

Annual Implementation Plan 2010 Bendigo Senior Secondary College 7595

Based on Strategic Plan developed for 2007 - 2010



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.	✓
		Dale Pearce 17 November 2009
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	✓
		John Sloan

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve student learning outcomes across the College in VCE, VET and VCAL.	<p>The school mean of each VCE study is to be greater than or equal to state means.</p> <p>The % of VCE scores greater than 40 to be 8% by 2009.</p> <p>% VET units of competency achieved to be at state benchmarks.</p> <p>% of VCAL credits achieved to be at state benchmarks.</p>	<p>The school mean in at least 65% of VCE and VCE/VET studies are equal to or greater than state means</p> <p>The % of VCE scores greater than 40 to be at least 5.5% in 2010</p> <p>Continue to have completion rates that are at or above 80%.</p> <p>Maintain % completion rates above 90%</p>
Student Engagement and Wellbeing	<p>To improve student wellbeing, motivation and connectedness.</p> <p>To improve student enrolment and retention.</p> <p>To decrease student absenteeism.</p>	<p>Outcomes for student wellbeing, motivation and connectedness will improve by 9% by 2009.</p> <p>Student enrolment & retention outcomes will improve by 7.5% by 2009.</p> <p>Decrease average student days absent per year to 10 days per year.</p>	<p>Measures for student wellbeing, motivation and connectedness will improve by 3% in 2010</p> <p>Student enrolment and apparent retention measures will be equivalent to state wide means.</p> <p>Measures for student absences will remain below an average of 10 days per year.</p>
Student Pathways and Transitions	To improve the % of post Year 12 students making meaningful transitions to further education, training and employment.	The % of post Year 12 students engaged in further education, training or employment to be at or above state benchmarks each year.	<p>Reduce by 5% the number of year 12 students who exit to unemployment and seeking work.</p> <p>Continue to be above state benchmarks for students exiting year 12 to further education???</p> <p>Decrease by 5% the number of students exiting year 12 to unknown destinations.</p>

Implementation

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
To develop and implement practices which strengthen learning and teaching across the college	Use PoLT and implement E5 curriculum framework as a basis for a College wide approach to teaching and learning.				
	Use PoLT/PoAL surveys to determine student learning needs and for teachers to obtain feedback.	Time in the transition program to conduct student learning surveys to incoming year 11 students.	T&L Manager Curriculum Assistant	Transition End of sem 1 & 2	All teaching staff are using PoLT or PoAL to reflect on their teaching practice.
	Implement the collegiate coaching program	Time	T & L Coordinators	Commencing Term 1	Each T&L Coordinator will coach 2-4 staff across the year.
	Continue the implementation of learning walks and peer reflection	Extras allocation for participants in learning walks	Assistant Principal (T&L)	Ongoing	90% of all staff have been involved in a learning walk as either a participant or visited or peer reflection
	Investigate ways to implement differentiated learning	Time for sharing practices through Pathway communities and staff meetings	T&L Manager CLT ToLATI team	Ongoing	An increased number of subject teams have developed and trialled examples of differentiated curriculum.
Build capacity of teachers to implement assessment as, of and for across the College.	Use of material from TPL in 2008 Professional development Time to showcase practice and use online methods to share. Pathway Community time.	Assistant Principal (T&L) T & L Coordinators All teaching staff	Ongoing	All subject teams can articulate how they have assessed of, as and for learning	
	Implement programs to extend students' skills and interests	Time and release to develop links	VCE and Special Programs Manager	Ongoing	
	Implement programs of excellence in each Pathway Community	Discussion in Pathway Meetings	Pathway Leaders		All Pathway Communities will have at least one program of excellence for students.
	Review and implement A++ program	\$5.000 for catering and workshops with Mark Dobson	Pathways and Careers	Term 1 and ongoing	Students indicate a high degree of

	<p>for high achieving students</p> <p>Implement the recommendations arising from the analysis of Carmel Richardson's data</p> <ul style="list-style-type: none"> • Implement a year 10 'GAT' • Use results of the year 10 GAT to inform subject selection and classroom practice • Use 2009 year 11 GAT results to identify high achieving students and to inform classroom practice. • Review current year 12 SAC marking processes • Improve understanding of the role of the GAT and ensure all students complete the GAT to the best of their ability 	<p>\$2,000 for consultancy fees to set suitable GAT</p> <p>\$5,000 for payment to assessors</p> <p>Time in year 10 classes to complete the GAT</p> <p>Printing costs</p> <p>Time to collate data</p> <p>Time in Learning Area meetings</p> <p>Time in staff meeting</p>	<p>Coordinator</p> <p>Principal (through collegiate principles meeting)</p> <p>Year 10 teachers</p> <p>Student Coordinators</p> <p>AP teaching and learning</p> <p>Learning Area Coordinators</p> <p>Teachers</p> <p>VCE and Special Programs Manager</p> <p>AP-Teaching and Learning</p>	<p>Term 1 and 2</p> <p>Term 1</p> <p>Term 1</p> <p>Term 2</p>	<p>satisfaction with the programs.</p> <p>All year 10 students complete a GAT and the results are used to underpin course selection and classroom preparation in 2011</p> <p>Teachers are reflecting upon and using data to set individual expectations for student achievement.</p> <p>SAC marking practices ensure objectivity of marking</p> <p>2011 data from Carmel Richardson reflects fewer students under achieving according to their GAT results.</p>
	<p>Build the effectiveness of collegiate subject teams</p> <p>Build opportunities for collegiate teaching</p>	<p>Learning spaces and timetable structures to support team teaching</p>	<p>T&L Coordinators</p> <p>Teaching staff</p>	<p>Term 2</p>	<p>A pilot arrangement is in place with timetabled structures and facilities are in place for 2011.</p>
	<p>Build the capacity of teachers to meet the individual learning needs of all students in their classroom</p> <p>Develop a model for a whole college approach to literacy.</p> <p>Implement on-demand testing at NETschool</p> <p>Assist staff to meet ESL learning needs</p>	<p>\$15,000 for Literacy Coordinator</p> <p>Funding for professional development</p>	<p>T&L Coordinator - English</p> <p>Regional literacy staff</p>	<p>Term 1</p> <p>Ongoing</p> <p>Term 4</p>	<p>A model is developed</p> <p>All NETschool students will have undertaken on-demand testing when they enrol.</p> <p>All staff with ESL students will have undertaken PD to support ESL learners</p>

	<p>Implement the Self directed Learning community to selected VCE students.</p> <p>Implement Virtual Learning Network (VLN)</p>	<p>Time to develop learning guides Library space for students to access study area.</p> <p>External funding for staffing</p>	<p>Teachers of self directed learning and VLN Assistant Principal T&L Principal</p> <p>3 full time staff 0.4 project officer</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Self directed learning students experience high levels of satisfaction and the numbers for 2011 increase over 2010</p>
Create a year 7-12 Bendigo Learning Community	<p>Build skills in pedagogy that supports the directions of the BEP</p> <p>Attendance by teachers at network meetings and other BEP meetings as needed.</p>	<p>PD time CLT meeting time</p>	<p>CLT Teaching staff</p>	<p>One meeting each term</p>	<p>Four Networks meeting included on BSSC schedule (replace meeting) all relevant staff attend with broader representation from the community. One Visitation to BEP schools by all CLT member and a team member of the learning area</p>
	<p>Develop awareness of and provide input into the development of the National Curriculum where possible.</p>	<p>Time at CLT meetings Time at Learning Area Meetings Time to explore website material</p>	<p>CLT</p>	<p>Updates shared each term at CLT</p>	<p>Once a semester agenda a review of the national curriculum progress</p>
	<p>Embed and monitor seamless curriculum pathways for students</p> <p>Develop and implement the trade training centre</p> <p>Implement Themed Industry Project</p> <p>Improve knowledge of and raise the profile of apprenticeships and traineeship pathways amongst students and staff.</p>	<p>Time Money for time release and networking</p> <p>Time for PD in Pathway Community meetings Funding for production of information materials</p>	<p>Principal Vocational Learning Manager T&L Coordinator - Technology Assistant Principal (T&L)</p>	<p>Ongoing</p>	<p>Trade Training Centre is operational</p> <p>The program is established</p> <p>Decrease the destinations deemed unsustainable from year 11 by 5% All teaching staff indicate increased level of understanding of apprenticeships and traineeships.</p>
	<p>Provision of sustainable LOTE programs through the Language Centre</p>	<p>Time Funding for time release an networking</p>	<p>Principal Assistant Principal (T&L) T&L Coordinator - Humanities</p>	<p>Term 2 and ongoing</p>	<p>Language centre operational and a model for sustainable provision of languages is developed.</p>

<p>Implement information and communication technologies which support teaching and learning improvement, innovation and whole college operations.</p>	<p>Implement the whole college elearning plan.</p> <p>ICT is embedded in all subjects to enhance learning and teaching</p> <p>Explore opportunities to incorporate Web 2.0 technologies and other developing technologies, such as IWBs, into learning and teaching.</p> <p>Update/Evolve the College website, extranet and the extension of SharePoint</p> <p>Explore the capabilities of the Ultranet</p> <p>Evaluate the deployment of ICT resources as part of the 1:1 computer roll out program</p>	<p>ICT budget focused on delivering equipment which has a significant impact (e.g flip cams, MP3 recorders, additional data projectors and IWBs)</p> <p>Make use of Ultranet functionality.</p> <p>Supplement Ultranet with local and web based online and Web 2.0 tools.</p> <p>Opportunities for showcasing exemplary practice</p> <p>Time for staff PD</p> <p>Time for subject teams to produce material</p>	<p>ICT infrastructure coordinator, eLearning planning group Ultranet coach T&L Coordinators</p> <p>Teaching staff</p>	<p>Ongoing</p>	<p>Student digital recording tools such as flip cams utilised in a greater number of classes.</p> <p>The majority of students exposed to blogs and wikis and other web 2.0 tools in at least one of their classes.</p> <p>Plans are completed on:</p> <ul style="list-style-type: none"> • How the school will move to a one to one computer ratio by end of 2011. • How existing online curriculum delivery processes will be migrated or updated as part of a move to incorporate the Ultranet.
	<p>Deploy the Ultranet</p> <p>Investigate how the Ultranet can be utilised to reshape and improve the way the College reports to parents on their student's progress.</p>	<p>\$4,000 to support additional lead users to train for Ultranet roll out.</p> <p>Time to PD staff</p> <p>Time to ensure necessary policies and procedures are reviewed</p> <p>Time for exploring capabilities and to import information</p> <p>Professional Development</p>	<p>Representatives from each Learning Area to be lead users.</p> <p>Teaching and Learning Manager</p> <p>ICT infrastructure coordinator</p> <p>Staff ICT Infrastructure Coordinator</p>	<p>May and onwards</p> <p>Term 1 and ongoing</p>	

			CLT Regional Ultranet coaches All staff		
Review, develop and implement programs which promote student engagement, wellbeing-and connectedness.	Increase opportunities for student involvement across the college (leadership, activities and decision making)	Student Coordinator Leadership portfolios linked to student leadership and activities Meeting times scheduled to enable student representation Student Activities Budget Employment of a Student Activities Coordinator (trainee) Student Council and Leadership budgets	Relevant Student Coordinator, Student Council Coordinator, Student Activities Coordinator, Pathway Community Student Leaders	Ongoing	Improved rate of participation in student lunchtime activities program and leadership programs Increase in Staff Opinion Survey data in 'student participation in decision making' to 3.6 Increase the Student Attitudes to School data in 'student connectedness to school' to 3.65 Increase Parent Opinion Survey results in "Extra Curricula" to 4.99
	Refine the Pathway Community model (2009) and review structure for 2010: Implement Wellbeing and Pathways based initiatives (through PD at Pathway Community staff meetings) <ul style="list-style-type: none"> Managing Challenging Behaviours (Restorative Practice) Wellbeing/counselling support at BSSC Cybersafety VTAC/SEAS/Scholarships MBTI 	PD time scheduled for Leading Teachers/PC Leaders in meeting structure PC staff meeting agendas to include PD focus throughout the year Funding to provide appropriate staffing of PC workshops	Pathway Community Leaders, Pathway Program Coordinator, ELT, Student Counsellors, Regional welfare services, Careers and MIPs staff, Pathway Advisors	Ongoing	All Pathway Advisors have participated in professional learning related to wellbeing and pathways initiatives
	Enhance Individual Education Plans (IEPs) for all students at the College	Access to the Ultranet portal for trial online IEPs and development Time scheduled within Advisor meeting schedule and Parent/Teacher interviews to	ICT staff, Pathway Program Coordinator, Pathway and Transition Manager, Pathway Advisors	Term 1-Term 4	Targeted Pathway Advisors have trialled the Ultranet for IEPs with Advisor Groups and system tailored for full 2011 implementation in Advisor Groups Student survey results show improved rate of IEP use compared to 2009 data

		<p>focus on IEP follow up</p> <p>Advisor drop folders established for electronic IEP documents by Advisor Group</p>	Pathway Program review committee		
	Undertake a full review of the Pathway Program for implementation in 2011	<p>Meeting time for review committee</p> <p>Time in staff meetings/PC meetings to seek staff input</p>	AP: Student wellbeing and Programs, Pathways & Transition Manager, Student Manager, Pathway Program Coordinator, 2 CLT, 2 SET & 2 staff reps (student rep?)	Term 3	Recommendations of the review group presented to leadership for endorsement for 2011
	<p>Support programs for Koorie and ESL groups at the college</p> <p>Continue to refine operation of the Bendigo Indigenous Homework Centre and Learning Support programs to improve indigenous student attendance, retention and learning outcomes.</p>	<p>Source department funding to continue to operate the Homework Centre</p> <p>Source department funding to continue to offer Wannik senior tutorial assistance to students</p> <p>Provide a dedicated BIHC learning space within the Language Centre.</p>	AP: Student wellbeing and Programs, Relevant Student Coordinator, Koorie Program Leader, BIHC tutor staff, Indigenous community members, Koorie Student Leaders	Ongoing	Maintain average attendance rates for Indigenous students at BSSC above 80%; Maintain >70 % of BSSC students accessing tutoring support through the BIHC; Retention of Indigenous students to year 12 is greater than 80%; Reduce by 10% the number of Indigenous students exiting the school prior to completion of a senior certificate; Maintain a >80% rate of transition for indigenous students from 7-10 schools
	Develop an ESL and induction support program for new arrival ESL students.	<p>Student Coordinator portfolio linked to New Arrival student support</p> <p>Source department funding to</p>	<p>Student Coordinators linked to NETschool and Koorie program</p> <p>Pathway Community Staff</p>	Ongoing	More than 80% of New Arrival students successfully transitioning to the next year of education

		offer ESL intensive support to 'new arrival' low ESL level students Source funding to establish an afterschool ESL homework program for students across the Bendigo government secondary schools	and Student Leaders Koorie Program Coordinator		
	Monitor implementation and outcomes of the recommendations of the 2009 Wellbeing Review	Time to PD Student Coordinators in Student Coordinator meetings and PD staff in PC meetings	AP: Student wellbeing and Programs, Student Manager, Student Wellbeing Coordinator, Student Coordinators	Term 1 -3	Wellbeing Team staff report manageable levels of workload Appropriate referrals made to external agencies
	Document and implement the college Student Engagement Policy Review and refine the college attendance policy in line with the Student Engagement Policy	Time for implementation group to meet and document policy ICT support in updating policy documents	Student Managers and Pathways & Transition Manager, Student Coordinators, Student Wellbeing Coordinator, staff	Term 1	Student Engagement Policy publicised in Pathway Advisor meetings and documented in 2011 publications
Develop and implement programs and practices that improve student retention and assist students in making meaningful transitions.	Further develop the transition program at BSSC	Time in Pathway Community staff meetings ICT support with online Transition resources Time to work with staff and students in Year 7-10 schools Time with special needs staff	Pathways and Transition Team, SET, CLT, ICT staff, Year 7-10 school staff, Student Support Coordinator	Commence Term 1 - ongoing	Percentage of unit changes at the start of 2010 below 5%. Parent Opinion Survey data - 'transitions' to 5.43 Percentage of students enrolling from Yr 10 Government schools to be greater than 90%
	Review and restructure the college Open Days	Time in lieu for staff Time for working party meetings Budget for college marketing	Pathway & Transition Manager, Open Day committee members (including PC student leaders)	March 2010	New format Open Days conducted
	Review and improve programs provided within the 'learning	Student Coordinators to cover	Pathways & Transition	Term 1	Students enrolling in the VCSUP class and

	support' classes to engage students at risk of leaving the College to unsustainable outcomes (provision of work readiness)	VCE Support classes Time and funding for PD of Learning Support Class teachers	Manager, MIPs staff Student Coordinators taking VCE Support classes		staying engaged in education Reduce % of students leaving during the school year to 'unsustainable destinations' (unknown, seeking employment or part time employment) to below 45% (according to MIPS tracking data)
	Develop tertiary access program	Meting time for BSSC and tertiary education provider staff	Principal, Assistant Principal (T&L), Pathways & Careers Coordinator	Term 1	Student apparent retention will be equivalent to state wide means Agreement/ MOU formed between BSSC and participating tertiary providers
Develop and implement an organisational structure that supports the achievement of College goals and improved organisational health.	Improve communication within the college	ICT support to develop new technologies for communication	Prin Team, ICT Infrastructure Coordinator, ICT team	End of Term 2	Questions based around communication from staff opinion survey improve to 3.6 Increase in 2010 Staff Opinion Survey: Role Clarity to 4.0.
	Improve relationships across the college	Extended Leadership Team members to be highly visible and increase interaction with staff and students around the college	ELT	Ongoing	Increase in Staff Opinion Survey results: Supportive Leadership from 3.5 to 3.7 Increase in Staff Opinion Survey results: Appraisal and Recognition from 3.4 to 3.6
	Define the key elements of the Schools rewards program	Time for discussion of appropriate target areas.	Leadership team, AAC, staff	Term 4	Achievement of required improvement
	Develop a new Master Plan	Master Planning Committee	Master Planning Committee	Ongoing	Master Plan developed
Develop an implementation plan to improve the College environmental, community, international and global focus across college programs	Continue to implement our Environmental Infrastructure Plan	Time release for an Environment Leader	Assistant Principal (T&L), Facilities Manager, Environment Leader	Ongoing	Improved rating on our Green Schools project audit.
	Review and implement our Environmental Action Plan	Time	Environment Team, Environment Leader, Facilities Manager, Assistant Principal (T&L)	Ongoing	All staff and students indicate an increased awareness of environmental issues and strategies to reduce our environmental footprint.

	Implement the Travel Smart Plan	Time	Environment Leader, Assistant Principal (T&L)	Term 1 and ongoing	The targets identified in this plan are achieved.
	Investigate opportunities for an environmental focus to be embedded in the curriculum across the college	Time PD	Assistant Principal (T&L), Environment team, CLT	Term 1 and ongoing	An increased number of curriculum areas have incorporated an environmental focus.
	Further develop and refine the operation of the English Language Centre	Time for meetings of all stakeholders Budget for resources and staffing Provision of an ELC room	AP: Student wellbeing and Programs, ELC teacher, International Student Coordinator, Chinese Liaison Teacher, students of ELC, family and support group of English language students	Ongoing	All students who enrol in the English Language Centre progress successfully to mainstream curriculum
	Continue to develop and maintain relationships with overseas schools Continue to advance the Confucius Classroom opportunity for BSSC Support Dongzhou in the introduction of an English Language Program?	Funding for international visits Time and funding for Chinese Liaison teacher to communicate with overseas staff Funding to develop curriculum support materials Funding to support staffing to implement the program in Dongzhou	International team including Principal, AP: Student wellbeing and Programs, International Student Coordinator, Chinese Liaison Person Dongzhou staff	Term 1 – Term 4	Annual visit to China and other countries and schools as appropriate International fee paying students at BSSC maintained at 30-40 students.
	Increase the International and global outlook of all students	Funding to host and entertain visitors Funding to conduct study tours for overseas schools Funding for multicultural activities	AP: Student wellbeing and Programs, International Student Coordinator, Student Council, LOTE teachers, teachers, parents and students, library leader	End of Term 3	At least 10 exchange students hosted throughout the year Host at least one student study tour; International/multicultural Festival conducted during semester 1 and days each term
	Prepare for CIS 10 year self study, incorporating recommendations from Preparatory Report	Funding to cover visit costs Time for Steering Committee meetings Time for self study meetings	AP: Student wellbeing and Programs, CIS Steering Committee	Terms 2, 3, 4	10 Year report completed by end of year

		PD for staff and College Council.			
Developing a Performance and Development culture.	Improve effectiveness of P&D teams and move the College to the next stage of Performance & Development accreditation	Time for review of processes	Assistant Principal (Staffing), Human Resources Coordinator, ICT staff	Terms 1 & 2	All staff have PD goals registered online All staff participate in P&D processes
	Evaluate the Performance and Development model to ensure it serves the strategic intent of the College	Time	Principal team Leadership team	Ongoing	A model is developed for implementation in 2011.
	Develop processes for those in leadership positions to receive feedback on their performance and increase the leadership capacity of Extended Leadership Team	Time to discuss and develop leadership plans Time and structure to complete 360 degree iLead for Extended Leadership Team members	ELT, T&L Manager, Principal	Term 1	All ELT members have a Leadership Plan All ELT members have completed self and full 360 degree iLead feedback