

School Strategic Plan for **Gisborne Secondary College** **7857**

2015-2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed..... Name: Andrew Robertson Date: 10 December 2014</p>
<p>Endorsement by School Council</p>	<p>Signed..... Name: Charles Cornish Date: 10 December 2014 School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed..... Name..... Date.....</p>

School Profile

Purpose	
	<p><i>“At Gisborne Secondary College we recognise that we may learn in different ways, in different spaces and places, in teams and individually. Learning is each student’s responsibility. Teachers and parents provide support and guidance. Our lives are enriched intellectually, socially, emotionally and culturally by our College experience. Students will develop independence and a readiness for future pathways, while becoming responsible members of our community.”</i></p>
Values	
	<p><i>“Gisborne Secondary College values respect, diversity, innovation and achievement. Through a wide range of learning opportunities, students develop fulfilling and independent lives.”</i></p>
Environmental Context	
	<p>Gisborne Secondary College (SC) is a Year 7 -12 coeducational college established in 1981. It is situated in the south end of the Macedon Ranges Shire (MRS) and, together with Kyneton Secondary College (at the north end of the Shire), provides the main government secondary school options for the Shire residents. The College is located on the outskirts of Gisborne which is the largest town in the Macedon Ranges. Ninety percent of students travel to the College by bus which means that it is an important social focal point for students.</p> <p>Demographics</p> <p>Gisborne, the town, has experienced significant population growth over recent years. This pattern will certainly continue and accelerate under the MRS new planning overlays where the town has been designated as a higher growth area compared to some other locations in the Shire including, for example, Woodend. To the south, Sunbury has been burgeoning for some time and it, too, is designated for significant growth under new planning initiatives, including expansion to its north (towards Gisborne). Clearly there is a healthy platform for potential student enrolment growth at Gisborne SC, other things being equal. The growth, and the predicted growth, of New Gisborne Primary School (NGPS) is indicative of potential growth for Gisborne SC.</p> <p>Current Gisborne SC enrolments of about 1 025 are down from 1 126 in 2011 (-9%). Projections for Gisborne SC student numbers through to 2017 are flat with an estimate of 1 045 for that year. In contrast, the MRS LGA School aged population groups 5 – 19 years data estimates growth of 5.5% 2011 – 2017. Gisborne SC has had varying attraction for Year 6 exits from feeder schools with evidence in recent years of growth in other secondary options. For example, the proportion of New Gisborne Primary School (NGPS) Year 6 exits enrolling at GSC in 2014 was 47% (28 students). It will be about the same number in 2015 but a smaller proportion (42%) of the total exits. About 25% of NGPS Year 6 graduates this year will travel to Salesian College in Sunbury with a further 24% to other non-government providers including the new (for 2015) non MRS destinations of Assumption College, Kilmore, and Bacchus Marsh Grammar School. Indications from Gisborne Primary School (GPS) are that around 40% of their Year 6 graduates will flow to Gisborne SC for 2015 compared to more than 50% just a few years ago and a long way from the higher proportions of earlier times.</p> <p>Gisborne SC has a Student Family Occupation (SFO) Index of 0.3890 and an Index of Community Socio-Educational Advantage (ICSEA) of 1009.</p> <p>Provision</p> <p>The College provides a comprehensive, broad based curriculum currently delivered through Learning Centres at Years 7 and 8 (prior to 2014 these were described as Neighbourhoods which were established in 2008); a Year 9-10 Middle Years program; and a Senior School program Year 11-12 with most students enrolled in VCE (68 VCE 3/4 units) and a comprehensive VCAL program, supported by enrolments in VET courses (116</p>

	<p>enrolments) and more than 40 School Based Apprenticeships and Traineeships. A strong co-curricular program is a feature of the College. The College has undertaken a significant audit of the curriculum this year with a review to follow. Two School Improvement Teams, one for Year 9 and one for the Senior School (Years 10 to 12), have recently completed major work in relation to renewal of Year 9 and senior school programs and structure in order to facilitate a stronger and more seamless whole of school transition experience for all students. This work is reflective of consultative and planned action for change to strengthen student outcomes</p> <p>Staff profile</p> <p>The College has an Executive Principal, 3 Assistant Principals, 5 Leading Teachers, 55 FTE Range 2 Classroom Teachers, 8.50 FTE Range 1 Classroom Teachers (84 teachers in total excluding PCOs) and 18.6 FTE Education Support Staff (over 29 personnel). The proportion of Range 2 teachers of the total teaching staff, including PCOs, has been around 74-75% for the past three years. The staffing profile reflects a high proportion of part time staff. The senior leadership is relatively new with two Assistant Principals appointed from 2012 and the Executive Principal taking up his appointment a year ago. About 30% of teaching staff are part time.</p> <p>Facilities</p> <p>The College precinct presents as a modern facility on spacious grounds which is generally well resourced. A College master plan was prepared for re-development of the College over three stages. The first stage was completed in 2000 and delivered 12 classrooms over 3 blocks. The second stage was completed ready for 2008 and provided two new buildings to accommodate four Learning Communities. A third stage, in partnership with Macedon Ranges Shire Council, will commence construction this year of a community gymnasium complex. The College will independently refurbish and refit the old gymnasium to create a performing arts facility with two new music rooms, practice rooms, and re-wired for sound and light. Dance and drama rehearsal space and a 330 seat theatre will be included.</p> <p>Workforce Bridging</p> <p>The declining enrolments in recent years, and the College's response to this trend, led to financial deficit in 2013 of the order of \$255 179, and a likely deficit of \$284,490 for 2014. This deficit, which is a leadership management challenge, has been supported in the short term by the DEECD. The College is working to a plan of management described as Workforce Bridging (deficit management and workforce planning). It is reasonably anticipated that the College would be out of Workforce Bridging by 2016.</p>
Service Standards	
	<p><i>Through a wide range of learning opportunities, students develop fulfilling and independent lives</i></p> <p><i>Teachers and parents provide support and guidance.</i></p> <p><i>Students will develop independence and a readiness for future pathways, while becoming responsible members of our community</i></p>

Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>Improve student learning outcomes</p>	<p>AusVELS Judgments are accurate</p> <p>95% students evidence learning growth by making one year's progress for one year's academic program:</p> <p>NAPLAN Reading, Writing, Gram & Punc and Numeracy low, medium high growth reports indicate < 25% ~ 50% >25%</p> <p>Year 9 NAPLAN Writing Band 8 to 10 to be > 40% by 2018. (2014 = 30.4%)</p> <p>Year 9 NAPLAN Numeracy Band 8 to 10 to be > 45% by 2018. (2014 = 37.5%)</p> <p>Reduce and maintain Year 9 NAPLAN Writing % BELOW NMS to 10% or less. (2014 = 11.4%)</p> <p>Reduce and maintain Year 9 NAPLAN Numeracy % AT and BELOW NMS to 10% or less. (2014 = 20.4%)</p> <p>ATScS Stimulating Learning rankings move above the 50% Percentile, and improve.</p> <p>ATScS Teacher Effectiveness rankings move above the 50% Percentile, and improve.</p> <p>English Study Area mean study score improves to 29.5.</p>	<p>School-wide Teaching and Learning Practice: Articulate, document and embed a teaching and learning framework that informs and guides teaching practice across our school.</p> <p>Developing capability and quality teaching: Build and sustain a Professional Learning Team (PLT) structure that supports teacher improvement, through ongoing professional learning, collaboration, sharing and professional accountability.</p> <p>Curriculum Document and deliver a seamless learning program from 7-12 that meets the needs of all students. These learning programs are personalised, challenging, differentiated and targeted. They reflect the requirements of AusVELS and VCE curriculum. They reflect the aspirations of our school community and demonstrate a shared vision of working together. They move students from breadth to specialisation in a process that builds student capabilities.</p> <p>High level use of data, information and evidence: The use of data, evidence and information is routine and consistent. It informs curriculum planning, teaching and intervention, and teacher judgments. It allows teachers to help set learning goals for students and classes, and provides teachers with knowledge about student learning. We use Data, Evidence & Information to monitor progress and achievement.</p>

		<ul style="list-style-type: none"> 2013 = 25.28 (Eng & Lit) 	
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>Improve student engagement and motivation</p>	<p>Student Feedback Survey results show that teaching practice improves as a result of student feedback on classroom practice</p> <p>Real retention rates increase to ___%</p> <p>Mean Study Score improves to above state mean by 2018 (2013 = 26.04)</p> <p>VTAC Applications increase to 75% of Year 12 leaving cohort by 2018. (2013 = 53%)</p> <p>Mean ATAR Ranking improves to 55.00 by 2018 (2013 = 44.88)</p> <p>Each year our number of absolute study scores over 40 increase by 15% (2013; n= 13)</p>	<p>Student Voice</p> <p>Improve the motivation, engagement and connectedness of students by providing a greater opportunity for:</p> <ul style="list-style-type: none"> feedback about teaching and learning self-reflection on own learning goal setting and self-assessment creative expression participation in decision making and policy mentoring and coaching each other learning about and experiencing leadership building cultural sensitivity, tolerance and acceptance of diversity risk, challenge, curiosity and enrichment. <p>Senior School Engagement</p> <p>The high expectations of teachers and the high aspirations of students in our senior school improves:</p> <ul style="list-style-type: none"> attendance punctuality organisation motivation grit effort, and resilience <p>Parent & Community Engagement</p> <p>Early development of effective parent engagement begins prior to transition. Clear communication and information ensures that parents and families are effective partners in students' learning, leading to improved student outcomes.</p> <p>Student connections to community organisations are multi-faceted and multi-layers</p>
<p>Wellbeing</p> <p>Students' health, safety and wellbeing</p>	<p>Improve the relationships</p>	<p>ATScS Student Distress rankings move above the 50% Percentile, and improve.</p> <p>ATScS Student Morale rankings move</p>	<p>School-wide Positive Relationships</p> <p>Through a range of strategies and practices students, staff and families build relationships that</p>

<p>are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>		<p>above the 50% Percentile, and improve.</p> <p>ATScS Teacher Empathy rankings move above the 50% Percentile, and improve.</p> <p>85% of students being case-managed by well-being team meet pathways and outcomes goals.</p> <p>Mean attendance of students who are being case-managed increases to 85%</p>	<p>are effective, focused on wellbeing, and build student awareness and self-efficacy. These relationships ensure clarity of expectation, and are made strong by teacher empathy.</p>
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>Improve the leadership capacity of all college leaders</p>	<p>All senior and middle leaders participate in a program of coaching.</p>	<p>Professional Development of Leadership Through school-wide coaching and mentoring, all levels of leadership are developed to support improved student learning.</p> <p>Resource Allocation Strategic resource allocation across faculties and programs yields improved student outcomes.</p>

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
	<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>

<p>Achievement School-wide Teaching and Learning Practice: Articulate, document and embed a teaching and learning framework that informs and guides teaching practice across our school.</p>	Year 1	<ul style="list-style-type: none"> ▪ Relaunch/re-profile the T&L Framework – T & L Outside the Box – by holding student and staff forums and discussions that rewrite and add to the current framework ▪ Merge the two sides of the 'box' – staff and students; compliment 'teaching' with 'learning' ▪ Document the T&L Framework by making some 'boxes' - branding ▪ Staff design surveys that can be used to get feedback from students to what extent they use the T&L Framework successfully ▪ Writing Across the Curriculum. Develop and lead a literacy team to design an improvement strategy 	<ul style="list-style-type: none"> ▪ "Student-side" of T & L Outside the Box completed ▪ Literacy Team convened and Writing Across the Curriculum Strategy written
	Year 2	<ul style="list-style-type: none"> ▪ Share the T & L Framework with the wider community ▪ Identify best practice and ask teachers to share ▪ Surveys are being used ▪ T & L Framework appears on PDPs ▪ Collegiate reflect and review – is the Framework making a difference / improvement? ▪ Aspects and elements of the T & L Framework are displayed in classrooms 	<ul style="list-style-type: none"> ▪ Goals for use of TL Framework in PDPs ▪ TL Framework on display throughout the college
	Year 3	<ul style="list-style-type: none"> ▪ Aspects and elements of the T & L Framework are displayed in classrooms ▪ Collegiate reflect and review – is the Framework making a difference/improvement? 	<ul style="list-style-type: none"> ▪ Review on TL Framework held
	Year 4	<ul style="list-style-type: none"> ▪ Collegiate reflect and review – is the Framework making a difference/improvement 	<ul style="list-style-type: none"> ▪ Updated Framework in place

<p>Achievement Developing capability and quality teaching: Build and sustain a Professional Learning Team (PLT) structure that supports teacher improvement, through ongoing professional learning, collaboration, sharing and professional accountability.</p>	Year 1	<ul style="list-style-type: none"> ▪ Develop guidelines for peer observations ▪ Survey and develop high quality internal professional learning program 2015 to 2018 ▪ Schedule PLT regular meetings ▪ Build the capacity of teachers to provide feedback to each other ▪ Build the capacity of leaders to provide feedback to teachers ▪ Melbourne University Network of Schools (UMNoS) ▪ Data use – training and professional development with J Hattie and P Griffin 	<ul style="list-style-type: none"> ▪ Guidelines for Peer Observations developed by staff ▪ Success Coordinators for UMNoS appointed. ▪ Every teacher targets specific students through the application of data and evidence analysis, and improvement for these students is tracked and measured.
	Year 2	<ul style="list-style-type: none"> ▪ Regular use of Data, Evidence & Information in PLTs ▪ Professional Learning – <ul style="list-style-type: none"> ○ Writing across the curriculum ○ Learning Intentions / Success Criteria ○ Questioning ○ Feedback ○ Teachers meet in self-selected interest groups ○ TRIADS introduced ○ Peers observations continue ▪ Melbourne University Network of Schools – 2nd Year 	<ul style="list-style-type: none"> ▪ Student outcomes goal in Teacher PDPs ▪ Writing Across the Curriculum Strategy written
	Year 3	<ul style="list-style-type: none"> ▪ Final year of participation in UMNoS. 	<ul style="list-style-type: none"> ▪
	Year 4		<ul style="list-style-type: none"> ▪
<p>Achievement Curriculum Document and deliver a seamless learning program from 7-12 that meets the needs of all students. These learning programs are personalised, challenging,</p>	Year 2	<ul style="list-style-type: none"> ▪ Design Curriculum Review process ▪ Carry out first cycle/phase of curriculum review ▪ Design school-wide Unit Level Planner form. See VCAA ▪ Agree on the school-wide strategies and procedures that enable 	<ul style="list-style-type: none"> ▪ Curriculum review procedures are written ▪ Staff complete all new Unit Plans on new pro-forma. Transfer of old plans begins.

<p>differentiated and targeted. They reflect the requirements of AusVELS and VCE curriculum. They reflect the aspirations of our school community and demonstrate a shared vision of working together. They move students from breadth to specialisation in a process that builds student capabilities.</p>		<p>teachers to know their students.</p> <ul style="list-style-type: none"> ▪ Reviewing our Curriculum <ul style="list-style-type: none"> ○ Check the audit ○ Identify what we do well and where students achieve; explore data and evidence, seek feedback ○ Identify the areas we don't cover well and the areas we don't cover at all; checklist with student feedback; explore VCE outcomes ○ Develop an action plan; set goals for student achievement ○ Align teaching and resources ○ Document the curriculum in a way that covers planning, instruction, assessment and reporting ▪ Incorporate developments in the Teaching & Learning Framework ▪ Assessment Schedule / Calendar Developed ▪ Review Reporting ▪ Align curriculum review with: <ul style="list-style-type: none"> ○ Professional Learning & Practice – incl. T & L Framework ▪ Incorporate meaningful use of ICT into all subjects for enhanced learning and student engagement. 	<ul style="list-style-type: none"> ▪ First cycle of curriculum review complete. Maths? Science? ▪ Curriculum Documentation completed from first reviews ▪ Second cycle of curriculum review complete. English? HPE? ▪ Endo of second year all Unit Plans are on school-wide unit planning pro-forma. ▪ Assessment Schedule / Calendar published ▪ All reports to include one or more ICT dimensions.
	Year 3	<ul style="list-style-type: none"> ▪ Obtain input and feedback from students / families on whether curriculum meets needs of all students. <ul style="list-style-type: none"> ○ Develop new student survey for use with all teachers – embed elements that attend to what is written in the KIS... ▪ Assess growing confidence on students at subject selection ▪ Assess student pathways by reviewing student selections and analysing trends in selections. 	<ul style="list-style-type: none"> ▪ School-community curriculum feedback process complete ▪ All teachers trained as course advisors
	Year 4	<ul style="list-style-type: none"> ▪ Plot curriculum and aspiration alignment. 	<ul style="list-style-type: none"> ▪

<p>Achievement High-level use of data, evidence and information: The use of data, information and evidence is routine</p>	Year 1	<ul style="list-style-type: none"> ▪ Data, evidence and information professional learning for teachers ▪ Teachers make use of online assessment tools, ARC-OTS, 	<ul style="list-style-type: none"> ▪ NAPLAN Analysis complete for 2014 ▪ Goal for high-level data, evidence & information is defined in all teachers
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<p>and consistent. It informs curriculum planning, teaching and intervention, and teacher judgments. It allows teachers to help set learning goals for students and classes, and provides teachers with knowledge about student learning. We use data, evidence & information to monitor progress and achievement.</p>		<p>Ondemand, other</p> <ul style="list-style-type: none"> ▪ PDPs – enhanced goal setting for teacher on student achievement data ▪ Literacy Team – data on writing ▪ Develop evidence based protocol for Differentiation through Ability Grouping ▪ Professional Learning on SMT ▪ VASS / VCE DS Professional Learning. ▪ Success Coordinators work with Prof. John Hattie and Prof Patrick Griffin through UMNoS to develop sound data/evidence use practices ▪ Train all staff in the use of XUNO for tracking student progress. ▪ Trial use of a Learning Management System (LMS) for more detailed tracking of student progress and targeting work to individual needs. 	<p>PDPs</p> <ul style="list-style-type: none"> ▪ Literacy/writing team established ▪ VASS / VCE DS Professional Learning completed ▪ UMNoS provides Tier 1 practices, school trial ▪ All staff using markbook and student portal by end of term 4. ▪ Two VCE subjects to be implemented in LMS and trialled through the year on at least two classes.
	Year 2	<ul style="list-style-type: none"> ▪ Develop school-wide data assessment systems and software – ED DATA PRO ▪ Build processes for all teachers to use data – use <i>Data Wise</i> book here to unpack procedures ▪ Build bigger program around writing data... what does student writing say to us about student achievement? ▪ Develop data team...team of experts ▪ UMNoS continues to inform use of data and evidence. ▪ Train staff in the use of LMS to enable differentiation and detailed student progress tracking. 	<ul style="list-style-type: none"> ▪ Goal for high-level data, evidence & information is defined in all teachers PDPs ▪ A whole-school approach to writing across the curriculum is defined and underway ▪ 10% of subjects to be implemented in LMS and used by students.
	Year 3	<ul style="list-style-type: none"> ▪ Assess data/evidence use ▪ Continue writing data program ▪ Teachers make use of online assessment tools, ARC-OTS, Ondemand, other 	<ul style="list-style-type: none"> ▪ Goal for high-level data, evidence & information is defined in all teachers PDPs
	Year 4	<ul style="list-style-type: none"> ▪ Review writing data program 	<ul style="list-style-type: none"> ▪ Goal for high-level data, evidence & information is defined in all teachers PDPs

Engagement Student Voice Improve the motivation, engagement and connectedness of students by providing a greater opportunity for: <ul style="list-style-type: none"> ▪ feedback about teaching and learning ▪ self-reflection on own learning ▪ self-assessment ▪ creative expression ▪ participation in decision making and policy ▪ mentoring and coaching each other ▪ learning about and experiencing leadership ▪ building cultural sensitivity, tolerance and acceptance of diversity ▪ risk, challenge, curiosity and enrichment. 	Year 1	<ul style="list-style-type: none"> ▪ Students work with staff team to build a student feedback survey on teacher practice and performance ▪ All students are given the opportunity to provide feedback on teacher practice ▪ Introduction of New Year 9 Program – including RAID program ▪ Students are involved in the re-development of the school’s teaching and learning framework ▪ Houses, SRC and College Captains develop and strengthen school activities program ▪ Introduction of Work Skills curriculum at Year 9 	<ul style="list-style-type: none"> ▪ New Student Wellbeing & Engagement Policy written and ratified by council ▪ Student Feedback Survey complete and trialled. ▪ RAID Program developed ▪ “Student-side” of T & L Outside the Box completed ▪ Work Skills Curriculum – first year delivered and assessed.
	Year 2	<ul style="list-style-type: none"> ▪ Student feedback survey refined ▪ Teachers develop protocol for using feedback survey information to personalise and target learning ▪ College explores new ways of involving students in decision-making at classroom and school level ▪ School captains develop school/student body ▪ Grow peer mentor program ▪ New student leadership opportunities in Years 7 – 10 ▪ Development of Extended Investigation VCE Unit 3 / 4 Program 	<ul style="list-style-type: none"> ▪ All staff use student feedback survey once per term. ▪ Plan for student engagement in decision-making built ▪ Extended Investigation VCE 3 / 4 offered
	Year 3	<ul style="list-style-type: none"> ▪ Continue to grow House program. Review and redevelop with Heads of Houses and House Captains ▪ Review Work Skills program ▪ Review Year 9 Program / Senior School Program ▪ Introduce School Colours... develop policy. 	<ul style="list-style-type: none"> ▪ School Colours Policy Developed
	Year 4	<ul style="list-style-type: none"> ▪ Review progress against actions and achievement milestones 	<ul style="list-style-type: none"> ▪ Review complete
Senior School Engagement The high expectations of teachers and the high aspirations of students in our senior school improves: <ul style="list-style-type: none"> ▪ attendance ▪ punctuality ▪ organisation 	Year 1	<ul style="list-style-type: none"> ▪ Extension of Senior School Program to include Year 10. Timetable and resources aligned. ▪ Grow staff and community understanding of ‘grit’. ▪ Redefine and grow after-school study program ▪ Build 100/100/100 Guarantee... If you attend 100% (less approved absences), complete 100% of your work, we guarantee you will meet 	<ul style="list-style-type: none"> ▪ Year One of new senior program reviewed ▪ 50% of all senior students participate in after-school / extra study program in some form ▪ Exit interview processes reviewed

<ul style="list-style-type: none"> ▪ motivation ▪ grit ▪ effort, and ▪ resilience 		<p>100% of your goals.</p> <ul style="list-style-type: none"> ▪ Review exit interview processes with the intention of re-engaging students where appropriate in line with current DEECD policy and practice. <p>Review course advising; build teacher capacity in course counselling and grow numbers of staff involved.</p> <p>Involve former students</p> <ul style="list-style-type: none"> ▪ Attendance protocols ▪ Increase engagement options for senior students and promote the gravitas of hands- on learning and pathways to employment <ul style="list-style-type: none"> ○ Ensure greater flexibility between VCAL and VCE/VET subjects ○ Foster opportunities for small business enterprise opportunities ○ Ensure VCAL information is presented as a legitimate equivalent qualification for a range of students ○ Ensure opportunities for VCAL experiences are significant, broad ranging and highly motivating 	<p>and strengthened in line with current DEECD policy and practice.</p> <ul style="list-style-type: none"> ▪ Course Advice process defined ▪ Course Advice professional learning package developed ▪ Course Advice professional learning delivered ▪ Increase VCAL enrolment and community perception of the status of the VCAL qualification
	Year 2	<ul style="list-style-type: none"> ▪ Development of Extended Investigation VCE Unit 3 / 4 Program ▪ Development of “Study Success” program that is then embedded into curriculum programs from Year 7. ▪ School-wide approach to developing grit ▪ Awards/reward/acknowledgement for punctuality, attendance, organisation, etc ▪ Year 10 Event to recognise attendance and achievement ▪ Build in expectations to the Subject Expo night, and other senior school information evenings ▪ Professional Learning for staff on Open To Learning Conversations ▪ Review Pathways / Careers Program across entire school 	<ul style="list-style-type: none"> ▪ Extended Investigation VCE 3 / 4 offered ▪ “Study Success” program developed by curriculum team. Embedded into Unit Plans ▪ Year 10 Event held ▪ Careers / Pathways program reviewed
	Year 3	<ul style="list-style-type: none"> ▪ Review and design where necessary step-up and other transition programs between 9 and 10, 10 and 11, and 11 to 12 to ensure effectiveness. ▪ Year 10 and Year 11 Study Centres 	<ul style="list-style-type: none"> ▪ Review current step-up program ▪ All Year 7 - 9 students experience elements of the “study success” program / curriculum in their

		<ul style="list-style-type: none"> ▪ Run Year 1 of 'Study Success" in curriculum programs. 	<p>subjects.</p> <ul style="list-style-type: none"> ▪ Faculties or SIT to recommend and design new improved transition programs at 9 to 10, 10, 11 and 11, 12 ▪ New study centres for 10 and 11 designed
	Year 4	<ul style="list-style-type: none"> ▪ Build new study centres for Years 10 and 11. ▪ Review progress against actions and achievement milestones 	New study centres for 10 and 11 built
<p>Parent & Community Engagement Early development of effective parent engagement begins prior to transition. Clear communication and information ensures that parents and families are effective partners in students' learning, leading to improved student outcomes. Student connections to community organisations are multi-faceted and multi-layers</p>	Year 1	<ul style="list-style-type: none"> ▪ Develop 2 year transition plan ▪ Develop processes and baseline operations for Student Management Tool (SMT) ▪ Improve the accuracy and promptness of electronic roll marking ▪ Improve communication with parents around achievement and awards ▪ Improve communication with parents around absences, misbehaviour and concern ▪ Promote use of the Portal amongst parents to strengthen the home-school partnership 	<ul style="list-style-type: none"> ▪ 2 Year Transition Plan developed and documented. ▪ Baseline use of SMT for transition clearly articulated to staff ▪ Award and achievement letters developed for posting to parents on award receipt ▪ Training provided to new parents on using the 'portal' – part of transition program ▪ New sports centre complete ▪ All parents will know how to access the portal to view their child's progress and contact teachers
	Year 2	<ul style="list-style-type: none"> ▪ Network online transition tool for primary / secondary transition tool developed. Could include parent component. ▪ Provide student email addresses to facilitate communication and allow students access to online services 	<ul style="list-style-type: none"> ▪ New online transition tool for sue across network developed and deployed ▪ New Performing Arts centre built ▪ All students will receive email login details
	Year 3	<ul style="list-style-type: none"> ▪ Community links developed in: <ul style="list-style-type: none"> ○ Curriculum programs ○ Community outreach and service programs, especially RAID (9) and Interact ○ Performing Arts 	<ul style="list-style-type: none"> ▪ Enterprise team in VCE VET Business operating Arts Centre

		<ul style="list-style-type: none"> ▪ Business operations as community partnerships; Bendigo Bank, MRSC, 	
	Year 4	<ul style="list-style-type: none"> ▪ Review progress against actions and achievement milestones 	<ul style="list-style-type: none"> ▪

<p>Wellbeing</p> <p>School-wide Positive Relationships Through a range of strategies and practices students, staff and families build relationships that are effective, focused on wellbeing, and build student awareness and self-efficacy. These relationships ensure clarity of expectation, and are made strong by teacher empathy.</p>	Year 1	<ul style="list-style-type: none"> ▪ Build and maintain a positive school culture through the organisation of whole school activities by each House ▪ Develop the role and work of the SRC to lift the Student Engagement in “College Life” ▪ Increase positive school-wide behaviours through strategies like SAFEMinds (Hespa) ▪ School-wide positive strategies in learning centres and in Year 9 ▪ Improve the accuracy and promptness of electronic roll marking ▪ Improve communication with parents around achievement and awards ▪ Improve communication with parents around absences, misbehaviour and concern 	<ul style="list-style-type: none"> ▪ New Student Wellbeing & Engagement Policy written and ratified by council ▪ Every house operates a specialised week of activities ▪ All well-being staff complete online SAFEMinds training. ▪ Staff are introduced to N.I.P. (SAFEMinds) ▪ Review SRC program ▪ School-wide positive behaviours program explored
	Year 2	<ul style="list-style-type: none"> ▪ Awards/reward/acknowledgement for punctuality, attendance, organisation, etc ▪ Review Clear Rules Policy with community 	<ul style="list-style-type: none"> ▪ All mentor / class teachers make one positive call home each semester ▪ All staff complete online SAFEMinds training. ▪ CRP Reviewed
	Year 3		<ul style="list-style-type: none"> ▪ Students report increased levels of satisfaction with teacher empathy, and teacher relationships
	Year 4	<ul style="list-style-type: none"> ▪ Review progress against actions and achievement milestones 	

<p>Productivity</p> <p>Professional Development of Leadership Through school-wide coaching and mentoring, all levels of leadership are developed to support improved student learning.</p>	Year 1	<ul style="list-style-type: none"> ▪ Leadership coaching for principal, assistant principals, leading teachers ▪ Develop distributed leadership by formalising areas, defining all roles, ensuring role-clarity ▪ Regular, informed and well-run leadership meetings are scheduled 	<ul style="list-style-type: none"> ▪ New leaders complete activity on new role descriptions
	Year 2	<ul style="list-style-type: none"> ▪ Responsibility for leading leadership meetings is distributed 	<ul style="list-style-type: none"> ▪ Curriculum Area Leaders and Heads of House start coaching with

		<ul style="list-style-type: none"> Curriculum Area Leaders and Heads of House start coaching with their program leaders (leading teachers and A.P.s. 	their program leaders
	Year 3	<ul style="list-style-type: none"> Interval coaching process reviewed Ideas for strengthening internal coaching process developed 	<ul style="list-style-type: none"> Interval coaching process reviewed
	Year 4	<ul style="list-style-type: none"> Review progress against actions and achievement milestones 	
Resource Allocation Strategic resource allocation across faculties and programs yields improved student outcomes.	Year 1	<ul style="list-style-type: none"> 2015 Budget completed CASES Financial Management is exemplary – revenue and expenditure allocations carried out correctly and fully. Education Support Staff – Staffing Review 	<ul style="list-style-type: none"> Surplus budget developed Financial management reviewed Education Support Staff – allocations and positions fully reviewed for 2016.
	Year 2	<ul style="list-style-type: none"> Audit resource allocation across faculties and major sub-programs Align student outcomes with resource allocation. Achievement, wellbeing, engagement and productivity Identify areas and opportunities for better resource allocation Education Support Staff – new/revised roles determined and if necessary advertised. 	<ul style="list-style-type: none"> Resource allocation audit complete ES Staffing complete
	Year 3		<ul style="list-style-type: none"> New budgeting process developed that aligns spending with outcomes.
	Year 4	<ul style="list-style-type: none"> Review progress against actions and achievement milestones 	