

School Strategic Plan for Carrum Downs Secondary College

School No: 8423

2016-2020

The grey boxes included throughout this template denote either components of the School Strategic Plan that are mandated by either legislative or regulatory requirements, or drafting notes to support schools in their development of the plan.

Please remove these notes once the Plan is complete.

Purpose

A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes.

It is informed by extensive consultation with students, staff, parents and carers, and engagement with the broader community including relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Principal, School Council President, and the delegate of the Secretary of the Department of Education and Early Childhood Development.

Legislative context

The development of the School Strategic Plan is required under the *Education Training and Reform Act 2006 Section 2.3.24, subsection (1.)* The Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

Effective planning

There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These include:

- Engaging the whole school community in the development process
- Defining the school's vision, purpose and values
- Focusing on a 'desired future' for the school, its students and the community more broadly.
- Agreeing on a discrete set of outcomes to be achieved over the next four years
- Selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes.
- Planning the implementation of each strategy, with clear allocation of resources, roles

and responsibilities to the achievement of each step

- Identifying, in the form of milestones and targets, what success will look like when it has been achieved.

Note for Priority Review schools:

Where a school has participated in a Priority Review, the Design Team, convened by the Senior Advisor, will work with the school to develop the School Strategic Plan.

The School Strategic Plan should include the intervention goals, key improvement strategies and targets to address the issues identified in the review report. The school may have other goals that it wishes to progress in addition to those arising from the review.

The School Strategic Plan will guide the interventions while the Annual Implementation Plan will detail how they are to be implemented and measured.

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>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.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”</p> <p>Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines.</p>	

School Profile

Purpose	<p>Carrum Downs Secondary College is focused on providing a safe and supportive learning environment where each student is empowered to achieve their personal best and develop as responsible and creative members of the school and wider community.</p> <p>Carrum Downs Secondary College has a focus on developing a career pathway for each student that ensures when they leave the college that they will transition into employment, further training or education.</p> <p>The College has built a strong reputation in the community and has continued to develop strong relationships in the community through its transition and engagement programs.</p>
Values	<p>Carrum Downs Secondary College believes we will achieve our purpose through the following values:</p> <ul style="list-style-type: none"> • Focus on Learning • Mutual Respect • Responsibility for our actions • Achieving our Personal Best • Acting with Integrity • Enjoyment
Environmental Context	<p>Carrum Downs was established in 2004 in the rapidly expanding suburb area to the south east of Melbourne. Enrolment has increased from its infancy of from 225 to a peak of 1150. Its current enrolment is 928 students from Years 7-12.</p> <p>The College has large grounds with a variety of teaching spaces that can support traditional and contemporary teaching practices. Other facilities include a Hospitality Centre, Gymnasium, Hair and Beauty Salon, fitness Centre, Music and Performing Arts Centre and Canteen.</p> <p>VCAL hospitality students run a Café for staff and students several days per week. There are extensive outdoor areas including a synthetic turf area, tennis and basketball courts and an oval.</p> <p>In 2016 the college is moving from a six sub school model divided into junior and senior school to a Year 7-12 4</p>

	<p>House model. Pastoral Care is undertaken and will be supported through the new House system.</p> <p>A Select entry Program (SEP) is undertaken at the College beginning in Year 7 and including involvement in our instrumental music program.</p> <p>The Senior School offers a wide variety of studies for our students including the Victorian Certificate of Education (VCE), Vocational Educational Training (VET) and the Victorian Certificate of Applied Learning (VCAL) in years 11 and 12.</p>
<p>Service Standards (optional)</p>	<p>General</p> <ul style="list-style-type: none"> • The College fosters close links with parents and the broader college community through its commitment to open and regular communications. • The College commits to the active sharing of its vision and goals to ensure college community engagement in the college’s strategic plan. • The College guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The College provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive teaching and learning experiences that are adapted to their individual needs. <p>Specific</p> <ul style="list-style-type: none"> • The College will respond to all communication by parents and caregivers in a timely manner. • Parents will be engaged when their child does not behave in an acceptable manner. • Students will play an active part in the development and review of the college’s policies. • All teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

Achievement		Key improvement strategies
Goals	To improve student achievement across Years 7-12 ensuring that all students across all ability levels are supported and challenged to reach their potential and are demonstrating learning growth	<ul style="list-style-type: none"> • Develop, document, build upon and implement an agreed and viable curriculum • Collaborative learning is valued by all staff and supported by curriculum focused PLT teams where opportunities to improve practice are supported by time. • Improvement in teaching practices to result in higher student learning growth through use of PLTs and by embedding and building upon the agreed CDSC Instructional Model. • The use of data to drive teaching and learning with the introduction and implementation of a whole school Data Management System
Targets	<ul style="list-style-type: none"> • Curriculum development based on the Victorian Curriculum is a high priority and is documented and up to date and prepared by and agreed on by all staff in a consistent manner. • Close gap between State Mean and CDSC results for NAPLAN. 	

	<ul style="list-style-type: none"> • Increase VCE mean study scores and increase the percentage of study scores meeting or exceeding their GAT predicted scores. • Common Assessment Practices are aligned with the Victorian Curriculum and VCAA standards across the college in all subjects to improve teaching and learning ensure accurate reporting. • Improved VCAL completion/destination data • Implementation of a professional development framework that supports the needs of all staff and is driving improvement in student learning. • Classroom observation framework is developed and demonstrates Instructional Framework is embedded in the planning and teaching practice • Undertake review of CDSC Instructional model and continue to embed and build teacher capacity to implement the CDSC instructional model • Embed accurate and consistent approaches to assessment of individual students and groups against expected standards across learning areas and year levels • New Data Management System is in place and used across the school to identify and deliver “point of need” learning for all students • Improve levels of student motivation and learning confidence • Continuous reporting model embedded across the school • Student feedback is being used effectively across the school by students and staff and is included in the reporting process. • Compass is being used to support student learning and teaching 	<ul style="list-style-type: none"> • Develop Common Assessment Tasks and practices which are aligned across the College and with the VCAA curriculum, allowing for accurate and timely reporting. • Build capacity of staff to implement a focused, cohesive and effective approach to teaching and learning incorporating peer observation inbuilt and undertaken across the school. • Develop continuous reporting and feedback across the school which supports student learning • Whole school focus and plan on improvement in Literacy and Numeracy • Leadership development of the Instructional Leaders and Learning Area Leaders to help drive the improvement of Teaching and Learning across the college
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	Actions	Success criteria
<p>Year 1</p> <ul style="list-style-type: none"> • Develop, document, build upon and implement an agreed and viable curriculum • Collaborative learning is valued by all staff and supported by curriculum focused PLT teams where opportunities to improve practice are supported by time. • Improvement in teaching practices to result in higher student learning growth through use of PLTs and by embedding and building upon the agreed CDSC Instructional Model. • The use of data to drive teaching and learning with the introduction and implementation of a whole school Data Management System 	<p>Whole school learning improvement with a focus on Literacy and Numeracy</p> <ul style="list-style-type: none"> - Establish network with Primary Schools Yr 5-8 - Engage services of David Zyngier from Monash - Establish meeting schedule for all key stakeholders in Primary network - Establish partnership with local feeder primary schools Principals - Intervention (STAR and H/W club) - Establish intervention team with time allowance - Establish a trial in Numeracy for intervention - Establish partnership with Monash University and Pre Service Teachers to support numeracy trial and intervention - Research and develop best practice - Access relevant PD/information to increase understanding of intervention approaches - Access relevant PD/information to increase understanding of whole school Literacy and Numeracy - Action plan for Literacy and Numeracy improvement and delivery - CDT to allocate time to the development of the Literacy and Numeracy action plans - Research best whole school approach to improving Literacy and Numeracy in particular writing and reading outcomes. 	<ul style="list-style-type: none"> - Regular network meetings - An agreed scope and sequenced curriculum from Year 5-8 - Successful identification of students - Development of an Intervention Program for 2017 - Increased participation in the STAR program and H/W club - Implementation and embedding of whole school writing and reading program - Implementation of research based intervention program -

<ul style="list-style-type: none"> • Develop Common Assessment Tasks and practices which are aligned across the College and with the VCAA curriculum, allowing for accurate and timely reporting. • Build capacity of staff to implement a focused, cohesive and effective approach to teaching and learning incorporating peer observation inbuilt and undertaken across the school. • Develop continuous reporting and feedback across the school which supports student learning • Whole school focus and plan on improvement in Literacy and Numeracy • Leadership development of the Instructional Leaders and Learning Area Leaders to help drive the improvement of Teaching and Learning across the college 	<ul style="list-style-type: none"> - Establish a literacy taskforce and provide professional learning opportunities to build every teacher’s capacity as teachers of literacy <p>Build a culture of accountability and consistency in curriculum development, documentation, review and implementation, against all standards.</p> <ul style="list-style-type: none"> - Agreed curriculum framework and build understanding - Introduce Rubicon Atlas as a curriculum mapping tool - Develop and write common curriculum with Scope and Sequence documentation and CATs - Write curriculum documentation which aligns with all standards - Introduce CATs across all Learning Areas - Develop an assessment framework to ensure consistent practices - PLT Curriculum Structures - Establish PLTs to drive curriculum and assessment - Introduce VCE/VCAL coordinators - Introduce Learning Area Leaders - CDT established led by Instructional Leaders - Implement new meeting schedule to build accountability - Regular meeting times - Establish whole school curriculum implementation, accountability and review process 	<ul style="list-style-type: none"> - Rubicon Atlas system hosting curriculum documentation for all subjects - An audit of Rubicon Atlas will show that all standards across the Victorian curriculum are addressed in CDSC documentation - All teachers of a subject will follow the agreed course timeline and assessment schedule - All learning is based on the agreed Victorian Curriculum Framework - Complete scope and sequence for all curriculum areas is documented using the agreed template and common framework - Planning documents contain common assessment tasks including pre and post assessment for each unit or major topic - Teachers of all subjects participate in moderation processes using CATs to help derive their evidence-based teacher judgements - New Role descriptions developed - New meeting structure across the school which reinforces curriculum development and building teaching and learning practice - PLTs working across the college in each learning area - Professional learning teams are developing and sharing resources, using research and evidence to improve the range of teaching strategies used by teachers for stimulating learning and challenging students - CDT leading Curriculum development and implementation across the college - LA leaders and subject leaders leading curriculum development and implementation across the college
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	<p>School wide use of data to drive teaching and learning and the implementation of a whole school data management system.</p> <ul style="list-style-type: none"> - Build an understanding of all available college data - Research best practice in the use of data - Develop a data framework - Build capacity of all staff to interpret and use a range of data and evidence to improve teaching and learning practices 	<ul style="list-style-type: none"> - All staff in the college are involved in curriculum development in their subject area - Introduction of a Data learning leader - PD for key learning area leaders across the college - Access to local data through software and online storage - Action plan to implement whole school data framework - All staff using learning data in their teaching and learning practices - Teachers provide evidence of student assessment data analysis through the Performance and Development process - Teachers provide evidence of multiple forms of feedback through the performance and development process
<p>Year 2</p>	<ul style="list-style-type: none"> • Review and enhance intervention programs • Implement whole school approach to Literacy and Numeracy • Review and audit documented curriculum and CATs • Professional learning to increase understanding and implementation of agreed curriculum • Embed consistent delivery of curriculum • Implement CDSC data framework and build staff capacity in its use • Improve the curriculum documentation to encompass differentiation strategies • Embed process to continuously review quality of curriculum documentation and Common Assessment Tasks • Implement the data framework and provide staff with necessary PD 	<ul style="list-style-type: none"> • Common Assessment Tasks are being used across all subjects and used for moderation and differentiation, and assessment practise are audited. • Audit the curriculum to ensure that all standards from Victorian Curriculum are addressed. • Common Assessment Tasks and learning feedback are reported using Compass to enable student and parent access to learning data • All teachers are able to demonstrate student growth for all students using pre-and post-assessment, and data is accessible by students, parents and teachers • Homework club and intervention programs have access to student learning data to help drive intervention and support for students at their point of need. • Teachers provide evidence of student assessment data analysis through the Performance and Development process

	<ul style="list-style-type: none"> • Embed the use of compass to deliver learning activities and record assessment data and feedback • Review, build upon and embed a whole school approach to the CDSC Instructional model, with a whole school focus on feedback and assessment. • Development of processes to deliver whole school continuous reporting underpinned by professional development around feedback and formative assessment. • Trial Continuous reporting with sample classes • Further developing the ability of PLTs to share resources, research and evidence to improve the range of teaching strategies used by teachers for stimulating learning and for stretching and challenging all students • Literacy is added to the Performance and Development Process as an 'all staff goal' and every teacher shows evidence of using of literacy strategies and resources • Continue the goals of the literacy taskforce review where necessary • Continue to provide professional learning opportunities to build every teacher's capacity as teachers of literacy • Consolidation and further enhancement of the rigour, challenge and level of differentiation of learning and assessment tasks incorporating strategies for making consistent judgements 	<ul style="list-style-type: none"> • Teachers provide evidence of multiple forms of feedback through the performance and development process
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<p>Year 3</p>	<ul style="list-style-type: none"> • Embed intervention programs • Embed whole school Literacy and Numeracy approach • Build upon/expand curriculum documentation to address all students learning needs based on learning data • Build staff capacity to plan and deliver differentiated curriculum • Continue to Embed CDSC data framework • Review, build upon and embed a whole school approach to the CDSC Instructional model, with a whole school focus on differentiation • Development of processes to deliver whole school continuous reporting underpinned by professional development around feedback and formative assessment • Adoption of continuous reporting as a whole school approach • Embedding of targeted intervention programs and processes to support student learning. • Embedding of whole school approach to improving Literacy and Numeracy in particular writing and reading outcomes. • Literacy programs and professional development are further refined according to relevant needs • Set appropriate teaching and learning goals based on rigour, challenge and differentiation for learning and assessment tasks 	<ul style="list-style-type: none"> • All staff using agreed template on Rubicon Atlas to plan curriculum, with a focus on general capabilities • Whole school continuous reporting is implemented, and students and parents are able to access feedback and use it to inform their learning goals • Increase student engagement with intervention programs and improved student outcomes associated with participation in programs • Identified and implemented whole school Literacy and numeracy strategies associated with each learning area. • Every teacher shows evidence of using literacy strategies and resources in their Performance and Development Review along with an understanding of key literacy data • Every teacher provides evidence of multiple forms of feedback and data analysis through the Performance and Development Review • Teachers are able to produce rigorous course documentation that is AusVELS/VCE compliant, and incorporates eLearning, differentiation, common assessment tasks, shared criteria, rubrics, moderation protocols and exemplars is uploaded to SharePoint

Year 4	<ul style="list-style-type: none"> • Review impact of SSP actions including • Data framework underpinned by Common Assessment Tasks delivered through Compass • Professional learning Framework including Peer Observation • Curriculum documentation including the appropriateness of Rubicon Atlas as an ongoing platform for developing curriculum • Effectiveness of student feedback mechanisms and continuous reporting • Intervention programs • Whole school Literacy and Numeracy 	<ul style="list-style-type: none"> • Collation of data to establish effectiveness and impact of key areas • The college is able to write proposals to inform the new strategic direction for teaching and learning • 2017 PLT process or equivalent is implemented for all teaching staff • Use parent and student opinion surveys to inform of the effectiveness of students learning across the college
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Engagement		Key improvement strategies
Goals	Improve students' connectedness to their learning and student and parent connectedness to the school community	<ul style="list-style-type: none"> • Build learning confidence for all through quality feedback in learning • Improve learning transition through the school, particularly between units and year levels • Develop and implement a strong and agreed shared culture of high expectations with staff, students and parents • Increase parent understanding, skills and knowledge regarding careers and pathways
Targets	<ul style="list-style-type: none"> • All student learning data is complete and accessible as per the assessment schedule • High expectations are set for every student using learning data 	

	<ul style="list-style-type: none"> • Build the capacity of staff and students to give and receive effective evidence based feedback • Build learning confidence through quality feedback • Data is used to develop flexible learning groups to optimize learning time • Tracked individual learning growth for each student, evidenced in reports • All community members demonstrate increasing levels of resilience • Ensure consistent teaching practices and common assessment takes place in all subjects 	<ul style="list-style-type: none"> • Increase House Leadership teams and PC teachers understanding, skills and knowledge regarding careers and pathways • Improve communication in the college community • Provide a range of Extra-curricular programs that further engage students achieving success and in their learning and increased student engagement to the school • Build connectedness of students to the school through the House system • Build and expand on student leadership and voice particularly in regard to student learning • Ensure CDSC Instructional model is further developed, understood by all teachers and used consistently across the school
	Actions	Success criteria
<p>Year 1</p> <ul style="list-style-type: none"> • Build learning confidence for all through quality feedback in learning • Improve learning transition through the school, particularly between units and year levels • Develop and implement a strong and agreed shared culture of high expectations 	<ul style="list-style-type: none"> • Teachers use student achievement to target teaching and learning and set high expectations for all students • Develop a common understanding of what transition through the college should look • Build capacity of staff and students to give and receive feedback • Pastoral Care program developed and implemented including relevant PD for PC teachers 	<ul style="list-style-type: none"> • Wider range of placements developed for students • 100% attendance and participation at work experience • Enable students to manage their own careers pathways • Increased parental support in student learning • Learning confidence building through quality feedback • Collaborative conversations about student learning data

<p>with staff, students and parents</p> <ul style="list-style-type: none"> • Increase parent understanding, skills and knowledge regarding careers and pathways • Increase House Leadership teams and PC teachers understanding, skills and knowledge regarding careers and pathways • Improve communication in the college community • Provide a range of Extra-curricular programs that further engage students achieving success and in their learning and increased student engagement to the school • Build connectedness of students to the school through the House system • Build and expand on student leadership and voice particularly in regard to student learning • Ensure CDSC Instructional model is further developed, understood by all teachers and used consistently across the school 	<ul style="list-style-type: none"> • Pathways booklet developed and all Senior School processes reviewed and followed by House Leaders and pathways team • Updating all letters and review communication processes and undertake implementation of Compass to communicate across the school • Work experience preparation embedded in PC • Recognise and develop high quality Industry Partnerships and student placements identified, developed and communicated to all Year 10 students • Further development and implementation of the SMM • Build capacity of House Leadership teams to support students, staff and parents in each House • Introduce and embed 4 House Structure to improve student engagement • Further build student leadership program • Develop Extras Curricular programs based on school community feedback • Formalise leadership program to align with leadership and House structure • Successful roll out of BYOD program to build the capacity of the school community to use technology in their learning • Successful introduction of the Compass program and increased engagement of the school community • Begin professional learning around E-Learning to build student engagement • Begin discussion with Primary schools around aligning curriculum and pedagogical approaches from Year 5/6 into Year 7 	<ul style="list-style-type: none"> • Student learning feedback data incorporated into assessment documentation • Development of individual teaching and learning programs for each student based on their point of need • A formalised transition program into, across and out of the school • Staff and student opinion survey reflects high level of confidence in learning • Data collected on student performance demonstrating learning growth • Teacher judgement data improved • Community showing greater resilience and social skills • Student learning Data used to develop flexible learning groups to optimize learning time • ATS Survey regarding learning confidence improving • Review retention data with the aim of Improving enrolments and retention • Curriculum development undertaken in all Domains • Introduction and use of the Compass system by students and parents and staff • House system established and embedded across the school • Implementation of Intervention/support programs and extra-curricular programs across the college • Senior studies information sessions delivered to increase parent knowledge and support • All parents understand the expectations of being a student at CDSC • All staff to have Learning tasks documented on the Compass portal
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	<ul style="list-style-type: none"> • Develop intervention and support programs to ensure students are at or above required standard for each year level • Improving systems to record, track and regularly discuss student results and progress as students move through the school. 	<ul style="list-style-type: none"> • Intervention/support program running across all year levels • Involve parents in course counselling sessions
Year 2	<ul style="list-style-type: none"> • Compass embedded as key communication program • Using Compass to provide continuous feedback for students about their learning progress • Introduction of 1:1 laptop program • Introduction of whole school Booklist • Increased attendance at parent teacher evenings • Compass embedded as key communication program • Implementation of agreed transition program • Extension of Accelerated program into Year 10 • Further embedding of Learning Support programs • Reviewing and improving strategies for encouraging attendance through more consultation with students about how to encourage attendance, use of personalised interventions as required and an educative program for parents and students about the importance of attendance • Improve the tracking of individual student progress in order to deliver high quality learning pathways appropriate to student needs 	<ul style="list-style-type: none"> • Compass being used as a key communication school across the college • 1:1 laptop program being introduced and supported by effective use of technology in the classroom • Feedback being collected on the House system • House system further supporting student learning and engagement • All staff to be using Compass Learning Tasks for all assessments in at least one class • Students to use learning reflections in their course counselling conversations. • Year 9 and 10 Tutorial teachers to be involved in course counselling • Involve parents in course counselling sessions at three year levels • House Leadership and Wellbeing and KLA leaders have access to systems which track student results and progress, individually and as cohorts from Year 7-12
Year 3	<ul style="list-style-type: none"> • Continued development of the House system to support student engagement 	<ul style="list-style-type: none"> • All staff to be using Compass Learning Tasks for all assessments in all classes • All teaching staff undertake professional development on innovative pedagogy which

	<ul style="list-style-type: none"> Developing agreed, school-wide teaching and learning strategies that cognitively engage students (good learning behaviours) 	<p>increases student cognitive engagement and participation in learning</p> <ul style="list-style-type: none"> Use of parent and student opinion surveys to inform of effectiveness of House system
Year 4	<ul style="list-style-type: none"> Review the 2014 – 2016 Transition processes; to the school, through the school and from the school. Review the level of student involvement and participation in their learning and decision making Review of House system 	<ul style="list-style-type: none"> Strategic Review affirms all practices and approaches to transition, pedagogy and opportunities for student participation in their learning

Wellbeing		Key improvement strategies
Goals	Build an enhanced environment of learning and resilience for all members of the Carrum Downs Secondary College Community	
Targets	<ul style="list-style-type: none"> Develop the capacity of teachers to address the individual emotional and academic needs of each child within a stimulating, empathetic, secure learning environment. Improve students' sense of well-being and engagement at all year levels. All community members increasing levels of resilience and social skills School family partnerships are value adding to the learning outcomes of students ATSS – Student Distress – to exceed the 50th percentile at all year levels 	<ul style="list-style-type: none"> Commitment to a whole school approach to the wellbeing priorities of the college Develop and provide an orderly learning environment Deliver learning environment that is not only safe and supportive of student wellbeing but is also an environment of collaborative teaching and learning which engages all students Deliver programs for the development of resilience and pro-social skills through pastoral care Further strengthen and build partnerships with families to enhance the wellbeing and learning outcomes of all students

	<ul style="list-style-type: none"> • Parent Opinion Survey – Social Skills to achieve a minimum of 75th percentile • Attendance at all year levels to exceed 92% • Parent opinion surveys outlining improved wellbeing and resilience across the school community • Transition surveys demonstrating successful movement into, through and out of the college 	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Develop a clear vision for PC to build understanding amongst students, staff and parents • Identify knowledge and pedagogical needs of staff to deliver pastoral care • Fully document and implement PC for each year level • Review and develop transition programs and processes into, through and out of the college • Develop the House system to further support student needs • Streamlining processes and policies across Pathways and Learning Support • Develop networks to assist in research of needs of the community • Investigate and introduce programs that build positive behaviours across the college • Documented formalised roles • PD for staff to further support the emotional and learning needs of their students • Parent training programs introduced • Increased communication and opportunity for parents to engage with the school • Survey school community and identify extra-curricular programs to further engage students in the school 	<ul style="list-style-type: none"> • Leadership restructure, re-naming and redevelopment of role descriptions to develop community team • Physical relocation of Wellbeing Team to support centralised Learning resource Centre • Allocation of time to ensure collaboration • Audit and re-develop the Pastoral Care Program • Re-timetable PC to provide greater blocks of time for delivery of program • Provide PD to key members of the Community Team to build capacity to deliver program • Map Curriculum in Rubicon Atlas • Establish a transition working party • Build networks with feeder primary schools • Identify appropriate program to store and share data • Allocate time for Community Team members to build external relationships • Leadership restructure to develop House leadership teams • Allocation of resources to build appropriate spaces • School structures to support House system • Student Leadership developed to support House and Community system

		<ul style="list-style-type: none"> • Parent Opinion Survey – Social Skills to achieve a minimum of 75th percentile • Parent opinion surveys outlining improved wellbeing and resilience across the school community • Wellbeing program mapped to pro-social and PC Curriculum • Parent training programs and sessions established to support families with student wellbeing • ATSS data improving in wellbeing areas
Year 2	<ul style="list-style-type: none"> • Embed Pastoral Care vision amongst students and parents and develop understanding of the vision in the broader college community • Build capacity of staff to deliver Pastoral Care • Monitor the delivery of Pastoral Care to ensure consistency • Embed transition programs across the school • Embed the House system 	<ul style="list-style-type: none"> • Increased contribution of all staff to the PC scope and sequence documentation • Timetable of parent training programs established • Vision for college wellbeing known by all members of the college community • Common language and collective understanding of wellbeing embedded across the school community • Choice theory able to be implemented by all members of the school community • Extra-curricular data being added in to the reporting process
Year 3	<ul style="list-style-type: none"> • Embed Pastoral Care vision in the whole college community • Modify Pastoral Care professional learning to match modifications to curriculum documentation • Research and modify Pastoral Care curriculum and documentation where necessary to meet community and employment trends 	<ul style="list-style-type: none"> • Improved attendance and retention data across each year level
Year 4	<ul style="list-style-type: none"> • Review Pastoral Care vision statement and programs • Review staff professional learning needs in relation to Pastoral Care 	<ul style="list-style-type: none"> • Completed review of Pastoral Care Program

	<ul style="list-style-type: none"> • Review Pastoral Care curriculum documentation and methods of delivery • Review transition programs and processes 	
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Productivity		Key improvement strategies
Goals	<p>Effectively using the school and community resources to build a culture of opportunity, high expectation and purpose throughout the school community</p>	<ul style="list-style-type: none"> • Develop and implement a shared vision, purpose and values statement developed by the whole community • Success in engaging parents and the wider community in the learning process.
Targets	<ul style="list-style-type: none"> • Review leadership structures and redevelop roles and functions to ensure they support the goals and strategies of the college • Continue to invest and build in leadership and staff professional development and learning • Continue to invest in and maintain the physical structures and environment of the school • Develop and implement an E-learning plan for the college • Implement sound financial management approaches to maintain optimum levels in staffing, curriculum programs, facilities and resources. and opportunities for School Council approved building upgrades 	<ul style="list-style-type: none"> • Build upon and further embed a strong and effectively distributed leadership across the school • School leadership is communicating a clear framework for school improvement. • Develop and implement an agreed whole school plan for continuous professional learning • Professional learning teams created to support and improve teaching and learning and develop and embed curriculum and assessment • Improving the physical learning environment to support teaching and learning

	<ul style="list-style-type: none"> • Continue to investigate school-community partnerships for mutual benefit • Embed sustainability processes across all areas of the school 	<ul style="list-style-type: none"> • Improve the communication structures across the school community to ensure all stakeholders are collaborating to support student learning • E-Learning built into the Curriculum to further engage students
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Introduce and embed Compass across the school community • Redevelop the Timetable/Day Structure • Engage the school community in the redevelopment of the Vision for the school • Redevelop the school Leadership structure and role descriptions to support the implementation and delivery of key school goals • Develop PLT structures to collaboratively improve the teaching and learning practices across the school • Redevelop the Meeting structures to support professional learning • Identify and deliver on Data Framework and Rubicon Curriculum programs • Role descriptions-redevelop for all positions of responsibility across the school in line with the Strategic plan • Physical Environment • Projectors/Walls/Paint/Fencing/Laptops/Resource Hub-reading/chairs/study area/desk/Relocation of 	<ul style="list-style-type: none"> • Compass implemented across the school, supporting key areas and being consistently used by all staff • Day structure redeveloped and supporting pastoral care • Role descriptions for leadership positions redeveloped and reviewed • Curriculum Team developed to drive redevelopment of curriculum • Meeting structure redeveloped to support PLT's • College physical environment improving and maintenance plan developed for continuous improvement • Development of an ICT culture in the college which builds confidence and engagement in student learning • Deliver an ICT environment which supports students and teachers learning • Developing the introduction of 1:1 laptop program for 2017 and beyond

	<p>Wellbeing/Lockers/Four House structure/SAC/Exam Centre/ES restructure/allocation</p> <ul style="list-style-type: none"> • Further develop the workforce plan to ensure • Ensure the systematic approaches to maintenance of facilities and projects through recurrent expenditure • Continue to invest in leadership development and staff professional learning • Focus professional learning for staff to maximise the development of curriculum and common assessment tasks across all learning areas • Develop an E-Learning plan for the college • Identify leadership potential in staff and build the capacity of all school leaders • Investigate new timetable program 	<ul style="list-style-type: none"> • Development of new physical House structure and relocation of Wellbeing Team into the Learning Resource Centre • Cambridge press supporting curriculum development • Developing emerging leaders program
<p>Year 2</p>	<ul style="list-style-type: none"> • Review school curriculum and programs to ensure that the current arrangements best support 21st century learning and skills developments • Community partnerships consolidated and new ones investigated by Director of Community Engagement • Continue to provide extensive opportunities for staff in eLearning applications and high quality pedagogical practices • Working party for the development of ICT across the curriculum • Full implementation of Compass • Introduce new timetable program 	<ul style="list-style-type: none"> • Staffing profile reflects commitment to quality recruitment • All necessary maintenance and building works carried out • Budget surplus delivered to support further learning programs • Curriculum development continuing • Enrolment numbers increasing • Community Café completed and operating • Cambridge press supporting curriculum development • Running emerging leaders program • Leadership structures consolidated with clear role descriptions • Developing planning group to look at future school facilities • Time table being developed on new system • Building staff confidence in the application of ICT in their teaching and learning practice

		<ul style="list-style-type: none"> • ICT facilities are appropriate to support teaching and learning
Year 3	<ul style="list-style-type: none"> • KLA leaders driving and expanding ICT implementation • Continued parent training in Compass • Monitoring of Curriculum Review through CDT, Heads of Learning, Student Learning and Wellbeing Manager meetings • Continue to provide professional learning, leadership development and cultural exchanges for staff • Continued commitment to Workforce plan • Continued commitment to facilities, resources, ICT and financial management reflected in Council budget to ensure highest quality educational experience for all students and staff • Continued enhancement of school community partnerships and sponsorship opportunities 	<ul style="list-style-type: none"> • Increased numbers of staff in LDP • Curriculum documentation and pedagogy reflects commitment to high quality instructional practice – eLearning applications, differentiation, use of learning spaces • Staffing profile reflects commitment to quality recruitment • All necessary maintenance and building works carried out
Year 4	<ul style="list-style-type: none"> • Review of all financial, staffing, facilities, resourcing, community partnerships, professional learning and ICT approaches 	<ul style="list-style-type: none"> • Strategic Review affirms all practices and resourcing approaches