in their roles as instructional leaders in their KLA particularly in relation to “What”</p> <p>KLA Leaders - support teachers in collegially building capacity around “What”</p> <p>Teachers - implement the instructional model. Work as a collegiate member of their KLA s and PLT. Focus on “what” :</p> <ul style="list-style-type: none"> - Use data to inform teaching - Using effective LI, SC and feedback. - moderation of student work and sharing good practice. 	<p>Teaching and Learning Coaches –Ongoing 1:1 meetings with individual staff.</p> <p>Student Learning Committee – scheduled SLC meetings</p> <p>KLA Leaders scheduled KLA meetings</p> <p>Teachers – ongoing: Individual planning Participation in KLAs Participation in PLTs</p> <p>Three whole school professional development days - terms 1,2 and 3.</p>	<p>Student Learning Data is interpreted and effective strategies such as moderation of student work, personal learning plans are employed.</p> <p>Learning Intentions and Success Criteria are fully embedded within the teaching practice Teachers are receiving feedback from their students.</p> <p>In KLA and PLT groups teachers are moderating work and using a range of</p>

	Implement the Numeracy and Literacy annual action plans	of student work SIT meetings (2x term)	<p>SIT coordinators - report to the Student Learning committee</p> <p>Student Learning Coordinator – schedule time for SIT coordinators to report</p> <p>KLA leaders - implement identified literacy and numeracy strategies</p> <p>Teaching and Learning Coaches – support teachers with the implementation of literacy and numeracy strategies.</p> <p>Teachers - implement identified literacy and numeracy strategies</p>	Ongoing	assessment tools SIT literacy and numeracy strategies are implemented
Build the capacity of all teaching staff to deliver engaging and relevant curriculum .	Implement the Australian Victorian Essential Learning Standards (AUSvels) curriculum for F-10 students and the Senior Curriculum according to VCAA requirements.	Continue to embed AUSvels curriculum Ongoing development of the scope and sequence for F-10	<p>Teaching & Learning Coaches – ensure that staff are implementing the AUSvels curriculum</p> <p>Student Coordinator – continue to support KLA leaders in the ongoing development of the F-10 scope and sequence</p> <p>KLA Leaders- continue to work with staff in the ongoing development of the KLA scope and sequence</p> <p>Teachers – make sure that they are implementing the appropriate KLA scope and sequence</p>	<p>Teaching and Learning Coaches –Ongoing 1:1 meetings with staff.</p> <p>Student Learning Committee –scheduled SLC meetings</p> <p>KLA Leaders - scheduled SLC meetings</p> <p>Teachers - Ongoing: Individual planning Participation in KLAs Participation in PLTs</p> <p>Three whole school professional development days - terms 1,2 and 3.</p>	F-10 Curriculum is scope & sequenced and fully documented and being implemented.
	Extend staff learning in the use of ICT i.e. implement 1:1 Netbook	Support for IT PD is investigated as required.	<p>Teaching & Learning Coaches Identify any areas of IT support that teachers may need on an individual basis</p> <p>Student Learning Coordinator – Discuss with KLA leaders what IT PD may</p>	<p>Teaching and Learning Coaches –Ongoing 1:1 meetings with individual staff.</p> <p>Student Learning</p>	All staff to become confident users of laptops, SMART boards and e-books and effectively

	Program, use of SMART boards,		<p>be beneficial in their areas.</p> <p>KLA Leaders Discuss with KLA members about what IT PD may be beneficial for the groups</p> <p>Teachers -Work with teaching and learning coaches and KLA leaders to identify and participate in IT PD.</p>	<p>Committee – scheduled SLC meetings</p> <p>KLA Leaders scheduled KLA meetings</p> <p>Teachers -Ongoing: Individual planning Participation in KLAs Participation in PLTs</p> <p>Whole school professional development day- term 3.</p>	engage in the use of ICT
	<p>Implement Middle Years programs:</p> <ul style="list-style-type: none"> • Voyager • Academic Achievers 	<p>Voyager Teams meeting as scheduled</p> <p>Establish working party to review and develop AA program to ensure academic rigour</p>	<p>Teaching & Learning Coaches – (Voyager) lead discussion and planning of voyager program</p> <p>Classroom Teachers(Voyager) -participate in the planning and implementation of the voyager program</p> <p>Student Learning Coordinator– establish a working party to review and further develop the AA program to ensure the academic rigor. Investigate how the AA program is extended into Year 10 and beyond</p> <p>AA Classroom Teachers – ensure that programs are academically challenging</p>	<p>Teaching and Learning Coaches –(Voyager) lead discussion and planning of voyager program</p> <p>Student Learning Committee – Conduct a review in term 2.</p>	<p>Voyager and Academic Achievers Programs are successfully delivered</p> <p>The AA working party has conducted its review and made recommendations to the Student :Learning Committee.</p>
	Ensure accountability through rigorous Teacher Performance	Leading Teachers conduct 1:1 conversations to set primarily AIP related goals and actions to support staff in their	<p>Principals Mid and end cycle reviews</p> <p>Teaching & Learning Coaches – work with staff in the ongoing development of staff P& D plans, including regular classroom visits and feedback.</p>	<p>Principals- cycle reviews in terms 2 and 4</p> <p>Teaching & Learning Coaches - Ongoing P & D conversations with Teaching and Learning Coaches.</p>	<p>All staff working with Leading Teachers on an individual basis in relation to P&D plans</p> <p>Staff can show</p>

	Review practices.	ongoing professional development	Teachers – work with Teaching and Learning Coaches in the ongoing development of their P& D plans	Teachers –ongoing discussions with Teaching and Learning Coaches	evidence to support their performance growth
	Build pride within Bayside College, and throughout the community, by promoting excellence and celebrating achievement.	Celebrating excellence at school assemblies, award ceremonies, staff meetings and in the College newsletter.	Principals - acknowledgement of student and staff achievement in newsletters and at assemblies and end of term campus celebration meetings... Teaching and Learning Coaches - recognise staff achievement in 1:1 conversations Student Coordinator - recognise and share good practice of committee members Student Coordinator - recognise and share good practice of committee members Teachers - recognise student achievement in class, in student reports, in conversation with parents, in newsletters.....	Ongoing assemblies, newsletters, parent teacher nights, parent meeting, SRC celebrations ...	Student Response to Schools Survey and the Parents Survey responses are increasingly positive.
	Senior PLT's analysing and interpreting senior school data with the aim of improving student outcomes.	PLTs – Use a range of data to identify and group students according to their abilities within a subject area in order to individualise learning Moderate student work to ensure consistency	Senior School Data Analyst - prepares and analyses senior school data to be used in management and senior PLT meetings Teaching and Learning Coaches (Paisley) – support PLTs in relation to the interpretation of senior school data with the aim of improving student outcomes Classroom teachers (Paisley) - actively contribute to the PLT in relation to the interpretation of senior school data with the aim of improving student outcomes.	Senior School Management Committee Scheduled Senior PLT's - ongoing	Senior PLT's meeting regularly to analyse senior school data and developing strategies to improve student learning outcomes. Increase number of teachers working as VCE assessors.

			Moderate student work to ensure consistency of assessment standards.		
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			Principals - provide the ongoing planning, resourcing and direction in relation to the three points highlighted under “What”	Principals - Fortnightly leadership and principal team meetings.	
<u>Student Engagement & Wellbeing</u> Clarify and embed whole-school approaches to student engagement which empower students as active participants in learning	In light of the School Wide Positive Behaviours work review the pastoral care structures and programs – KTS, Life Matters	Establish a School Wide Positive behaviours working party. Establish a working party to review the pastoral care structures in the college Establish a working party to review the KTS, Life Matters and Tutorial program in the college	Student Engagement & Wellbeing Coordinator – establish appropriate working parties: <ul style="list-style-type: none"> • School Wide Positive Behaviours • Pastoral Care Structures • KTS, Life Matters, Tutorial Recommendations from each working party to the principal by end of term 2	Student Engagement & Wellbeing Committee Ongoing work of the three working parties Term 1: Staff PD Day – introduction to SWPB Recommendations from each working party to the principal by end of term 2 Term 3 : Staff PD Day - student wellbeing	Participation in the SWPB program is well underway and we are working closely with our mentor school Pastoral care structures are clearly defined and ready for implementation in 2015 Revised pastoral care programs has been developed ready for the implementation of the new program in 2015

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<p><u>Student Pathways and Transitions</u></p> <p>To improve Pathways and Transitions to ensure that the needs of each student are provided for with planned productive pathways into, through, and from the college.</p>	<p>Review the programs offered in Year 10-12 to ensure the provision of appropriate well resourced pathways</p> <p>Examine ways to expand and strengthen the VCAL program</p> <p>Embed pathways planning throughout the college using the DEECH Careers Curriculum Framework from year 7-12</p>	<p>Review of senior programs in the student learning committee</p> <p>Identify strategies to expand and strengthen the VCAL</p> <p>Identify strategies to embed Careers Curriculum Framework from year 7-12</p>	<p>Student Learning Coordinator Conduct a review of the programs offered in Year 10-12</p> <p>VCAL/VET co-ordinator Senior Years WP</p> <p>Student Learning Coordinator Student Engagement, Wellbeing Committee Coordinator and Pathways team Representatives from all three groups will meet to investigate the Careers Curriculum Framework and make recommendations to the principal</p>	<p>Student Learning Committee Recommendation to the principal by the end of term 2</p> <p>VCAL/VET co-ordinator Recommendations made to the principal by the end of term 3</p> <p>Recommendations made to the principal by the end of term 3</p>	<p>Review of programs offered in Years 10-12 has been conducted and recommendations made to the principal by the end of term 2</p> <p>Strategies identified to expand and strengthen the VCAL program.</p> <p>Years 7-12 careers program developed.</p>

	<p>Participation in the School Engagement and Transition Project</p> <p>Ensure exit interviews are held with every student who leaves the college in year 7-10 to better gauge and act on factors affecting retention</p>	<p>Establish a project team – and employ a project officer (funded)</p> <p>Develop a college exit interview process</p>	<p>Project Team – reporting to Student Engagement and Wellbeing Coordinator</p> <p>Student Wellbeing Coordinator</p>	<p>Project team meets 2x term</p> <p>Student Wellbeing Committee Recommendations by the end of term 3</p>	<p>Areas of disengagement will be identified so that actions can be developed to improve school connection.</p> <p>Recommended exit process put to the principal by the end of term 3</p>
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