LYNALL HALL COMMUNITY SCHOOL
01 - 8003.

Annual Implementation Plan 2007

(Based on Strategic Plan / Charter developed for 2006 – 2009.

<table>
<thead>
<tr>
<th>Endorsement by School Council</th>
<th>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.</th>
<th>✓</th>
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<tbody>
<tr>
<td></td>
<td>Eddie A Crouch</td>
<td>7th December 2006.</td>
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<th>Endorsement by Regional Director (or nominee)</th>
<th>Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan</th>
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<tr>
<td></td>
<td>Lyn Williams</td>
<td>22/03/2007</td>
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22/03/2007

Lyn Williams
## Strategic Intent

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>One Year Targets</th>
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<tbody>
<tr>
<td>Student Learning</td>
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</table>
| • VELS Implementation  
• To improve individual literacy and numeracy outcomes | • To further implement VELS throughout the curriculum  
• To use student data to develop individual learning plans for all students | • Implementation of 70 minute periods in order to focus on specific literacy/numeracy skills.  
• Implementation of VELS Integrated Units to ensure students have increased motivation.  
• Improved project based learning including the creation of a separate space for the 7& 8 programs.  
• Intensive professional learning for all staff in literacy, numeracy and Success for Boys.  
• The implementation of individual learning plans for all students.  
• Improvement in the engagement measures in the Student Survey related to motivation and connectedness to peers.  
• Improved testing documentation of literacy and numeracy levels. |
| Student Engagement and Wellbeing | • Improve Attendance and Engagement  
• Improve student and parent connection to the school | • Improve Student Attendance and retention  
• Improve support of individual students and their families | • Revised attendance monitoring system implemented and fully operational.  
• Improvement in the individual student and whole school attendance data by 5%.  
• Improvement in the engagement and connection measures in the Student Opinion Surveys.  
• Improvement in the satisfaction with the school in the Parent Opinion Surveys. |
|---|---|---|---|
| Student Pathways and Transitions | • To implement individual Learning /MIPS Plans as well as tracking systems for all students | • Improved tracking of and support for all students | • Individual Learning plans implemented for all students.  
• The MIPS Mapping Tool implemented and fully utilised to improve student engagement resulting in improved quality of learning outcomes.  
• Increased completion of VET from 61% to the state wide average.  
• Pathways counselling for students implemented through development of individual learning plans.  
• Equity funding is used to employ extra teaching and non teaching staff to decrease class sizes and for extra pupil welfare support. |
# Implementation

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<tr>
<th>Key Improvement Strategies and Significant Projects</th>
<th>What the activities and programs required to progress the key improvement strategies</th>
<th>How the people, budget, equipment, IT, learning time, learning space</th>
<th>Who the individuals or teams responsible for implementation</th>
<th>When the date, week, month or term for completion</th>
<th>Achievement milestones the practice measures or lead indicators that describe success</th>
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| VELS Implementation                                 | - Whole school VELS unit planning and implementation  
- Individual Learning Plans developed for all students  
- Introduction of four (70 minute) period day  
- Transformation of learning spaces  
- Development of Year 7&8 learning area  
- Professional Learning focus on literacy/numeracy/student outcomes  
- Review all D&I funded students and develop individual plans  
- Active participation in Yarra Network I&E Working Groups  
- Active participation in the Yarra Network Success For Boys Program | - Professional Learning Activities  
- Visits to Network and good practice schools  
- Information sessions for all parents and students  
- Number 1 campus  
- The Success For Boys Professional Learning Modules | - All coordinating teams  
- All classroom teachers  
- I&E Working Group representatives  
- Timetable Coordinator/Daily Organiser | By the end of 2007  
- Commencement of 2007 | - Integrated units devised and implemented  
- Individual learning Plans developed for all students  
- Four period day operational  
- Year 7&8 Learning areas developed at number 1 campus  
- Ongoing throughout 2007  
- March 13th  
- Late June  
- November | - Improved learning outcomes for both boys and girls |
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| Further develop and implement literacy and numeracy testing framework. | • Research and devise revised framework  
• Further Implement testing program to all new students  
• Interim testing  
• Develop data base of student literacy and numeracy levels | • Staff Professional Learning  
• Testing Materials  
• The MIPS Mapping tool | • Co-ordinating Teams  
• Literacy Coordinator  
• Literacy Aide  
• Numeracy Coordinator | • Term 1  
• Term 2 onwards  
• Early Term 1 | • Framework developed  
• Testing implemented  
• Database established and fully utilised |
| Develop workforce plan to reflect responsibilities under strategic plan | • Implement revised scheme of responsibilities  
• Evaluate and modify | • Staff Meetings  
• LAC meetings  
• Whole staff professional learning activities | • Whole Staff | • Commencement of 2007  
• By the end of 2007 | • New scheme implemented and operational  
• New scheme revised |
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| Further develop and implement data-based student attendance program | • Implement A+ electronic roll marking system  
• Implement revised school policy school policy and processes | • Staff Professional Learning  
• The A+ Attendance Package  
• Introduction of hand held PDAs  
• Regular analysis of data reports | • Attendance coordinator  
• Timetable coordinator/Daily Organiser  
• Pastoral teams  
• All classroom teachers | • By start of 2007 school year  
• At the commencement of 2007 school year | • Roll marking system implemented and fully utilised  
• Early identification of students  
• Policy and processes fully implemented and operational  
• Improvement in student attendance levels |
| Further Develop the Student Wellbeing Policies and Programs  
To provide enhanced support for individual students and their families | • Further evaluate and develop current policies and programs  
• Further develop the use of Pastoral classes for mentoring of students  
• Develop data base for student records  
• To enhance the Professional Learning of key Student Wellbeing staff | • Appoint SWC  
• MIPS Mapping Tool  
• The National Safe Schools Framework  
• IDES Framework  
• Professional learning for pastoral staff  
• Regular meetings of Student Wellbeing Team  
• Improved support and professional supervision of Wellbeing Team | • SWC/ Student well-being team  
• SWC  
• Youth Workers  
• School Nurse  
• Drug and Alcohol Coordinator  
• MIPS Coordinator  
• Psychologist  
• Pastoral teachers  
• All classroom teachers  
• External support agencies Odyssey House  
Good Shepherd Foundation  
Victorian Police Youth | • SWC Term 1  
• Data base terms 1&2  
• Term 1 2007  
• Ongoing throughout 2007 | • Revised policies implemented and operational  
• Increase in the identification of ‘at risk’ students  
• Increase in the number of outside referrals  
• Increase in the number of joint programs |
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<td>• Further develop links with local community agencies and groups</td>
<td>Resource Officers Youth Connect Department of Human Services CAMHS Local Health agencies School Focussed Youth Service Wodonga TAFE Yarra City Council Collingwood Children's Farm</td>
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<td>• Participation in the Yarra Schools Network Student Wellbeing Working Group</td>
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