


UPPER YARRA SECONDARY COLLEGE 8410

Annual Implementation Plan 2009

Based on Strategic Plan developed for 2008-2011



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.	 Council meeting 18 March 2009
		Michael Hill
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	

Strategic Intent

	Goals	Targets (2009-2011)	One Year Targets
Student Learning	<ul style="list-style-type: none"> To improve student learning outcomes in English & Mathematics in years 7-10 To improve VCE outcomes 	<ul style="list-style-type: none"> By 2011, 80% deemed capable students in Years 7 to 10 to be rated “A”, “B” or “C” in English To improve the matched cohort mean results from Year 7 to Year 9 in the National English/Spelling tests by one VELS level by 2011 To improve the matched cohort mean results from Year 7 to Year 9 in the National Mathematics tests by one VELS level by 2011 By 2011, 80% deemed capable students in Years 7 to 10 to be rated “A”, “B” or “C” in Mathematics An increase in VCE study scores above 40 to 5.7% (an increase of 4%) by 2011 Achieve a mean of at least 28 in VCE allstudies, English & Further Mathematics Reduce to zero the number of VCE studies where the mean study score is 1.0 or more below the predicted study scores (VCAA data) 	<ul style="list-style-type: none"> 70% deemed capable students in Years 7 to 10 to be rated “A”, “B” or “C” in English 70% deemed capable students in Years 7 to 10 to be rated “A”, “B” or “C” in Mathematics VCE study scores above 40 to 3% VCE All studies mean score of at least 27 VCE English mean score of at least 26 VCE Maths mean score of at least 27 No VCE studies where the mean study score is below the predicted study scores (VCAA data)
Student Engagement & Wellbeing	<ul style="list-style-type: none"> To increase the engagement with learning of all students 	<ul style="list-style-type: none"> To improve the Student Attitude to School Survey in the areas of <ul style="list-style-type: none"> teacher effectiveness from 3.19 to 3.4 on a 5 point scale teacher empathy from 3.13 to 3.3 on a 5 point scale stimulating learning from 2.68 to 2.9 on a 5 point scale learning confidence from 3.46 to 3.6 on a 5 point scale (50th percentile currently at 3.6) By 2011 to improve the student motivation 	<ul style="list-style-type: none"> Students Attitude to School Survey improved in the areas of <ul style="list-style-type: none"> Increase in teacher effectiveness from 3.2 to 3.36 on a 5 point scale teacher empathy from 3.13 to 3.17 on a 5 point scale stimulating learning from 2.68 to 2.74 on a 5 point scale Learning confidence from 3.46 to 3.5 on a 5 point scale

	<ul style="list-style-type: none"> To improve student attendance 	<p>variable score of the staff survey to 60.0 on a 100 point scale</p> <ul style="list-style-type: none"> To improve student attendance by reducing the average days absent at all Year Levels by the following amounts by 2011 [avg absent days/FTE]: <ul style="list-style-type: none"> Year 7 to 17 Year 8 to 18 Year 9 to 18 Year 10 to 15.5 Year 11 to 12 Year 12 to 12 	<ul style="list-style-type: none"> Staff survey student motivation variable score of the staff survey to 21 on a 100 point scale Student absences reduced by the following amounts [avg absent days/FTE]: <ul style="list-style-type: none"> Year 7 from 23 to 21 Year 8 from 25.7 to 24 Year 9 from 31.3 to 29 Year 10 from 21.8 to 20 Year 11 from 16.17 to 15 Year 12 from 12.8 to 12
Student Pathways & Transitions	<ul style="list-style-type: none"> Improve the retention of students in education at a post compulsory level Enhance the quality of students destination on exit 	<ul style="list-style-type: none"> All Year 7 to 10 students to have an individual learning plan All Year 10 student to have a MIPS plan prior to making VCE selections All Year 11 student to maintain & refine MIPS plan prior to making Year 12 selections 100% of exit students from Year 10 to 12 referred to KYM for Jobs Pathway Planning 100% of exit students from Year 10 to 12 tracked for 6 months by the college 	<ul style="list-style-type: none"> All Year 7 & 8 students have an individual learning plan Introduce Learning Plans to Year 9 All Year 10 students have a MIPS plan Year 11 & 12 students refine their MIPS plans 30% of exiting students registered with KYM for pathways planning 95% of exit students are tracked for 6 months by the college

Implementation

Key Improvement Strategies & Significant Projects	What the activities & 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
STUDENT LEARNING					
1. Develop & deliver high quality classroom programs appropriate to a range of student needs	<ul style="list-style-type: none"> All staff to reflect and seek collegiate feedback on the development of an effective and engaging learning environment responsive to the needs of students 	<ul style="list-style-type: none"> Provide staff with PD on PoLT Use of Teaching and Learning Coaches Specific PD based on demands emanating from individual teacher reflection 	<ul style="list-style-type: none"> Principal team T & L Coaches NCo & Domain Leaders All staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers focussed on pedagogy that is first defined and then and maintains an effective and engaging learning environment Definition is formulated, agreed and published Record of teacher involvement in PD and Collaborative Project
	<ul style="list-style-type: none"> Improve the analysis & application of data. Aggregate data at a whole school & classroom level. Use full & timely data analysis to inform decisions and focus on demonstrated improvement in student outcomes 	<ul style="list-style-type: none"> Ongoing consultation in staff meetings, team meetings & domain meetings Consultation with EMR – Data Wise Project PL for staff on reading, understanding & using the data Use of Teaching and Learning Coaches Extended Diagnostic Review 	<ul style="list-style-type: none"> Principal team and outside consultants provision & Interpretation of data NCo & whole staff in teams use and apply data 	<ul style="list-style-type: none"> Ongoing 2009 	<ul style="list-style-type: none"> Accurate analysis of data available to staff Team Leaders present data to teams & teams' responses used to further develop curriculum Use of data to stimulate discussion and new approaches Publication of Review and implementation plan for recommendations
	<ul style="list-style-type: none"> Refinement an assessment schedule in line with VELs detailing a raft of common strategies, moderating widely to ensure accuracy 	<ul style="list-style-type: none"> Staff to discuss and build into teaching practice PD staff Scheduled meeting times 	<ul style="list-style-type: none"> Teaching and Learning Leaders All staff 	<ul style="list-style-type: none"> End of Term 1 2009 & ongoing 	<ul style="list-style-type: none"> Accurate reporting according to VELs in all domains Staff using a wide range of assessment strategies as part of their teaching practice

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	<ul style="list-style-type: none"> Use assessment of learning principles to differentiate curriculum to meet the needs of students at different levels & encourage this to be at the highest level. 	<ul style="list-style-type: none"> Schedule times for Domain Leaders and Level Teams to meet Staff review available assessment processes Documentation of curriculum & programs Write up individual learning plans with students 	<ul style="list-style-type: none"> Teaching and Learning Leaders All staff NCO & Teachers SAL 	<ul style="list-style-type: none"> Ongoing 2009 	<ul style="list-style-type: none"> Documentation of scaffolded Teaching and Learning matrix relevant to student learning stages and VEL/VCE/VCAL specific knowledge and skills Students engaged in Learning Improved results on the Student Attitudes to School Survey <ul style="list-style-type: none"> Increase in teacher effectiveness from 3.2 to 3.36 on a 5 point scale stimulating learning from 2.68 to 2.74 on a 5 point scale Learning confidence from 3.46 to 3.5 on a 5 point scale
	<ul style="list-style-type: none"> Continue to incorporate the sequence the interdisciplinary strands of ICT, thinking, communication 	<ul style="list-style-type: none"> Schedule meeting times for Team leaders, Teams and eLearning Coordinator Provide appropriate PD 	<ul style="list-style-type: none"> DM, NCo, Domain Leaders, Team Leaders, Teams 	<ul style="list-style-type: none"> Ongoing 2009 	<ul style="list-style-type: none"> Curriculum outlines for all domains include ICT and Thinking strands ICT and Thinking strands being taught across all disciplines
2. Build the capacity of all staff to lead, implement & sustain effective change	<ul style="list-style-type: none"> Consolidate a distributed leadership structure emphasising teams, processes and succession planning 	<ul style="list-style-type: none"> Schedule meetings Establish structure of new senior leadership team Advertise Positions of Responsibility Appoint leaders 	<ul style="list-style-type: none"> Principal, APs & Leading teachers in consultation with all staff 	<ul style="list-style-type: none"> Term 1 2009 	<ul style="list-style-type: none"> New senior Leadership Team in place Broader, more distributive leadership via Position of Responsibilities
	<ul style="list-style-type: none"> Refine Teacher Teams at Year 7-12, with a stronger emphasis on monitoring and improving Year level programs and student 	<ul style="list-style-type: none"> Assign Team Leaders Assign budgets for team Assign staff rooms and appropriate facilities for 	<ul style="list-style-type: none"> Principal Admin Team & Team Leaders 	<ul style="list-style-type: none"> Term 1 2009 Term 2 & 3 2009 	<ul style="list-style-type: none"> Teams in Place PD of Team Leaders on new role Documented Scaffolded

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	engagement	teams <ul style="list-style-type: none"> • Provide teams with regular meeting times • Provide Team Leaders time to visit classes and collect feedback from student 		<ul style="list-style-type: none"> • Nov 2009 	<ul style="list-style-type: none"> matrix of student programs across year levels and targeted skills at each level • Report on Team leader findings and recommendations • Year Level Handbook documenting program and outcomes
	<ul style="list-style-type: none"> • Use of data 	<ul style="list-style-type: none"> • Assign budget • Oversee PD 	<ul style="list-style-type: none"> • DM 	<ul style="list-style-type: none"> • Ongoing 2009 	<ul style="list-style-type: none"> • PD completed • Learning applied
	<ul style="list-style-type: none"> • Provide appropriate professional learning for staff 	<ul style="list-style-type: none"> • Budget assigned by principal by Feb 2009 • PD run throughout Terms 2 & 3 	<ul style="list-style-type: none"> • DM & team Leaders & Domain Leaders 	<ul style="list-style-type: none"> • Ongoing 2009 	<ul style="list-style-type: none"> • Staff attend PD • Staff implementing pedagogical change
	<ul style="list-style-type: none"> • Develop & implement a school-based annual improvement plan at all year levels focussed on improving student outcomes. Devolve accountability & resourcing to year level teams. 	<ul style="list-style-type: none"> • Admin Team write up plan in consultation with Teams 	<ul style="list-style-type: none"> • Principal Team • Team Leaders • All Staff 	<ul style="list-style-type: none"> • In place by the end of term 1 • Ongoing 	<ul style="list-style-type: none"> • School based annual improvement plans documented at each year level • Level teams working on implementing plans • Student outcomes improved
3. Enhance teaching practice through the development of whole school consistent understandings	<ul style="list-style-type: none"> • Collaboratively develop an agreed understanding of what an effective and engaging learning environment entails 	<ul style="list-style-type: none"> • Consult extensively with all staff to develop a shared understanding • Teaching and Learning Team [Curriculum] team write up in consultation with staff <p>Publicise this shared understanding to the college community</p>	<ul style="list-style-type: none"> • Teaching and Learning Team in consultation with whole staff 	<ul style="list-style-type: none"> • By the end September 2009 	<ul style="list-style-type: none"> • Documents produced and ratified by School Council • All staff given copies • All staff reflecting these understandings in their classroom practice and as part of their Professional Learning Plans

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	<ul style="list-style-type: none"> Review and implement a common approach to whole school issues e.g. punctuality, preparation for class, student movements, care of environment, uniform use of student planner, completion of work, homework, and student management. 	<ul style="list-style-type: none"> Team leaders review, trial and assess processes to ensure that they are effective for the appropriate stages of learning Publicise this common approach to the whole school community 	<ul style="list-style-type: none"> Students Service Team Leaders in consultation with teams VCE Team School Council Principal Class 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Publication of common approaches to community Updating of policies and processes to reflect agreed approaches.
	<ul style="list-style-type: none"> Extend a common approach at VCE to a range of issues including: course completion & revision, provide explicit training in exam techniques, study habits, organisational & time management. 	<ul style="list-style-type: none"> VCE Team review procedures & implement changes to ensure that processes are a consistent, fair & logical extension of 7-10 policies 	<ul style="list-style-type: none"> VCE Team led by team leaders & Student Services Team 	<ul style="list-style-type: none"> Term 1 2009 	<ul style="list-style-type: none"> Common understanding developed and a consistent common approach to welfare & discipline being used across the school.
	<ul style="list-style-type: none"> Improve the way in which information is provided to Year 11 & 12 students about the VCE assessment & ENTER procedures 	<ul style="list-style-type: none"> Run Year 12 Orientation classes Run Year 12 Orientation Camp Run regular VCE assemblies in which students are advised of these processes At risk VCE students mentored Run VCE information evenings for parents 	<ul style="list-style-type: none"> VCE Team led by team leaders & Student Services Team 	<ul style="list-style-type: none"> Ongoing 2009 	<ul style="list-style-type: none"> Training materials developed Orientation classes run Year 12 Orientation camp run Regular VCE Assemblies run At risk VCE student linked with mentors VCE information evenings for parents run
	<ul style="list-style-type: none"> Implement formal October tests in all subjects Build in more test orientated SACs Target student literacy capacity in examinations 	<ul style="list-style-type: none"> VCE team to organise October tests Domains to change delivery of SAC where appropriate Teachers develop inter-school subject networks and participate in PD 	<ul style="list-style-type: none"> VCE Team led by VCE team leaders 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> VCE students provided with exam practice under exam conditions in all subjects prior to final exams Higher proportion of exam type SACs Register of membership to VCE networks

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	<ul style="list-style-type: none"> • Grow a culture of high performance & professional learning, aiming for level 5 achievement (P&D Culture) 	<ul style="list-style-type: none"> • Align the P&D processes with the college strategic intent • Resource professional learning at a high level • Include student feedback, attendance & achievement as sources of feedback on teacher performance • Train staff in giving & receiving feedback, formal & informal • Implement whole school teacher collaborative learning through peer reflection & coaching strategies. • Adopt a walk through management approach to encourage commitment 	<ul style="list-style-type: none"> • DM • Principal • Leaders provide staff with data • DM • DM Team Leaders & Teams • Principal, APs and Team Leaders 	Ongoing 2009	<ul style="list-style-type: none"> • Teachers engage T & L coaches and peers in reflective practice and trialling of better pedagogy. Participation documented in PL Plans • Teachers attending PD in line with the college's strategic intent • Professional Learning goals included in staff's Professional Learning Plans • Staff trained • Staff reflecting on their teaching practices • Leaders conducting regular "walk throughs" • Individual PD Plans established for each staff member • PD Budget established • PD provided and staff encouraged to attend • Detailed records of PD attended by each staff member kept and reviewed every 3 months
	<ul style="list-style-type: none"> • Allocate time for professional dialogue & reflection 	<ul style="list-style-type: none"> • Timetable meeting time 	<ul style="list-style-type: none"> • DM, NCr and Consultative Committee 	<ul style="list-style-type: none"> • Jan 2009 	<ul style="list-style-type: none"> • Staff participating in dialogue and reflecting upon their teaching practice
	<ul style="list-style-type: none"> • Transpose Strategic Plan targets into Performance & Development plans for all staff 	<ul style="list-style-type: none"> • Using the Performance and Development data supplied by DM write up Performance & Development plans for all staff including Strategic Targets 	<ul style="list-style-type: none"> • DM 	<ul style="list-style-type: none"> • May 2009 	<ul style="list-style-type: none"> • Performance & Development Plans developed in line with SSP • Staff working to their plans

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STUDENT ENGAGEMENT & WELLBEING					
1. Develop a student centred learning environment that improves student engagement with learning & learning confidence	<ul style="list-style-type: none"> Ensure that all staff believe that all students can learn & behave & maintain high & consistent expectations of all students 	<ul style="list-style-type: none"> Provide orientation program: "Know Thy Student" PD staff on current policies procedures and personnel Model appropriate behaviours Articulate appropriate beliefs and attitudes 	<ul style="list-style-type: none"> Principal, APs SMc and Team Leaders 	<ul style="list-style-type: none"> Jan 2009 and ongoing 	<ul style="list-style-type: none"> Implementation of program PD carried out Clarification of expectations by Principal at Staff PD Staff demonstrating positive attitudes towards students' ability to learn & behave
	<ul style="list-style-type: none"> Consolidate pastoral care structure & mentor system for students across the school 	<ul style="list-style-type: none"> Effect composition of 7-12 teams Clarify roles of Team Leaders, Home Group Teachers and Support Teachers after review of previous year's experience Review and consolidate role and processes for Student Wellbeing Team vis a vis other student management teams 	<ul style="list-style-type: none"> Team Leaders SA/Team Leaders 7-12 teams & Student Services team 	<ul style="list-style-type: none"> Jan 2009 Feb & March 2009 Term 1 2009 	<ul style="list-style-type: none"> Teams in place with balance of gender and teaching experience, Domain and connection with Year level. Role descriptions published Processes published Improvement on the Student Attitudes to School Survey <ul style="list-style-type: none"> teacher empathy from 3.13 to 3.17 on a 5 point scale
	<ul style="list-style-type: none"> Review student management procedures and implement a whole school consistent approach to student management 	<ul style="list-style-type: none"> Established whole school rules to initiate effective classroom environment Review operation of Reflection Room and follow up procedures Schedule regular PD time to allow staff to undertake reflection and consultation process Write up documents 	<ul style="list-style-type: none"> Principal, APs & Team Leaders 	<ul style="list-style-type: none"> Jan 2009 <p>DM, NCo & Consultative Committee</p>	<ul style="list-style-type: none"> Documents in place and being instituted School community have copies of documents Improvement in the Student Attitudes to school survey <ul style="list-style-type: none"> teacher empathy from 3.13 to 3.17 on a 5 point scale

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	<ul style="list-style-type: none"> • Consolidate opportunities for authentic student leadership 	<ul style="list-style-type: none"> • Appoint SRC and Student Activities Coordinators • Ensure SRC formed • Ensure SRC has regular meetings • Encourage SRC to run assemblies • Encourage SRC members to participate in School Council • Appoint College Captains 	<ul style="list-style-type: none"> • Principal Class • Team Leaders • SRC and Student Activities Coordinator 	<ul style="list-style-type: none"> • Week 1 2009 • Week 3 2009 • Ongoing 2009 	<ul style="list-style-type: none"> • SRC Coordinator in place • SRC formed • SRC runs regular meetings • SRC runs school assemblies • SRC representatives on School Council • College Captains appointed and participating in conducting school assemblies • Increase in student run activities at lunchtime
	<ul style="list-style-type: none"> • Address concerns & needs of girls and boys 	<ul style="list-style-type: none"> • Form focus groups to allow girls to articulate concerns • Form single sex classes • Expansion of activity based gender specific groups 	<ul style="list-style-type: none"> • Student Services team • Chaplains • Domain Leaders with NCr and NCo • Student Activities Coordinator 	<ul style="list-style-type: none"> • Term 1 2009 - ongoing 	<ul style="list-style-type: none"> • Focus groups formed/concerns expressed, listened to and acted upon • Single sex classes in place - • Boys and girls groups operating • Out of class activities running

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	<ul style="list-style-type: none"> Develop & Implement Plans to improve Student Attendance 	<ul style="list-style-type: none"> Electronically monitor student absences by each year level for each class and for various cohorts within the school to identify the scope of the issue. Investigate the distribution of student attendance across a year level to determine a starting point. Explore the root causes of student absence after researching proven plans from like schools Where appropriate prepare individual attendance plans for students "at risk" Publicise the importance of regular attendance within the college community 	<ul style="list-style-type: none"> PB, SM Jo Bishop, Team Leaders and teams PB & team leaders PB, Team Leaders and Student Services Team Team Leaders & Teams MH 	<ul style="list-style-type: none"> Feb 2009 - ongoing 	<ul style="list-style-type: none"> Purchase of electronic web based roll marking system - Academy Trial its usage with select number of teachers Design and train all teachers on use Research effective plans used in like schools Investigation completed and data gathered Attendance Plan developed Student absences reduced by the following amounts [avg absent days/FTE]: Year 7 from 23 to 21 Year 8 from 25.7 to 24 Year 9 from 31.3 to 29 Year 10 from 21.8 to 20 Year 11 from 16.17 to 15 Year 12 from 12.8 to 11
STUDENT PATHWAYS & TRANSITIONS					
1. Track students progress through the school & provide a range of pathways appropriate to their needs & abilities	<ul style="list-style-type: none"> Implement an information-rich on-line program to track student progress through the school. Investigate the SARMT in this regard 	<ul style="list-style-type: none"> Employ ESP to assist ESP trained in use of SARMT Times established for Student Services personnel and Teams to meet 	<ul style="list-style-type: none"> SMc and Student Services Team 	<ul style="list-style-type: none"> Ongoing 2008 	<ul style="list-style-type: none"> Student Services staff entering data into SARMT & using this to inform decisions regarding the need for various student support mechanisms All students monitored and tracked
	<ul style="list-style-type: none"> Monitor individual progress & respond to emerging needs. 	<ul style="list-style-type: none"> Times established for Student Services personnel and Teams to meet Use SARMT to track student progress and identify at risk students 	<ul style="list-style-type: none"> SMc, Student Services Team and Level Teams 	<ul style="list-style-type: none"> Ongoing 2008 	<ul style="list-style-type: none"> Team Meeting minutes reflect the use of this data

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	<ul style="list-style-type: none"> Review the end-of-year program to anticipate these expectations 	<ul style="list-style-type: none"> Review end-of year program and report to Team Leaders Consider options for 2009 	<ul style="list-style-type: none"> End of Year Program Coordinator in conjunction with Level Teams 	<ul style="list-style-type: none"> May 2009 	<ul style="list-style-type: none"> Review completed Recommendations put forward for End of Year Program
	<ul style="list-style-type: none"> Ensure the provision of programs to address the specific needs of student cohorts including boys, girls, the talented & those with special needs 	<ul style="list-style-type: none"> PD all staff on PoLT Appoint PSD Programs Coordinator Liase with primary school Conduct educational assessments on students considered at risk Monitor students at risk using SARMT Provide programs e.g. Bridges Appoint Integration Aides Appoint 5Star Coordinator Run 5 star program 	<ul style="list-style-type: none"> DM Principal Team PSD Coordinator & Student Services Team Psychologist Student Services Team RFa & NCo RFa MHi ABa 	<ul style="list-style-type: none"> Term 1, 2009 Ongoing 2009 Dec 2008-ongoing 2009 Ongoing 2009 Ongoing 2009 Dec 2008-Jan 2009 	<ul style="list-style-type: none"> All staff trained in PoLT and implementing them in classes Students engaged in learning Improved results on the Student Attitudes to School Survey <ul style="list-style-type: none"> Increase in teacher effectiveness from 3.2 to 3.36 on a 5 point scale stimulating learning from 2.68 to 2.74 on a 5 point scale Learning confidence from 3.46 to 3.5 on a 5 point scale
	<ul style="list-style-type: none"> Enhance career planning throughout the school 	<ul style="list-style-type: none"> Provide Budget for Careers & MIPs Provide Year 10-12 students and students considered at risk of leaving prior to completion with Careers training and advice 	<ul style="list-style-type: none"> Principal SMc & Student Services Team SMc & Student Services Team 	<ul style="list-style-type: none"> Jan 2009 Jan 2009 & ongoing 	<ul style="list-style-type: none"> All Year 9-12 students have a MIP plan Use of SARMTT to record and direct resources and counselling strategies