



St Helena Secondary College

01-8730

Annual Implementation Plan 2009

Based on Strategic Plan developed for 2006-2009



Endorsement by School Council	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.	Endorsement at meeting held on Monday 23 March 2009
		Trudy Thomson PRINCIPAL 23 December 2008
Endorsement by Regional Network Leader	Insertion of a tick (✓) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan	✓
		Mark Thompson REGIONAL NETWORK LEADER 10 March 2009

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<ol style="list-style-type: none"> High Standards To continue to <i>foster and develop students achieving excellence in all their endeavours.</i> Quality Learning To continue to promote <i>creative quality teaching in order to stimulate positive learning outcomes</i> in each. 	<p>Have all teachers ICT trained to achieve acceptable capability levels.</p> <p>Achieve at or above an average VCE study score of 30.</p>	<p>Have 75% of all teachers ICT trained to achieve acceptable capability levels.</p> <p>Achieve at or above an average VCE study score of 29.5.</p>
Student Engagement and Wellbeing	<ol style="list-style-type: none"> Student Engagement To improve student learning outcomes throughout the College by engaging students, particularly boys, and consistently and systematically raising their expectations in terms of the quality of their work, their personal organisational skills and <i>self discipline</i> (the rigour they impose on themselves). College Culture To provide a safe, ordered, clean and caring learning environment to enhance a College culture which promotes excellence, personal development and social and environmental responsibility. 	<p>Prepare comprehensive documentation for the Personal Development program.</p> <p>Reduce the male-female differential in VCE and School Assessment results.</p> <p>Improve the Self Management scores on Student Reports by 5%.</p>	<p>Complete the documentation for the Year 7 to 9 Personal Development program</p> <p>Analyse 2008 VCE data to determine the differential in VCE results</p> <p>Analyse the Self Management scores on 2008 reports by 2 %</p> <p>Train new staff in College Culture at Induction day.</p>

	<p>3. Encouraging Participation and Recognising Success To continue to <i>offer</i> an extensive range of programs which encourage broad-based participation and recognise the diverse ways in which students can succeed. To continue to provide opportunities for all students to develop leadership skills.</p>		<p>Continue to provide Principal's awards in Term 3 and include some in Graduation and Presentation evening.</p> <p>Refine College Leadership positions at Senior school and write job descriptions and review Middle and Junior school leadership opportunities and create Student Leadership Councils.</p>
Student Pathways and Transitions	<p>1. Student Choices To ensure that each student has the information, opportunity and capability to make informed academic and vocational choices and to offer a variety of pathways to maximise student opportunities.</p> <p>2. Transition to St Helena To communicate effectively with all feeder primary schools to ensure all relevant information on students is conveyed.</p> <p>3. Transition within St Helena To ensure that in all internal transitions between year levels, all relevant information on students is conveyed.</p> <p>4. Personal Learning Plans To emphasise the use of personal learning plans for students at risk.</p>	<p>Achieve school absence rates at or below 12.5 days per student.</p> <p>Restricted neighbourhood zone in place and Year 7 enrolments effectively managed with minimal appeals.</p> <p>Year 10 interview process continue as in 2008</p> <p>Continue to case manage students in Welfare Mini-School Meetings. Chaplain, Associate Chaplain, two Guidance officers and Student Welfare Coordinator (on Loan) available to support teams</p>	<p>A+ student attendance package is being further refined for use by staff, however data is still problematic in 2008.</p> <p>Limit 2010 enrolments at Year 7 to 260 students</p> <p>Conduct one interview with all students.</p>

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
<p>1. Minischool Consistency- A Whole school approach Ensure that consistent procedures for welfare, record keeping, assessment, student tracking, exam technique and mentoring are compatible and relatively consistent across Minischools. The emphasis should be on cooperation and communication.</p>	<p>Training Mini-School staff in mediation and two staff in Restorative Justice.</p> <p>Train all Mini-School staff about Mutual respect policy and use of suspensions</p> <p>Continue to reinforce Mutual respect policy in Year level assemblies</p>	<p>Book Mediation trainer , conduct Mini-School training and approve in-service for two staff</p> <p>Year Level Managers and Principals in-service students in Year level assemblies</p>	Principal team	<p>February 2009</p> <p>Term1</p>	<p>Use mediation conferences for students who breach Mutual respect guidelines.</p> <p>Reduce suspensions and students who repeat offences.</p> <p>All Year Levels conduct assemblies</p>
<p>2. Curriculum-Quality teaching and learning: Critical Thinking Develop and document a curriculum in which individual differences are acknowledged and catered for effectively, through ongoing analysis and review, including the use and</p>	<p>Two Learning and Teaching Leading Teacher positions appointed for 2009. Both will act as coaches for staff and will also focus on continuing to develop HOTSPOT units and be</p>	<p>Budget allocated to Curriculum and interpersonal development in December 2008</p>	Chris Kargas and Diarmaid Fennessy	During 2009	<p>Number of new HOTS units developed or reviewed</p> <p>Number of professional development training sessions for staff.</p>

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<p>development of ICT skills and a wide range of thinking strategies.</p> <p>Prepare comprehensive documentation for the personal development program</p>	<p>innovative.</p> <p>Train staff in Marzano's explicit instructional techniques</p> <p>Interpersonal development coordinator appointed and will attend Curriculum meetings and will produce booklets Years 7 to 9</p>	<p>During 2009</p>	<p>Karen Terry and Lorraine Watson</p> <p>Emma Hardley</p>		<p>Improved stimulating learning category in student survey data</p> <p>Documented program.</p>
<p>3. Widening Horizons of our students, creating:</p> <p>An awareness of global, community and multicultural issues</p> <p>An appreciation of cultural differences, so that issues such as exclusion, sexism, homophobia and racial or religious intolerance can be tackled effectively</p> <p>An increased involvement in the global community</p>	<p>Mini-School program leaders continue to work with Leading Teacher to coordinate program set for week 5 Term 3, 2009</p> <p>Year 9 Global Village project stage 1 implemented and includes a Community Learning project</p> <p>Learning activity planned with indigenous leaders that involve student teams walking in to Melbourne</p>	<p>Program Managers and Domain leaders allocate appropriate budget</p> <p>Global Village Coordinates program</p>	<p>Vicki Nobes, Kim Mc Gillivray, Kirsten Findlay and Janelle Farley</p> <p>Marijika Graham</p> <p>Vicki Nobes</p>	<p>Week 5, Term 3</p> <p>Week 4, Term 2</p> <p>TBA</p>	<p>Maintain high scores in student safety and increase student connectedness in Student Attitudes to school survey, particularly at year 9</p> <p>Community Learning projects presented to families</p> <p>Walk takes place</p>

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<p>4. Student results</p> <p>Achieve at or above an average VCE study score of 30</p> <p>Reduce the male-female differential in VCE and school assessment results</p> <p>Improve the self management scores on student reports by 5%.</p>	<p>Continue with study halls twice a term for students</p> <p>Continue with student mentor program</p> <p>Formalise discussion about student performance data with year 12 teachers.</p>	<p>Senior school allocates budget in December 2008</p>	<p>Chloe Salvaris</p> <p>Chloe Salvaris</p> <p>Karen Terry and Lorraine Watson</p>	<p>During 2009</p> <p>During 2009</p> <p>Term1 and Term 3</p>	<p>Continue to record attendance at study halls for staff and students and compare with 2008</p> <p>Record how many students are mentored by teachers and compare with 2008</p> <p>Curriculum team explain VASS and ACER data to Domain Leaders and discuss results directly with individual staff</p> <p>Analyse gender VCE results</p>