

Baden Powell College

5315

Annual Implementation Plan 2008

(Based on Strategic Plan / Charter developed for 2007- 2010)



BADEN POWELL COLLEGE

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.	<input checked="" type="checkbox"/>
		[Julie Mason] [20 th March 2008]
Endorsement by Regional Director (or nominee)	Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	<input checked="" type="checkbox"/>
		[INSERT PRINCIPAL NAME] [INSERT DATE]

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	<i>For all students to achieve their personal best in Numeracy and Literacy.</i>	<ul style="list-style-type: none"> All Year 2 students 'deemed as capable' will be reading Level 20 text with at least 90% accuracy by 2010. 80% of students in Year 1 – 9 will progress at least one VELS level in Writing and Number within a two year period by 2010. 	<ul style="list-style-type: none"> 65% of Prep students "deemed as capable" will be reading Level 5 text with at least 90% accuracy. 80% of yr 1 students 'deemed as capable' will be reading level 15 text with at least 80% accuracy. 70% of students in Year 1 – 6 will progress at least one VELS level, since 2006, in Writing and Number by the end of 2008.
Student Engagement and Wellbeing	<i>To improve, enhance and sustain student engagement, connectedness and well being at school.</i>	<ul style="list-style-type: none"> Student absenteeism will be at or below the state mean across all year levels by 2010. Student 'classroom behaviour' as measured by the Staff Opinion Survey and Student Attitudes to School Survey to be at least 60% by 2010. Staff Opinion Survey will reflect that no teacher is spending more than 10% of classroom time dealing with 'classroom misbehaviour'. Students' attitudes to all aspects in the 'Teaching & Learning' section of the Student Attitudes to School Survey will be at or above 60% by 2010. 	<ul style="list-style-type: none"> The average annual student absence rate for Yr 2, 3 & 5 to be reduced to 11 days. Student 'classroom behaviour' as measured by the Student Attitudes to School Survey to be at or above 2.96 Staff Opinion Survey will reflect that no teacher is spending more than 25% of classroom time dealing with 'classroom misbehaviour'. Students' attitudes to all aspects in the 'Teaching & Learning' section of the Student Attitudes to School Survey will increase by 0.10 from 2007 scores for each variable.
Student Pathways and Transitions	<i>Students will enter and transit through different stages and locations with confidence, support and a positive attitude.</i>	<ul style="list-style-type: none"> All students will participate in a school-based transition program. At least 80% of pre-school students enrolled at DHPS will participate in the Prep entry transition program. 100% student satisfaction will be demonstrated in a school-based survey one month after transition to a new class. 	<ul style="list-style-type: none"> All students will participate in a school-based transition program. At least 65% of pre-school students enrolled at BPC will participate in 100% of the Prep entry transition program. 100% student satisfaction will be demonstrated in a school-based survey one month after transition to a new class.

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How the people, 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
Continue to practise reflective thinking related to learning, across the school.	Professional Learning related to the Thinking domain in VELs. Implementation of reflective thinking tools and strategies across the school. E.g. reflective journals, e-journals, reflective responses to tasks and goal setting.	Curriculum leaders to continue to participate in professional learning sessions that focus on reflective thinking – financed by PL Budget. 'Thinking' materials, tools and resources purchased via Library & Curriculum program budgets. WIN on line project WCC network- support through Professional learning sessions	-Curriculum and Resourcing Team Leaders -Classroom teachers -AP (Information Resourcing) all staff -Leading Teachers (ICT) and ICT team -Staff representatives at WCC Network -All staff	Thinking materials, tools and resources to be shared at team meetings by colleagues who attend external PL. Thinking materials and resources to be modelled and resourced at every PL opportunity (where possible) by Curriculum and Resource Leaders.	All staff to demonstrate the use of reflective learning documentation and/or record keeping with students (e.g. e-journals, reflective journals, goal books) as part of their Annual Review meeting). All staff to incorporate reflective thinking tools as part of the planning of curriculum delivery and reflection (both teacher and student) as students learn and upon completion of units of work (work programs, as part of Annual Review).
Continue to develop, maintain and enhance the strong, supportive home school partnerships across the school.	Communicate home school partnership processes and expectations to all members of the school community.	-Information booklet to parents. -Parent information giving session at beginning of new school year -Parent – Teacher interviews and student led conferences -Individual Learning Plan meetings -Behaviour Management Plan meetings -communications via written, email, phone (positive focus as well as when dealing with concerns/ issues) -School Support Group meetings (SSG)	Teaching teams Parents, teachers and students. Parents, teachers and school support officers School Council Education Sub Committee Parents	Early February each year. Mid-June each year Each term Each term Beginning, middle and end of year.	At least 90% attendance rate for parents involved in home/school partnership meetings. E.g. BMP's, ILP's, PSG's, student led conferences and parent teacher interviews All teachers using a variety of modes to communicate with parents of the students in their care on a regular basis.
Maintain behaviour management plans and procedures so that consistent expectations and approaches that are explicit for all stakeholders are used effectively across the school.	Implementation of welfare programs to provide students with strategies for behaviour management. E.g. Feeling IS Thinking, Stop, Look, Listen, Seasons Consistent and ongoing reflection upon and implementation of Values Program. Publication and distribution of Student Code of Conduct.	Release of trained staff to implement program to small groups of students in weekly program – 5 weeks duration. Student Diary/ Communications Books School newsletter Team, POD and classroom newsletters Behaviour incident letters to parents	Sarah Hamilton – Stop, Look, Listen Esma Bala- FIST (Feeling is Thinking) Seasons- trained SSO staff Counselling – school psychologist Welfare AP and team Parents, teachers, SSOs and students Administration and Leaderships teams Principal Class Leadership Team Staff	Term 2, 3 & 4 Term 2, 3 & 4 One day per week Monthly – reinforced at every opportunity ie assemblies, newsletters Incidental as well as focused learning sessions Diary distributed to Years 3 – 6 in February Newsletter published fortnightly As required	Reduction in the incidence of students sent home for unsafe and/or unacceptable behaviour compared to 2007 data. A significant success rate in demonstration of acceptable behaviour upon return to class environment for students participating in welfare programs and procedures as shown in recorded data in comparison to 2007. E.g. FIST, Stop Look Listen, Behaviour Management Plans. Regular use of common language throughout the school community in terms of our Values Program, beliefs and goals.
Continue to review and monitor student attendance records and reinforce clear expectations related to maximum student attendance for optimal student learning.	Continue to share strategies in the resource package: 'It's Not Okay to Be Away' with all members of the school community. Maintain and revisit current procedures and practices in a formal Policy for addressing absenteeism and lateness. Regular review of daily attendance records with weekly recognition for classes with high attendance rates. Communication with parents of students deemed to be demonstrating regular and/or prolonged absences from school.	Staff Meetings School Newsletter articles Classroom Newsletters Staff to become familiar with policy, procedures and guidelines at commencement of year to ensure consistency Celebrate class attendance at assemblies and in newsletters Monthly data on CASES 21 Phone conversations, emails Letters	Principal Class Leading Teachers Welfare AP and team Principal Class All staff Education Sub Committee Principal Class Office staff & Teachers Principal Class and Teachers	Term 1-4 Each term End of each month	Reduction in the number of absences by individual students and/or families 'deemed to be at risk' be reduced by 2 days compared to 2007 Regular use of common language throughout the school community in terms of attendance. Reduce absenteeism in Year 1 to at least the State Mean. A significant success rate in the supportive strategies implemented by staff and parents to show an increase in attendance by students previously deemed 'at risk' because of absences. A database developed to track and monitor student absence of 3 days or more.

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Establish a protocol that will support a seamless transition into, within and beyond BPC.	<ul style="list-style-type: none"> -Establish links and connections with local kindergartens and feeder schools. -School based assessment procedures to be used to inform teachers of new arrivals, in coming students. -transition survey -Refine and enhance our current transition program –particularly in view of Year 7-9. -Dissemination of information for new students and families. 	<ul style="list-style-type: none"> -Transferral of student information via site visits, meetings, communications. -Administration of SBA through literacy tasks -Conversations with other school and relevant personnel (eg WELS, psychologists, -Reflect on past practices using reflective thinking tools (eg surveys, SWOT analysis) -Develop and provide material to support consistent communication and procedures for Baden Powell College (both campuses- Derrimut Heath and Tarneit) 	<ul style="list-style-type: none"> Principal class Transition coordinators Teachers Leadership Team AP (Student Welfare) with Welfare Support Team Teachers, parents and students Leadership and Team Leaders 	<ul style="list-style-type: none"> As determined by local school timelines As required Late term 1 & 4 One month after entry to new class 	<ul style="list-style-type: none"> Thorough, detailed information received from feeder schools that support well matched placements of students across the school. High level of satisfaction expressed by staff re: provision of SBA that supports Effective student assimilation into new classroom. High level of satisfaction demonstrated via survey of parents, students and teachers. Publication and distribution of information package.

Acronyms used in this document.

BMP – Behaviour Management Plan	BPC-Baden Powell College DHPS – Derrimut Heath campus (P-6) T- Tarneit campus (P-9)	EY – Early Years
ICT – Information & Communication Technology	ILP – Individual Learning Plan	LSCWC – Look, Say, Cover, Write, Check
PD – Professional Development	PL – Professional Learning	PLT – Professional Learning Teams
PODS – Purposefully Observe Data Systematically	SSG – School Support Group (aka PSG –Program Support Group)	SBA – School Based Assessment
SWOT – Strength, Weakness, Opportunities, Threats	T & L – Teaching and Learning	VELS – Victorian Essential Learning Standards
WCC – Wyndham Curriculum Council	WELS – Western English Language School	WIN – Wyndham Innovation Network
AP - Assistant Principal	SSO - School Support Officer	ESL -English as a Second Language