

**MOORoopNA SECONDARY COLLEGE**



**LEADING SCHOOLS FUND**

**DETAILED PROPOSAL**

**27<sup>th</sup> August, 2004**

## **Executive Summary**

### **Leading Schools Fund Focus**

*What the College is trying to achieve*

Through the leading schools fund project we will achieve our vision to create and sustain a stimulating and harmonious learning environment in which all students can experience success by

- Implementing explicit professional development programs that will enhance teacher effectiveness and improve student outcomes at all levels.
- Implementing organisational change that will significantly improve school effectiveness

### **Student Outcomes**

*Desired outcomes for student achievement*

1. Literacy, Numeracy & VCE performance
2. Social Competencies
3. Engagement, connectedness and leadership

### **Targets**

*What we want to achieve*

- Match or exceed state benchmarks in AIM English and Mathematics by 2007
- Increase proportion of students performing at the expected CSF level (Maths & English) by 10% by 2007
- By 2007, the proportion of VCE study scores of 40 or more will match or exceed LSG benchmarks
- By 2007, no students will be in the seeking employment category of 'On Track' data
- 75% of VCE studies will match or exceed LSG mean by 2007
- 40% decrease in the number of student timeouts and suspensions each year
- 5% increase in student attendance in 7 – 12 each year
- 5% increase in student retention (real and apparent) each year
- 5% increase in mean scores of parent and student satisfaction
- 5% increase in student connectedness to teachers and school each year

### **Strategies**

*What we are going to do*

Improve teacher effectiveness – Pedagogy, relationships, beliefs & understandings  
Improve use of and access to ICT (establish a College ICT culture)  
Develop authentic, rich and transferable learning and assessment tasks  
Continue to build Leadership Capacity and a Performance & Development Culture  
Develop a Civics & Citizenship Unit that focuses on the social & cultural skills, values and attributes

### **Implementation Focus**

*How we are going to do it*

Assessment for Learning and 'Productive Pedagogy Framework'  
Intel Teach to the Future  
Targeted PD at whole school level – link PD plans with Performance & Development plans  
Development of Professional Learning Teams (PLT)  
Learning Bridge (Investors in People accreditation)  
Organisational transformation of Yr 7 –9  
Reallocation of school resources

## 1. To drive whole school and system improvement that will deliver continuous improvement in student outcomes.

### • Analysis of current school performance. Where are we at now?

The key issues for the College is to focus on improving the levels of literacy and numeracy as well as student engagement as a way of improving outcomes for students as they progress from Year 7 to 12. The following analysis of current school performance is centred on achieving the three desired student outcomes (outlined in the executive summary)

#### 1. Literacy, Numeracy and VCE performance

Where we are at now	Contributing Factors	Strategies	Where we want to be
AIM English 25 <sup>th</sup> percentile AIM Maths 10 <sup>th</sup> percentile	Student cohorts and CSF levels from primary schools	Teachers working in teams to develop consistent approaches to teaching and learning (PLT)	Match or exceed state benchmarks by 2007
CSF data shows that about 40% of students are performing at the expected level which is below state mean	Disparate teaching and learning environments Some teachers demonstrating highly effective pedagogical approaches	Consistent whole school approaches to 'Assessment for Learning' Intel Teach to the Future program (ICT)	Increase the proportion of students performing at the expected CSF level by at least 10% by 2007
Number of study scores of 40 or more are below LSG benchmarks	Whole school culture of students taking responsibility for their own learning has not been fully developed	To develop a P&D culture for improved teacher effectiveness (Learning Bridge)	In 2004 to 2007, the proportion of study scores of 40 or more will match or exceed LSG benchmarks
Majority of VCE subjects below LSG	The application of consistent approaches for developing teacher/student relationships is not in place for whole school	Development of digital portfolios. Presentations of student work using ICT in new teaching space.	75% of VCE studies will match or exceed LSG mean by 2007

#### 2. Social Competencies

Where we are at now	Contributing Factors	Strategies	Where we want to be
645 Timeout entries 260 suspensions (July 2003 – June 2004)	Number of dysfunctional families Teachers not knowing their students as well as they could	Consistent approaches and understanding of classroom management processes within the PLTs to improve teacher student relationships.	40% decrease in the number of timeouts and suspensions each year.
All Students in Years 10 – 12 have MIPs plans.	Learning (school) not often connected to community and beyond school. Lack of engaging, relevant and in-depth assessment and learning tasks	<b>To use new teaching space to develop team teaching, coaching and mentoring as a PD tool.</b> To use new teaching space as a means of enhancing community involvement in program development and delivery.	By the end of 2007, 100% of students leaving the college will be in education, training or employment (confirmed by On Track data)

#### 3. Engagement, connectedness and leadership

Where we are at now	Contributing Factors	Strategies	Where we want to be
7-12 mean student absence is 14.6 (below state b'mark)	Implemented attendance policy	Development of authentic and rich learning tasks (PLT)	5% increase across year levels each year
7-12 Real Retention 3.6% below LSG median	Low apparent retention caused by significant demographic mobility	Develop Civics & Citizenship and pastoral care units at Yr 9	5% increase in retention each year
7-12 Apparent Retention 17.7% below LSG median	College has a high profile within the community	Targeted PD to enable teachers to share knowledge and resources to improve teacher effectiveness	5 % increase in mean scores
Parent Opinion Data above state benchmarks in each variable		Teacher mentoring	5 % increase in mean scores
Student satisfaction at Yr 9 significantly low	No explicit planning, teaching and assessment to meet student outcomes in the areas of 'qualities as learners' and 'personal attributes'.	To develop action research projects through partnerships with LaTrobe Uni.	5% increase in each category
Student connectedness to: Teachers 3.0 (max score 5) School 3.3 (max score 5) (Attitudes to school survey)			

- ***Strategies that will lead to improved teacher effectiveness and improved student outcomes.***

***Teachers working in teams to develop consistent approaches to teaching and learning (PLT)***

- Reflect on current teaching strategies
- Make collaborative decisions based on specific data
- Create integrated tasks for deep learning
- Develop individual and/or team improvement plans for teachers
- Develop an ‘ethical accountability’ based on the College values Respect, Achievement, Creativity, Empowerment, Teamwork, Happiness and Belonging
- Common planning time built into teacher allotments

***Develop a whole school approach to ‘Assessment for Learning’***

- Key emphasis on explicit professional development in pupil self-assessment such as rubrics, questioning skills, student reflection, graphic organisers, peer conferencing.
- Public presentations of authentic work and digital portfolios utilising the new teaching space and ICT infrastructure.
- Enhance relationships between staff and their students in terms of knowing where their student’s are at and what additional learning needs to take place.
- Development of individual learning plans for students, including pathways plans for senior students.
- The new teaching space will provide an environment where teachers can develop the skills, with the assistance of the mentors, that will inform them of how, when and where to effectively integrate ICT tools into their teaching in an innovative and cutting-edge environment.

***Targeted PD to enable teachers to share knowledge and resources to improve teacher effectiveness***

- Trusted relationships between staff in a team allow positive reflection and feedback.
- Targeted professional development in response to data-specific feedback to teachers.

***Teacher mentoring***

- Develop a specific teacher mentor process across whole school
- Use the additional teachers (LSF) to release mentor teachers for planning, professional development, mentoring and coaching other staff.
- Use the new teaching space to allow for flexible but targeted teacher mentoring, coaching and team teaching. Mentors will assist staff to develop skills that will provide:
  - A sound grasp of pedagogy and curriculum that incorporates latest ICT
  - A process of communicating clearly to their colleagues
  - An inspiration for staff to succeed and become enthusiastic about their teaching
  - Honest feedback that assists in the constant improvement in the integration of ICT
  - A sharing of expertise where skilled curriculum integrators can develop teacher effectiveness through the use of ICT to improve student outcomes.

***Development of all staff (over 3 years) through the ‘Intel Teach to the Future’ program.***

- Consistent approach to enable teachers to implement strategies so that ICT is further used to support student-centred and enquiry driven teaching and learning activities.
- Commitment to the development of staff as Master Trainers (5 full days)
- Quality professional development facilitated by the Master Trainers
- The new teaching space will be essential for the implementation of improved pedagogical approaches using ICT as prescribed in the ‘Intel Teach to the Future’ program. We currently have no ICT rich learning environment that will allow this to be successfully implemented.

### ***The use of an additional teacher (LSF) to release staff to act as ICT mentors***

- Provide a shared leadership in targeted staff development and curriculum planning
- Team teaching/mentoring/coaching to improve teacher effectiveness
- Develop, research and assist in the implementation of innovative ICT strategies
- Provide leadership in the 'Intel Teach to the Future' program. This would include coordinating the development of Master Trainers and Instructor Teachers and ongoing support.
- Use the WestSide theatre and new teaching space to facilitate 'global learning' in an ICT rich environment where mentors can work with all teachers in various teaching and learning situations.

### ***A whole school approach to develop an ICT learning culture***

- Provide compulsory and targeted professional development on a regular basis
- Individual and specific teacher goals for improved ICT capabilities (Performance & Development and PD plans)
- A shared responsibility of team members for the development of teacher capabilities through PLTs (as outlined in dot point 2 of Outcome 1)
- Develop integrated approaches to teaching using expertise that is local, national and international, through the use of ICT, to increase teacher effectiveness across the curriculum. Using the new teaching space as a professional development focus, teachers will:
  - Share plans for student websites
  - Discuss internet guidelines for publishing student work
  - Create and evaluate student websites
  - Modify unit plans in teacher teams
  - Create website evaluation tools for assessing student learning
  - Discuss and manage student email projects
  - Create multimedia presentations, websites or publications to support their units.
- Consistent curriculum development that allows students to demonstrate ICT competencies in an authentic learning environment. For example, students will present their digital portfolios and work tasks to parent and student audiences.
- Develop the culture where the school becomes the resource for teaching and learning beyond the school day. Through dial-in servers, students and staff can communicate and access information through the school's network servers. Teaching and learning will reflect student's individual learning plans and needs.
- Sustain and Build on the current infrastructure through the College council's commitment to the allocation of funds.

- ***Strategies that will lead to enhanced school effectiveness and improved student outcomes.***

### ***To develop action research projects through partnerships with LaTrobe Uni.***

The Fund will be used to further develop the partnership the school has initiated with La Trobe University. Staff will be used to gather teacher effectiveness data and to establish tools that will assist us to identify areas in which the school is value-adding and developing research projects to support improved teacher effectiveness. The focus will be to further develop the transparent nature in which the college is able to assess progress in the achievement of student outcomes and sharing this with staff, parents and the community.

### ***Develop Civics & Citizenship and pastoral care units at Year 9***

- At present, our data shows us that student engagement and connectedness are quite low. The Civics and Citizenship unit will specifically address the following social and cultural skills, values and attributes:
  - Social Competencies – taking responsibility for one’s own behaviour and actions.
  - Moral and spiritual attributes and values – making informed judgements
  - Cultural understanding – recognising and appreciating one’s own and different cultures and beliefs.
  - Civic understanding – understanding the values and norms which govern our society
  - Personal development – developing skills and attributes to contribute to an active and healthy lifestyle.
- The teaching methodology will be centred around the development of student activities that are in line with the real world (ie: projects presented as websites, student presentations, City Centre schools program).
- Focus will be to develop explicit planning, teaching and assessment methodologies to better enable students to achieve the desired outcomes. Students will develop a range of cognitive and meta-cognitive skills essential for ongoing learning across the curriculum and beyond formal school. (ie: inquiring, processing information, creative thinking, reasoning, problem solving and self evaluation)

### ***Development of community networks to enhance student pathways and curriculum development.***

The strategies outlined above to improve *teacher effectiveness* and improve student outcomes will be supported by a review of curriculum planning and development to include:

- Curriculum units developed to centre on essential learnings, competencies and explicit student outcomes in areas of academic achievement, qualities as learners and personal attributes.
- Authentic learning and assessment components
- ICT rich
- Units to articulate ‘how’ it will be taught (pedagogical approaches) as well as ‘what’ should be taught (specific outcomes)
- All curriculum planning to be approved by the College’s Education Committee and will reflect a consistent ‘backwards mapping’ planning process (for example)

#### **OUTCOMES (School values/skills, Academic, Competencies, Qualities, Attributes)**

What is the purpose of the unit?

What are the assessment tasks testing?



#### **ASSESSMENT TASKS**

Are the assessment tasks based on the outcomes?

Do they show evidence of our pedagogical approaches?

How evident are these pedagogies?



#### **TEACHING & LEARNING TASKS**

Are we scaffolding tasks to build student understanding?

How will these learning experiences create opportunities for transformative understanding?

Are our pedagogical approaches evident in the teaching & learning tasks?

How will ICT be used as an intrinsic teaching and learning strategy?



#### **ASSESSMENT RUBRICS**

Are our expectations of the assessment tasks clear to students?

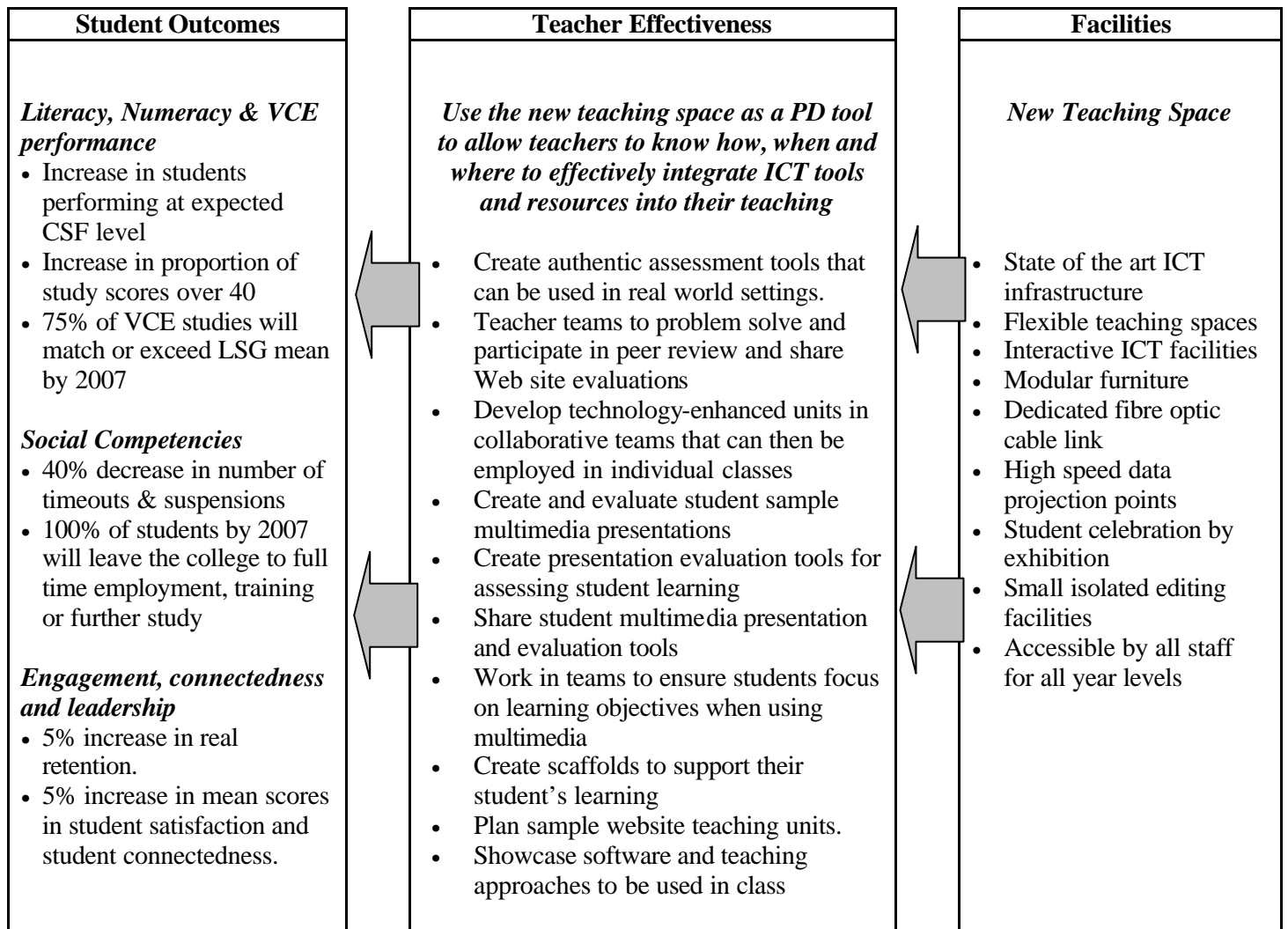
Do the rubrics align with our outcomes?

**Development of new teaching space**

A key aspect of the proposal is the establishment of a new flexible teaching space that can be used for various sized groups and at all year levels. The concept is to expand the use of the WestSide Performing Arts Centre and adjacent classrooms to create a new flexible innovative teaching space.

This new teaching space is vital in enabling the school to meet its curriculum objectives and student outcomes. The teacher mentors will lead the staff in creating visionary approaches to teaching and learning.

Teacher coaching and mentoring that takes place within the new teaching space will enable practical approaches to teaching and learning to occur using ICT that would then give teachers the confidence and skills to transfer this into their classrooms.



**Organisational change to facilitate improved school effectiveness**

**Year 7 & 8:**

- 8 core teachers who will only teach at Year 7 (or 8). They will be divided into two teams of 4 at each year level. This arrangement will enable the teacher effectiveness strategies as described earlier to occur successfully.
- Students will also participate in ‘specialist’ deep learning in the areas of Arts / Technology. When this occurs, each team of 4 staff will have common planning time in order to continuously improve curriculum, pedagogy & assessment.
- Students will complete extended enriched tasks over the year (deep learning and understanding)

**Year 9:**

- An elective system that involves choice across our Curriculum Program Areas (CPA) and has the capacity to include community links.
- Units contain Enriched Learning Projects (ELPs) – 8 sessions per week for one term (deep learning and connectedness).
- Students will elect 3 units per term (12 over the year – 2 Ma/Sc, 2 Languages & at least one from each other CPA)
- 6 sessions per week will be devoted to compulsory learning of Civics/Citizenship which will embrace the attributes as outlined in the Victorian Curriculum Reform Paper 2004 in the areas of social and cultural skills and values along with organisational and employability skills.
- 12 teachers will work at the Year 9 level only.
- Teams of staff have 8 common ‘free periods’ per week. They can work together to plan and implement curriculum.

At Years 7 – 9 for example, we wish to enhance the development of real and authentic tasks and aim to develop greater links to the local community. The additional teachers (LSF) will allow staff to work with local employers to plan and implement real learning tasks. It is envisaged that students will work in the community settings and community members will work in the school setting to undertake such learning experiences. The focus could be the fruit growing, dairy, food processing industries as well as involving other professionals to be involved in the planning and development of authentic tasks.

The curriculum will be reorganised to enable teams of teachers to develop such learning tasks where students are immersed in their learning for larger periods of time. The Fund will be utilised to provide the essential ongoing Professional Development that will allow staff to confidently work with community members in developing authentic and in-depth learning tasks for students. This focus will be to make school more real and relevant and provide students with an environment where deep learning can take place.

At Years 11 and 12, for example, the VCAL Program could have ‘Personal Development’ as part of its core learning where students will be required to analyse local community issues, develop strategies to overcome these issues and finally to work with community agencies to effect sustainable change. The overall focus will be to develop pathways for the young people so that they are more closely linked into their local community. The Fund will enable this strategy to be more effectively implemented by allowing key staff to be released to foster, plan, monitor and review the program.

***To develop a performance and development culture for improved teacher effectiveness (Learning Bridge)***

The College has a well-developed leadership capacity, which is essential for the success of any school transformation initiative. Currently, the leadership team consists of the 3 Principal Class Officers and 13 Leading Teachers, each with their own leadership roles and responsibilities. This includes the development and implementation of the Learning Bridge program within the college based on current data that will be used to continually develop our leadership capacity and improve teacher effectiveness.

**Learning Bridge Self Assessment by Principal Team**

<b>Areas of teacher effectiveness</b>	<b>Components of each area</b>	<b>Diagnostic score*</b>
Staff Development Policy	<ul style="list-style-type: none"> <li>• Made clear to all staff</li> <li>• Embedded in staff development process</li> <li>• Clear cycle of review</li> <li>• Genuine commitment to develop</li> </ul>	15/24
Vision, Aims Mission	<ul style="list-style-type: none"> <li>• Futures Thinking</li> <li>• Guide and Inspire</li> <li>• Focus for learning and development</li> <li>• Vision a reality</li> </ul>	9/20

School development plans	<ul style="list-style-type: none"> <li>• Data used to set long term student achievement goals</li> <li>• Measurable targets set</li> <li>• Action related to goals</li> <li>• Widely known</li> </ul>	17/24
Range of Policies	<ul style="list-style-type: none"> <li>• All areas covered by policy</li> <li>• Agreed standards of practice</li> <li>• Supported by clear procedures</li> <li>• Policies widely known</li> </ul>	6/10
Job Descriptions	<ul style="list-style-type: none"> <li>• Accessible to all staff</li> <li>• Include purpose, objectives, key tasks</li> <li>• Relate to policies</li> <li>• Understood and Valued</li> </ul>	9/16
Performance Management Policies	<ul style="list-style-type: none"> <li>• Developmental not Judgemental</li> <li>• Inclusive of all staff</li> <li>• Annual review process</li> <li>• Valued by staff</li> </ul>	18/24
Staff Development Plans	<ul style="list-style-type: none"> <li>• Clearly linked to school development plan</li> <li>• Resource allocation related to school priorities</li> <li>• Clear outcomes / objectives</li> <li>• Fair and equitable</li> </ul>	15/24
Professional Portfolios	<ul style="list-style-type: none"> <li>• Used and valued by staff</li> <li>• Process modelling</li> <li>• Set against relevant professional standards</li> <li>• Encouragement to staff</li> </ul>	5/20
Coaching Code of Practice	<ul style="list-style-type: none"> <li>• Valued by all staff</li> <li>• Develop spirit of curiosity</li> <li>• Is developmental</li> <li>• Key part of staff development process</li> </ul>	12/16
Induction Policy / Program	<ul style="list-style-type: none"> <li>• Seen as effective for all staff</li> <li>• Team leaders support</li> <li>• Based on the school's learning ethos</li> <li>• Accessible to all staff</li> </ul>	14/16
Staff Development Feedback Forms	<ul style="list-style-type: none"> <li>• Reflection used by all staff</li> <li>• Feedback used to signal improvement</li> <li>• Self Assessment and monitoring</li> <li>• Reflective on learning</li> </ul>	6/16
School council reporting processes	<ul style="list-style-type: none"> <li>• Understood by all</li> <li>• Understanding of impact on student achievement</li> <li>• Analysis of evidence of staff development process</li> <li>• Widely known</li> </ul>	6/20

***\*Diagnostic Score: Representation of the self assessment completed by the Principal team based on the components of each area.***

The results of this diagnostic assessment provide the basis for the development of strategic plans to improve the school's leadership capacity and teacher effectiveness.

The College believes that the skills to develop a culture already exists on staff and that the LSF will be used to further develop the leadership skills of staff within the school. Specifically, the development and implementation of a teacher mentor process will allow staff to be released to work in PLTs, individually and on a whole school basis to improve teacher pedagogy, Professional Development and links with the community.

The mentors and current Leading Teachers will play a vital role in the development of the Learning Bridge program including the development of data gathering tools that allow teachers to receive specific and accurate data relating to their pedagogical approaches, relationships with students and their student's outcomes. By closely linking the Performance and Development process with the PD process, staff will make targeted and informed decisions about their professional development which will underpin their individual improvement plans.

• ***Current status of ICT infrastructure and strategies that will enhance student outcomes through the innovative use of ICT***

At present, the school allocates the following percentages of its budget to ICT:

- Total ICT expenditure of SGB Cash – 29.3%
- Total ICT expenditure of Total SGB – 4.43%

In support of the proposal, the school intends to allocate the following percentage of its Total SGB to ICT

- Total ICT expenditure of Total SGB – 6%

The current status of ICT infrastructure, including equipment and software at Mooroopna Secondary College is as follows

**Infrastructure:**

*Connectivity:*

B-Block Admin (88 data ports)	A-Block (136 data ports)	A12 portable (15 wireless ports)
G-Block (116 data ports)	J-Block (60 data ports)	C-Block (92 data ports)

*Cabling:*

From the main server in B-Block, we have Gigabit 1000 cabling connecting all other servers within the school. The only area of the school not currently connected to B-Block server is the WestSide Performing Arts Centre and adjacent classrooms (W1 & W2 to be developed into a new learning space)

*Servers:*

Total of 8 Servers (IBM Server, Acer Sonar Firewall Internet Access Server, Intranet Server, Curriculum Server, WAN server connecting 4 secondary colleges, Fisc CD server (2), Cases server, Proxy server.

**Equipment:**

Total eLearning resources includes Averkey (5), Computers (237), Colour Printers (16), Fax (2), Fileservers (8), Printers (15), Photocopiers (7), Projectors (2), Scanners (7), Film Cameras (7), Video Cameras (3), Wireless unit (1), Uninterruptible Power Supply (3), Other (25).

**Software:**

All machines are standardised with Windows XP, Windows client and have Microsoft Office Professional installed as part of their basic ‘ghost’ image. Each Curriculum Area is supplied with the basic software that all students use.

**Management & Technical Support:**

- eLearning Coordinator (Leading Teacher) with a six period time allowance
- 1 Full time technician
- Part time TSI Network technician funded by DE&T for 43.6 hrs per fortnight

**Rooms & Pods/Labs:**

6 Computer Pods/Labs  
5 Computer Rooms

A comprehensive audit has been prepared to outline the current status of *teacher capabilities* to effectively use ICT in the preparation and delivery of their lessons. *The score in the right column represents the average results for all staff.*

**Teaching – Lesson preparation:**

1 Never 2 Rarely 3 Often 4 Regularly 5 Always

Preparation of worksheets, assignments	4.4
Preparation of exams, tests, quizzes	4.2
Used online encyclopaedias or dictionaries for preparation of lesson material	2.2
Used other Internet sites for preparing lesson material	3.3
Used CD ROM material for preparing lesson material	2.7
Made your own list of web site links for use by students on paper only	2.2

Made your own list of web site links for use by students electronically	2.1
Use of online tutorials to improve your own skills	2.2
Use of forums or mail lists to interact with groups of teachers outside the school	2.0
Used Email to share lesson material with teachers	2.1
Added work to the Curriculum Documentation for Faculties on the network	2.7
Created a web site for students to visit	1.4
Created online quizzes, tests, etc	1.4
Creation of movies for students to use from computers – eg. Demo of lesson	1.4
Use of digital camera for lesson material	2.6
Use of digital video camera for lesson material	1.6

### **Teaching – Presentation of lessons and student participation**

Use of PowerPoint for your own presentations of lesson material via Computer, Data projector or TV	2.2
Use of someone else's PowerPoint presentations of lesson material via Computer, Data projector or TV	1.9
Use of other programs for presentations of your own or others' lesson material via Data projector or TV eg. SCALA, Word, Excel	2.1
Set work for students which required them to make presentations of an applicable software type	2.7
Used Internet sites for use during lesson time	3.1
Use of Webquests already available on the Internet	1.6
Use of online quizzes, tests, etc	1.9
Use of interactive educational computer games or simulations	2.2
Used Email to communicate with students	2.0
Collected and/or marked work electronically – via disc, email or the students' network folders	2.1
Used CD ROM for display via data projector or TV	1.8
Used CD ROM for use by students on computers	2.1
Use of data logging software in the classroom or field trips	1.4
Use of simulation software	1.8
Use of specialist software more specific to your subject area. Please state the name and type of software used Software Name: _____ Software Type: _____	2.1

We recognise that from this audit, some of the current practices identified are more relevant to specific curriculum areas within the college and have therefore scored low (eg: use of data logging software). However, we can use this information to identify specific whole school improvement areas which will allow us to build an ICT learning culture within the whole school.

Based on the audit the following whole school improvement areas for teacher capabilities and current practice have been identified.

- Use of online and interactive educational learning tools
- Use of digital displays for large audiences (student and/or teacher presentations)
- Use of Email and school Network to communicate with students, parents and colleagues
- Develop a consistent approach to the implementation of ICT strategies for teaching and learning
- Develop staff awareness and skills in the implementation of innovative ICT strategies

The strategies that will enhance teacher capabilities and student outcomes include:

#### ***Development of all staff (over 3 years) through the 'Intel Teach to the Future' program.***

- Consistent approach to enable teachers to implement strategies so that ICT is further used to support student-centred and enquiry driven teaching and learning activities.
- Commitment to the development of staff as Master Trainers (5 full days)
- Quality professional development facilitated by the Master Trainers
- The new teaching space will be essential for the implementation of improved pedagogical approaches using ICT as prescribed in the 'Intel Teach to the Future' program. We currently have no ICT rich learning environment that will allow this to be successfully implemented.

#### ***The use of an additional teacher (LSF) to release staff to act as ICT mentors***

- Provide a shared leadership in targeted staff development and curriculum planning
- Team teaching/mentoring/coaching to improve teacher effectiveness
- Develop, research and assist in the implementation of innovative ICT strategies

- Provide leadership in the 'Intel Teach to the Future' program. This would include coordinating the development of Master Trainers and Instructor Teachers and ongoing support.
- Use the WestSide theatre and new teaching space to facilitate 'global learning' in an ICT rich environment where mentors can work with all teachers in various teaching and learning situations.

### ***A whole school approach to develop an ICT learning culture***

- Provide compulsory and targeted professional development on a regular basis
- Individual and specific teacher goals for improved ICT capabilities (Performance & Development and PD plans)
- A shared responsibility of team members for the development of teacher capabilities through PLTs (as outlined in dot point 2 of Outcome 1)
- Develop integrated approaches to teaching using expertise that is local, national and international, through the use of ICT, to increase teacher effectiveness across the curriculum. Using the new teaching space as a professional development focus, teachers will:
  - Share plans for student websites
  - Discuss internet guidelines for publishing student work
  - Create and evaluate student websites, including evaluation tools for assessment
  - Modify unit plans in teacher teams
  - Discuss and manage student email projects
  - Create multimedia presentations, websites or publications to support their units.
- Consistent curriculum development that allows students to demonstrate ICT competencies in an authentic learning environment. For example, students will present their digital portfolios and work tasks to parent and student audiences.
- Develop the culture where the school becomes the resource for teaching and learning beyond the school day. Students and staff can communicate and access information through the school's network servers. Teaching and learning will reflect student's individual learning plans and needs.
- Sustain and Build on the current infrastructure through the College council's commitment to the allocation of funds.

### ***• How the Blueprint for Government Schools strategies will be integrated into our school's strategic plan***

1. Student Learning
  - Implement programs to ensure Generic Skills, Values and Attributes are embedded in the teaching and learning across the College.
  - Incorporation of Assessment for Learning as a pedagogical approach will ensure that the college will be well placed to implement defined assessment measures of student progress.
2. Allocation Model
  - The college will be able to reallocate resources to support the implementation strategies as outlined in the proposal will be funded.
3. Building Leadership Capacity
  - The Learning Bridge program will provide the platform to expose teachers to a range of leadership responsibilities, tailored professional development and mentoring of colleagues.
4. Performance & Development Culture
  - The college has already volunteered as a pilot school for the development of a performance and development culture.
5. Teacher Professional Development
  - The college is a pilot school for the VIT induction program for beginning teachers and therefore has in place a formal and successful process.
  - The additional teachers as part of the LSF will enable highly effective individual and group teacher PD, mentoring and coaching.
6. School Improvement
  - Our LSF proposal is based on school transformation and teacher effectiveness and the success measures will provide accurate and transparent school improvement data.

## ***2. To drive system improvement through the sharing and transference of good practice, knowledge and programs***

- ***Identify and describe any existing links with other schools and providers relating to the focus of the proposal***

The school has developed and maintained extensive links and partnerships with other schools and organisations to continually improve student outcomes. Currently, in support of our proposal, we are continually sharing and transferring good practice through;

- SSEAB (Shepparton Secondary Education Advisory Board): Involves MSC sharing with Shepparton secondary schools re 'Web-based' curriculum materials, implementing 'School Kit' and utilising an innovation grant for the use of ICT in Media and LOTE for developing resources and providing PD to other schools
- Learning Bridge: Early links made with Goulburn Valley Institute of TAFE and Seymour Tech High School. Use the program to become a performance and development culture mentor school (Government Blueprint)
- Melbourne University: Formed a partnership with Melbourne University as a teacher-training institute in Shepparton.
- Innovations & Excellence Cluster: Utilise cluster educator to drive system improvement within the cluster in relation to student outcomes, programs and teacher development.

- ***Identify and describe a plan to share good practice, knowledge and programs with other schools, providers and the system as a whole.***

- Master Trainers, through the Intel Teach to the Future program, will be facilitating professional development for staff within our cluster and neighbouring secondary schools. It is a requirement that they train 10 additional staff in the use of ICT for improved teaching and learning.
- Utilise the school's website to provide information about the schools transformation, professional development opportunities and links to other schools with similar improvement foci.
- Sharing whole school transformational approaches with other schools. Our plan would include offering time for other schools to visit the college and utilising the additional teachers to release mentors to conduct professional development at the college or other schools. The professional development could be centred on:
  - Curriculum resources, teaching and learning
  - Journey of transformation, including staff consultation and change management
  - Documentation, etc.
- DE&T regional professional development database: Would allow us to assist other schools and teachers in providing targeted professional development to meet their needs. This would allow us to develop connections to schools
- As per the blueprint, the school embraces the Continuous Improvement strategy in playing a key role in providing services for other schools.
- LaTrobe University: Action research will be shared with other educational organisations in line with processes developed in partnership with LaTrobe University Education Faculty.
- Community Building Project: Provide community programs and community learning opportunities using our new flexible learning space and ICT rich environment.

### ***3. To develop and implement new models of education provision that will deliver enhanced curriculum options and student outcomes.***

- Analyse current education provision and student outcomes on a geographical basis with respect to issues such as demographics, market share, pathways and the range, breadth and depth of curriculum options for students.***
- Describe discussions with the region, other schools and providers together with plans or strategies that have been developed to address the challenges of education provision in the geographical area.***

The current provision in Shepparton/Mooroopna is that there are four stand-alone secondary colleges. Mooroopna Secondary College is unique in that it has a clearly defined feeder base as students enrol into the college from 13 primary schools that are on the Western side of the Goulburn River. The links between the feeder schools and the college have traditionally been very strong, and this has been enhanced by the formation of the Innovations and Excellence cluster.

The planned Western Ring Road around Shepparton will pass through Mooroopna. This has stimulated significant real estate planning and development in both Mooroopna and Tatura. This has confirmed that the area will see a population growth over the foreseeable future and maintain the need for rich educational opportunities in the Mooroopna Township and neighbouring districts.

A key feature of the City of Greater Shepparton is the real cooperation between the four Government secondary colleges. Over many years, and especially since the formation of the SSEAB, strong links have been forged between the colleges in the following areas:

- Shared resources to maintain a broad VCE curriculum, VET provision, professional development, common approaches to student welfare and development and consistency in approaches to the management of transition.
- Three of the colleges are highly committed to their involvement in the City of Greater Shepparton 'Community Building Projects' designed to enhance specific school community links.

At the present point in time, discussion between the colleges and the region believe that the strong sense of cooperation is of a significant advantage and that educational provision is being addressed appropriately.

With this in mind, the implementation of our proposal will continue to be shared, as previously described, with all neighbouring schools.

Our proposal has been developed through extensive consultation with staff and college council representatives. This has involved the following:

- Analysis and discussion related to SLR data with both groups.
- Dedicated workshop at staff consultation day.
- Sharing of proposal with Senior Education Officer (SEO).
- Representative group of staff involved in extended planning and program development as an outcome of staff consultation, professional development and theoretical and practical research.
- Final proposal presented and confirmed at whole staff meeting (SEO in attendance)

## **In addition to the Core Objectives above:**

- ***Specify details of the resources required to support the implementation of the proposal. This includes specific details of school contributions.***

### ***From the Leading Schools Fund***

#### ***Teachers***

4 additional teachers @ \$80,000 X 3 years

**\$960,000**

#### **Role of additional teachers:**

1. Mentor teams of teachers for the implementation of Assessment for Learning program and 'Productive Pedagogies' framework
2. Coordinate the development of authentic cross curricular teaching programs
3. Compliment the teaching and learning by providing specific support to groups of students.
4. Coordinate data collection to be used for whole school monitoring and individual teacher effectiveness.
5. Enable teacher access to specific professional development
6. Lead whole staff in the implementation of the 'Intel Teach to the Future' program
7. Mentor individual teachers to support them in the use of ICT to enhance teacher effectiveness.
8. Model and facilitate engaging Teaching and Learning strategies by working with students and staff in the new teaching space

#### ***New Teaching Space***

The college already owns a 450 seat, state of the art performing arts theatre. Attached to this is an open learning space, equivalent in size, to two classrooms. As part of the Leading Schools Fund project, we wish to compliment this by developing another teaching space. Access from this new space will lead directly into the present complex. This will provide the opportunity to work with larger groups of students at any year level for specific learning activities. One of the key features of deep learning tasks will be to include student presentations as an authentic assessment task. To this end we wish to use the theatre for these presentations.

The new teaching space will have the following key features:

- State of the art ICT infrastructure
- The provision of flexible walls, so that various sized teaching spaces can be created as needed
- Interactive white boards
- Modular furniture
- Wall spaces sensitive to digital production
- Dedicated fibre optic cable link to rest of school network
- High speed data projection points

The performing arts complex (WestSide) includes a sophisticated ICT infrastructure, but is not connected to the school's network servers. A dedicated optic fibre link will be needed to carry out this effectively. We believe that the theatre needs a dedicated digital projector that will be incorporated into the audio/visual aspects of the theatre. This will be at the college's expense. However, it is vital that interactive whiteboards be included in the new WestSide teaching space as a significant advancement in our ICT program.

Specifically, the teaching space will enable student outcomes to be better achieved through:

- **Professional Development:** The 4 Additional Teachers will use this space to cater for the different professional development needs of individual and teams of staff. This new space is vital for the additional teachers to be able to effectively mentor staff through the Intel teach to the future program.
- **Literacy and Numeracy:** The new teaching space will enable literacy and numeracy to be taught in an integrated way. By using the ICT and curriculum resources available in the new space and with the mentor teachers being accessible, teachers will be better able to cater for the individual learning needs of students, whilst developing consistent whole school approaches to teaching and

learning. The strategies learned in this integrated approach within the new teaching space will then be transferred and evaluated in normal classroom teaching.

- **Professional Learning Teams (PLT):** The space will be used in a supportive way by acting as a stimulus to enhance individual teachers student relationships. By working in PLTs in this space, it will empower individuals to transform their teaching across the whole school using consistent methodology that incorporates the cutting edge ICT.
- **Celebration by Exhibition:** As a specific strategy of improving student outcomes in literacy, numeracy, engagement, connectedness and leadership we will include a 'Celebration by Exhibition' culture across the curriculum at all levels. In order to do this effectively, students need to have access to the facilities that will only be available in the new teaching space.
- **Individual Learning Styles:** The teacher mentoring and experimentation with various learning styles is not possible in the current classroom structure. The new space will enable teachers to interact with their peers and other classes to initiate improved pedagogical approaches. This will create a learning environment where a very small group of students can work on a specific ICT task in one space, an individual student can work on their presentation in a sound proof media space, whilst the other members of the class can be team taught by the teacher and a mentor teacher. The nature of the curriculum planning will mean that teachers will utilise existing teaching spaces to introduce explicit skills to students. Teachers will then utilise the new teaching space to enable students to work within a world-wide environment beyond the classroom.
- **Authentic Learning Tasks:** The space will allow staff teams to model teaching and learning approaches in a supportive environment. These authentic learning tasks will involve students interacting with the community to undertake real life experiences associated with the world of work, social welfare and community projects. The space will be used as a forum or meeting place that will cater for such authentic learning tasks to be planned. The flexible nature of the teaching space would enable students to have the needed flexibility through the use of ICT and physical environment to cater for their individual learning needs. Such experiences will enhance the learning that occurs in their normal classroom and outside the school environment.

*See Appendix 1 for copy of Thumbnail Sketch of New Teaching & Learning Space*

#### **Architectural Brief.**

*“The new teaching facility should enable teacher to cater for various sized groups”...  
“to allow for a mobility through the spaces”*

- Adjacent to the Westside theatre, direct access to W1 and W2 possible operable wall to W1.
- Link school server in Administration building by optical fibre.
- Connect with existing ICT infrastructure in the theatre
- “State of the art infrastructure”
- Operable wall to create various sized rooms, 10,20, 40, 60 to 140 metres
- Compactus storage, little fixed joinery, modular furniture.
- High acoustic separation, possible small isolated edit rooms
- Consider future radio computer infrastructure
- External access to all teaching spaces advisable
- Split air conditioning system
- Upgrading of W1 and W2
- Fixtures and fittings, wall surfaces to support digital equipment
- Ceilings 2700 to 3,000mm sufficient

**Proposed Building Budget.**

Approximate target area 170 sqm @ 1,100 \$/M2 basic facilities	\$187,000
Specialized fixtures and equipment (operable walls, A/C)	40,000
External works and services/landscaping	35,000
<i>Upgrade of adjacent areas (diversion of services/optical cable)</i>	<i>30,000</i>

Sub total building works	292,000
Contingency 5%	15,000
Escalation 5%	15,000
<b>Net building total</b>	<b>\$322,000</b>

Consultants fees 12%	39,000
<b><i>Furniture and Equipment</i></b>	<b><i>25,000</i></b>
Specialized ICT equipment	30,000

**ICT Infrastructure  
Connectivity**

Dial-in access for all staff and students	<b>\$15367</b>
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**Cabling**

Connect WestSide and new learning space by optic fibre to College Network	<b>\$26971</b>
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**Servers**

Storage of on-line learning resources and student work (capable of remote access)	<b>\$5643</b>
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<b>TOTAL BUILDING PROJECT FUNDED FROM L.S.F</b>	<b>\$463981</b>
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<b>ADDITIONAL TEACHERS FUNDED FROM L.S.F</b>	<b>\$960,000</b>
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<b>TOTAL PROJECT COST</b>
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***Our College will commit (for the project)***

Professional Development	\$135,000
Computer Technology / Hardware	\$50,000
ICT Support (local funds)	\$30,000
Research (LaTrobe University)	to be negotiated
Support Learning Bridge and Performance and Development Culture	\$20,000

<b>TOTAL SCHOOL CONTRIBUTION</b>	<b>\$235,000</b>
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- ***Specify the means by which they will be monitoring student outcomes and evaluating the implementation of the proposal.***
  - Action Research LaTrobe University
  - Data Measures (longitudinal data collection will be used to carry out effective monitoring over time rather than on an annual basis)
    - AIM
    - DART
    - CSF
    - VCE
    - Student attendance
    - Parent opinion
    - Student opinion
    - Staff opinion
    - Professional development record
    - Student management data
    - On Track statistics
    - Retention
  - Explicit procedures to track student development and improve competencies

Endorsed by:

Gary Golding \_\_\_\_\_  
Principal

Carol Brisbane \_\_\_\_\_  
Council President

Date:

# Appendix 1: New Teaching & Learning Space

