

MOUNT COMPASS AREA SCHOOL ONE-YEAR ACTION PLAN : 2008

PRIORITY 1: SENIOR SECONDARY

OUTCOMES	STRATEGIES	WHEN	WHO	RESOURCES	TARGETS & EVALUATIONS
<p>Improve pathways for all the senior secondary students at MCAS, to engage in further education, training and employment</p>	<ul style="list-style-type: none"> Work with Local Community Partnerships (LCP) to develop networks through the Workplace Learning Network Meetings and Career and Transition meetings Work with Peter Leverenz to develop understanding and confidence in the delivery of <i>future</i> SACE Develop and host with the LCP a Parents as Career Partners workshop session/s Develop network with DECS Apprenticeship Brokers to support and improve student access to SBAs and training 	<p>Meet x1 per term</p> <p>On-going info & workshops</p> <p>T3 2008</p> <p>During 08</p>	<p>SS Cord</p> <p>SS Cord</p> <p>SS/MS Cord SS Staff Liz Brown LCP</p> <p>SS Coord + Apprenticeship broker</p>	<p>Future SACE grant</p> <p>Future SACE grant</p> <p>VET Line SS Coord</p>	<ul style="list-style-type: none"> Networks developed that support and further enhance career and transition opportunities for senior students. Information shared with staff, parents, Gov. Council /strategies developed to support implementation of changes to Senior School reform/ new SACE Host a year 9/10 Information night to inform parents and students of the Future SACE and how it will be implemented in the school Work with the LCP to develop a Parents As Career Partners session as part of the information night 5% of senior students access information/support from the Apprenticeship Broker
<p>To implement the "school to Work" strategy, including the future SACE</p>	<ul style="list-style-type: none"> Students in flexible & personalized programs Expand Life & Career Coaching model through developing a strategic approach to include years 8 -12. Work with the Fever LCP to trial yrs 8/9 worksheet 'Steps To My School Success' as part of the Life & Career Coaching model. Participate in the pilot phase 2 of PLP implementation with yr10s 	<p>During 08</p> <p>During 08</p> <p>T1 ,2,3</p> <p>During 08</p>	<p>SS Coord, Counsellor, SS Staff</p> <p>SS Coord, Counsellor, SS Staff</p> <p>SS/MS Coord Yr 8/9 CG Tch. Liz Brown LCP</p> <p>SS Coord, Coun. Yr 10 CG Tch</p>	<p>Course sel. Booklet</p> <p>Futures Connect funding</p> <p>F.C funding TRT to cover workshop</p> <p>Future SACE PLP Grant</p>	<ul style="list-style-type: none"> Year 10 students confident in choosing Year 11 subjects that support their current goals/future pathways. Use post counseling evaluation process to gather data and track % of changes made to subject choices by students Numbers of students increase by 5% compared to 2007 data SACE assessment plans written to accredit learning in program Staff aware of how to support students in setting life and career goals – increased by 50% Yr 10 CG teachers are confident and familiar with the requirements and implementation of the PLP Care Group Teachers contribute to review and evaluation of trial

<ul style="list-style-type: none"> • Staff T&D in Life & Career Coaching • Further develop VET Rural Operations to deliver Cert II Rural Operations • Develop specific personalized learning plans for yr10 students that have not reached literacy benchmarks. Cross curriculum focused on case management approach involving 'Care Group teachers'. • Students accessing TAFE & short course • Improve timetable flexibility across Senior Secondary to support VET and Short Course programs 	T1 08	SS Coord Liz Brown LCP MCAS staff	Futures Connect Funding	<ul style="list-style-type: none"> • All staff at the meeting have an understanding and experience of the senior school PLP programme
	Sem1 08	SS Coord, RO Tch, TAFE	VET line, FC funding	<ul style="list-style-type: none"> • Rural Operations teacher is accredited to teach up to cert 2 RO
	During 08	SS Coord, Coun Yr 10 CG Tch, subject tch.	Future SACE grant Literacy fund\	<ul style="list-style-type: none"> • Use 2007 yr9 LAN data used to target underachieving yr 10s
	During 08	SS Coord, Coun SS CG tch	Access to short courses through TAFE, LCP	<ul style="list-style-type: none"> • Student participation in the senior school increases by 5%
	During 08	SS Coord, Coun SS CG tch		<ul style="list-style-type: none"> • Student participation in the senior school increases by 5%

MOUNT COMPASS AREA SCHOOL ONE-YEAR ACTION PLAN : 2008

PRIORITY 2: LITERACY AND NUMERACY

OUTCOMES	STRATEGIES	WHEN	WHO	RESOURCES	TARGETS & EVALUATIONS
Teachers use a range of data to identify students at risk	<ul style="list-style-type: none"> LaN and anecdotal data is analysed Identify a range of literacy/numeracy tools and use them to assess all students R-10. Year 8/10 students below benchmark five are consulted to develop a negotiated personalized plan to improve literacy/numeracy skills to attain the benchmark or better. Parent letter sent home alerting families to the literacy concern and outlining targeted interventions for year 8 students. All students with NEPs have modified curriculum that is appropriately challenging for them. 	T1 08 T 2/3 08 T2 08 T2 08 T1 08	Comm. Lead /Couns Teachers R-10 Comm Lead /Couns Comm Lead / Couns Asst Principal	L&N data PLP Literacy sheet Developed Deb/Gerry Use developed letter 08	Identify students below benchmarks Improved outcomes in next L&N test. All identified students have an Ind Literacy Plan All parents informed of intervention & given opportunity to provide input. Successful engagement with learning & positive outcomes for all NEP students.
Teachers analyse LaN and site data and develop strategic plans to ensure improved outcomes for every student	<ul style="list-style-type: none"> Teachers engage in professional learning to identify and analyse data to support best practice in literacy and numeracy MCAS follow DECS directions for assessment against SACSA and recording of standards in 08 	T2 08 T3	7-10 teachers 7-10 teachers	Future SACE T&D SACSA & programs	All M/S & S/S teachers have improved understanding of best practice in L&N. 100% staff R-10 program using SACSAF.
Teachers of middle and senior school students are familiar with the underpinning principles of the future SACE, the literacy and numeracy and PLP requirements of the future SACE and are ready for implementation phase in '09	<ul style="list-style-type: none"> Teachers are engaged in professional learning that focus on literacy, numeracy and the PLP's as required by the directions of future SACE 	T2/T3/T4	M/S & S/S teachers	Future SACE T&D providers	All M/S & S/S staff take responsibility for improving L&N standards and are aware of the PLPs developed for students in their care.
Teachers plan and program, assess and report using data analysis and the SACSA framework	<ul style="list-style-type: none"> Literacy/ numeracy are components across a range of assessment tasks across all learning areas. Continue with staff T&D in literacy and numeracy. 	T4 T2	All staff M/S S/S	 Future SACE T&D	100% staff 7-10 accept that they have a responsibility to improve L&N for all students they teach. All relevant staff attend.

	<ul style="list-style-type: none"> • Performance management focuses on teacher's evidence in programming, planning, assessing and reporting • CAT groups will, identify, implement and review strategies for literacy / numeracy across all curriculum areas. 	<p>Sem 1 & 2</p> <p>T2, T3</p>	<p>Line Managers</p> <p>M/S & S/S teachers</p>	<p>Teacher programs</p>	<p>All staff have line management meetings where programming, planning, assessing & reporting is a key feature.</p> <p>Lit/Num becomes a regular agenda item in CAT meetings.</p>
--	---	------------------------------------	--	-------------------------	---

MOUNT COMPASS AREA SCHOOL ONE-YEAR ACTION PLAN : 2008

PRIORITY 3: SCIENCE

OUTCOMES	STRATEGIES	WHEN	WHO	RESOURCES	TARGETS & EVALUATIONS
Improved awareness of the possible careers in the agricultural science industry pathways	<ul style="list-style-type: none"> • Implement the Cows Create Careers programme in the middle school to identify careers opportunities in science. • Training delivery Cert 2 Rural Operations as well as T&D to train staff 	<p>Term 1</p> <p>During 2008</p>	<p>Neil H MS staff</p> <p>Neil H</p>	<p>Dairy careers committee – local sponsorship</p> <p>VET and futures connect funding</p>	<ul style="list-style-type: none"> • To raise awareness amongst students of the possible careers in the dairy industry and associated fields • Training of staff to assess Rural Operations at a Cert 2 level, facilitating students studying cert 2 Rural Operations at MCAS
Teachers R-6 feel confident teaching science using SACSA	<ul style="list-style-type: none"> o Map out a strand per term o Hold two R-6 excursions per year based on the strand of the term o Celebrate Science Week – hold an Open Afternoon to share with the community our Science learning o Explore links with middle / senior schools – buddy classes for science topics? o Contact other schools to share and compare science programs / approaches o Document what we are doing into scope and sequence for Science R-6 o Allocate R-6 meeting times which focus on Science – sharing, learning, exploring o Use secondary teachers as resources for us – invite them to run professional learning sessions for the team on set topics o Access outside science professional learning session eg SASTA 	<p>Term 1</p> <p>Term 2 & 4</p> <p>Term 3</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Start each term</p> <p>Once per term</p> <p>When available</p>	<p>R-6 Team Gill / Team Gill</p> <p>Gill</p> <p>Gill / Karen Gill / Team Karen / Gill</p> <p>Gill</p> <p>Karen / team</p>		<ul style="list-style-type: none"> o All staff feel confident in the teaching and learning of science o Science is adequately resourced o The science room is used on a regular basis and has the atmosphere of a science room e.g. displays, equipment o Science is a hands on approach, that is interactive and collaborative (within and between classes). It is also integrated, real and relevant to the students. o R-6 science is planned and sequenced with all classes following the scope and sequence. o The gardens are sustainable and the produce is used across the curriculum.

MOUNT COMPASS AREA SCHOOL ONE-YEAR ACTION PLAN : 2008

PRIORITY 4: WELL BEING

OUTCOMES	STRATEGIES	WHEN	WHO	RESOURCES	TARGETS & EVALUATIONS
A whole school approach to strengthening a	<ul style="list-style-type: none"> will implement a school beh man tracking process to monitor student behaviour implement support networks for class teachers by introducing a buddy classroom system. targeted intervention and support for identified students review current practices eg. Focus room, suspensions, yard duty etc. 	<p>End of term</p> <p>T1</p> <p>T1</p> <p>T2, T3</p>	<p>Coords / Counsellor Management</p> <p>Coords, Counsellor Administartion Parents</p> <p>Management in consultation with staff, students & parents</p>	<p>Spreadsheet</p> <p>Timetable listing Buddy Classes available for each lesson</p> <p>Current data and related professional readings</p>	<p>Reduce the number of occasions that students identified by 10%.</p> <p>Buddy Class system used instead of Focus Room and Office Sit out.</p> <p>Reduce the number of internal & external suspensions by 10%.</p> <p>Teachers taking more responsibility for curriculum issues; Focus Room is used for significant issues & counselling takes place with students and supervisor.</p>
Staff wellbeing	<ul style="list-style-type: none"> Physiological health survey????Psychological Use student free day to improve communication R-12 	T3	Management		<p>Identify & address problems with school culture that may negatively impact on staff wellbeing</p> <p>Staff provided with opportunity for r-12 discussion on a range of whole school issues</p>
A whole school approach to strengthening and understanding the links between well being, engagement and achievement	<ul style="list-style-type: none"> Foster a non-bullying culture Ensure curriculum is relevant, engaging, challenging and provides opportunity for all students to be successful. 	<p>All year</p> <p>Ongoing</p>	<p>All staff</p> <p>All staff via CAT, community & R-12 meetings</p>		<p>Number of bullying/harassment incidents reduced by 10%.</p>

MOUNT COMPASS AREA SCHOOL ONE-YEAR ACTION PLAN : 2008

PRIORITY 5: ACHIEVEMENT ABORIGINAL YOUNG PEOPLE & EMPLOYEES

OUTCOMES	STRATEGIES	WHEN	WHO	RESOURCES	TARGETS & EVALUATIONS
Significant improved participation, well being and achievement for aboriginal children and students	<ul style="list-style-type: none"> Indigenous students have updated ILPs that include parent/caregiver input. 	T3	Counsellor	ILP form	All indigenous students have an updated ILP by the end of T3.
	<ul style="list-style-type: none"> Aboriginal students in years 4,6,8 and 10 receive ITAS funding based on LaN results to improve their skills in these areas. 	T2	7-12 Counsellor R-6 class teacher		All funding used as appropriate and reports sent off to head office as they come in.
	<ul style="list-style-type: none"> Highlight our existing resources in the library and rectify shortfalls 	T3	Librarian	Resource Centre	More use of existing resources
	<ul style="list-style-type: none"> Have an aboriginal flag flying next to the Australian flag 	T4	Principal		