



LOW SES NATIONAL PARTNERSHIP VICTORY COLLEGE IMPLEMENTATION PLAN (2010/2011)

Victory College

Principal: Margaret Engeman

173 Old Maryborough Road

Gympie QLD 4570

SCHOOL CONTEXTUAL BACKGROUND & KEY PRIORITIES TO BE ADDRESSED

Victory College Gympie is an independent co-educational College situated in a semi-rural setting on an eight hectare site in Old Maryborough Road, Gympie. The College community includes committed Christian teachers who are dedicated to helping students develop to their fullest potential in all areas of their lives.

As part of our commitment to providing quality education, we are focusing on the development a leadership team within the College to promote best practices of teaching. This leadership team will be comprised of quality teachers who will be trained and empowered to oversee the development and implementation of quality school planning. It is the intention of the College to retain high quality teachers, and by providing further opportunities for promotion, we believe this is an incentive for quality teachers to remain at the College.

Leadership roles will include the development of streamlined curriculum from Prep – 10, mentoring newly recruited teachers, ensuring the successful engagement of all students in learning and promoting personalised and tailored learning programs. We believe that with increased engagement in learning, a culture of academic excellence will be established and that attendance and behaviour will improve.

New teachers will undergo a teacher induction program and be assigned a leadership mentor to help ease the transition into College life. All teachers will receive specific professional development opportunities in order to foster a culture of quality teaching and improved educational outcomes.

COMMUNITY ENGAGEMENT AND CONSULTATION PROCESS UNDERTAKEN

The school community has shown engagement in the process in various ways.

Teaching staff have completed a staff satisfaction survey and the general feedback from this survey has been used to inform areas of need in the College. Teaching staff feel there is a need to address curriculum and middle management matters in the College, and this implementation plan aims to help alleviate these issues.

Key members of staff including the Principal, Deputy Principal and Head of Secondary have attended strategic planning meetings to discuss the future direction of the College and to address the perceived needs brought to light by the staff satisfaction survey. From these meetings, key areas of reform have been established and a recommended path put in place to achieve this reform.

A parent survey will be conducted in the near future to allow parents to recommend strengths and weaknesses of the College and to propose possible solutions to any perceived issues.

These consultation processes will guide the future direction of the school and help to inform any future planning.

OUTCOMES

The outcomes that we aim to achieve by implementing this plan are:

- All students are successfully engaged in learning
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.
- An increase in the provision of high quality teaching
- An increase in quality and consistency of curriculum planning and assessment
- A decrease in behaviour management issues relating to attendance and negative behaviour
- Improved staff satisfaction

SCHOOL PLAN (2010/2011)

REFORM AREAS	STRATEGIES	MILESTONES & TIMEFRAME	NP BUDGET ALLOCATION	SCHOOL BUDGET CONTRIBUTION
Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals	Identification of roles required in leadership team (HODs, subject co-ordinators), including duty statements and time allocation	<i>August 2010</i> <ul style="list-style-type: none"> Planning day by principal, assistant principals, heads of department and external consultant Duty statements documented and made available to all staff 	\$1000 in 2010	\$1000 in 2010
	Identify College personnel to fit leadership roles	<i>September 2010</i> <ul style="list-style-type: none"> Written invitations to apply for roles sent to staff Interviews conducted by principal & assistant principals with interested staff 	\$100 in 2010	\$100 in 2010
	Empower staff leaders to enact their leadership roles through <ul style="list-style-type: none"> professional development (leadership, personal development) appropriate release time resources 	<i>October 2010 to end of 2011</i> <ul style="list-style-type: none"> Training for heads of department and subject coordinators Review of Victory College planning documents in English, Maths, Science, History by subject co-ordinators in curriculum week (2010) Review of Victory College planning documents in Geography, IT, HPE and other curriculum subjects by their co-ordinators in curriculum week (2011) Subject co-ordinators implement internal and external staff training in relevant subject areas 	\$7900 in 2010 \$6500 in 2011	\$7900 in 2010 \$6500 in 2011
	Induction program & mentoring for new teachers by senior staff members	<i>2011 – 2013</i> <ul style="list-style-type: none"> Induction days about school expectations, curriculum planning, 	\$2500 in 2011	\$2500 in 2011

		<p>best practices in teaching, policies, etc.</p> <ul style="list-style-type: none"> • New teachers visit senior teacher's classes, observing various aspects of teaching • Senior teachers visit new teacher's classes and give feedback • Fortnightly meetings between new teachers and mentors • New teachers attend professional development courses adapted to their needs identified in mentoring discussions 		
			<p>Total 2010: \$9000 2011: \$9000</p>	<p>Total 2010: \$9000 2011: \$9000</p>

Date: 30 June 2010



Margaret Engeman, Principal