



Department of
Education & Training

School Strategic Plan for
Lake Bolac College
854
2016-2019

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	
Values	Respect, Excellence, Perseverance, Responsibility, Integrity, Inclusivity, and Learning (These need to be reviewed as part of the strategic plan)
Environmental Context	<p>Lake Bolac P-12 College formed when Lake Bolac Primary and Lake Bolac Secondary schools merged in 1998. It is situated in the township of Lake Bolac and services a large rural community between Ballarat, Hamilton, Ararat and Warrnambool. There is strong and ongoing support for the College by the community.</p> <p>Located on the edge of Lake Bolac, the College makes use of the lake and surrounding rural environment. The buildings and grounds of the College are ample and well maintained. The College also enjoys sharing nearby community facilities including the Aquatic (Boat) Club, Swimming Pool, Golf Course, Bush Nursing Centre, Local Hall, Information Centre and Library.</p> <p>The College concentrates on the development of fundamental literacy and numeracy skills and while maintaining a broad range of other curriculum to develop the interests and abilities of individual students. Through strong links with educational and vocational partners the College is able to offer students a comprehensive curriculum with a full range of pathways. The College places an emphasis on high standards of achievement and students continually excel in the academic, sporting and artistic areas.</p> <p>The College offers extensive extra-curricular programs which include, Stephanie Alexander Kitchen Garden Program, whole school Performing Arts Productions, ADVANCE, Duke of Ed, Surf Life Saving, CFA Basic Skills, Instrumental Music, Life Education, and enjoys participating in local events such as the Eel Festival. Students are able to be involved in a wide range of social and community activities which builds a sense of belonging. The welfare of students is always a high priority.</p> <p>The College SFO has risen during the last 5 years while the state median has remained steady. There has been a change in demographic of the students attending the College with a larger proportion of students from high SFO families and an increased number of transient students.</p> <p>The College currently has 90 students, 73 student from foundation to grade 6 and 17 in years 7 to 12. Enrolments into the foundation year have been relatively high since 2013 and are predicted to stay high with a large number of children being born in the area. This has offset with the small number of students in the secondary years and a large number of students moving to boarding or larger schools. It is predicted the FTE has reached its lowest point and that it will slowly increase again over the coming years with larger numbers of students being in the primary years for the foreseeable future.</p>

Strategic Direction

The underlying goal of the 2016-2019 Strategic Plan is to ensure that Lake Bolac College a high reliability school that achieves excellent learning outcomes for every child. A High Reliability School (HRS) Mazano (2014), by definition, monitors the effectiveness of critical factors within the system and immediately takes action to contain the negative effects of any errors that occur. These schools have several things in common, including high, clear, shared goals; real-time, understandable, comprehensive data systems; collaborative environments; flexibility; formalised operating procedures; a focus on best practices and expertise over seniority; rigorous teacher performance systems; and clean, well-functioning campuses.

The HRS model arranges Hattie (2009, 2012)'s factors influencing student achievement into a hierarchy that will allow schools to focus on sets of related factors, progressively addressing and achieving increasingly more sophisticated levels of effectiveness.

Level 5	Competency-Based Education
Level 4	Standards-Referenced Reporting
Level 3	Guaranteed and Viable Curriculum
Level 2	Effective Teaching in Every Classroom
Level 1	Safe and Collaborative Culture

Level 1 can be considered fundamental to all other levels. If students and staff do not have a safe and collaborative culture in which to work, little if any substantive work can be accomplished. Level 1 addresses the day-to-day operation of a school: What are the rules? How do we follow them? What will happen when the rules are not followed? How do we work together to make the school run optimally?

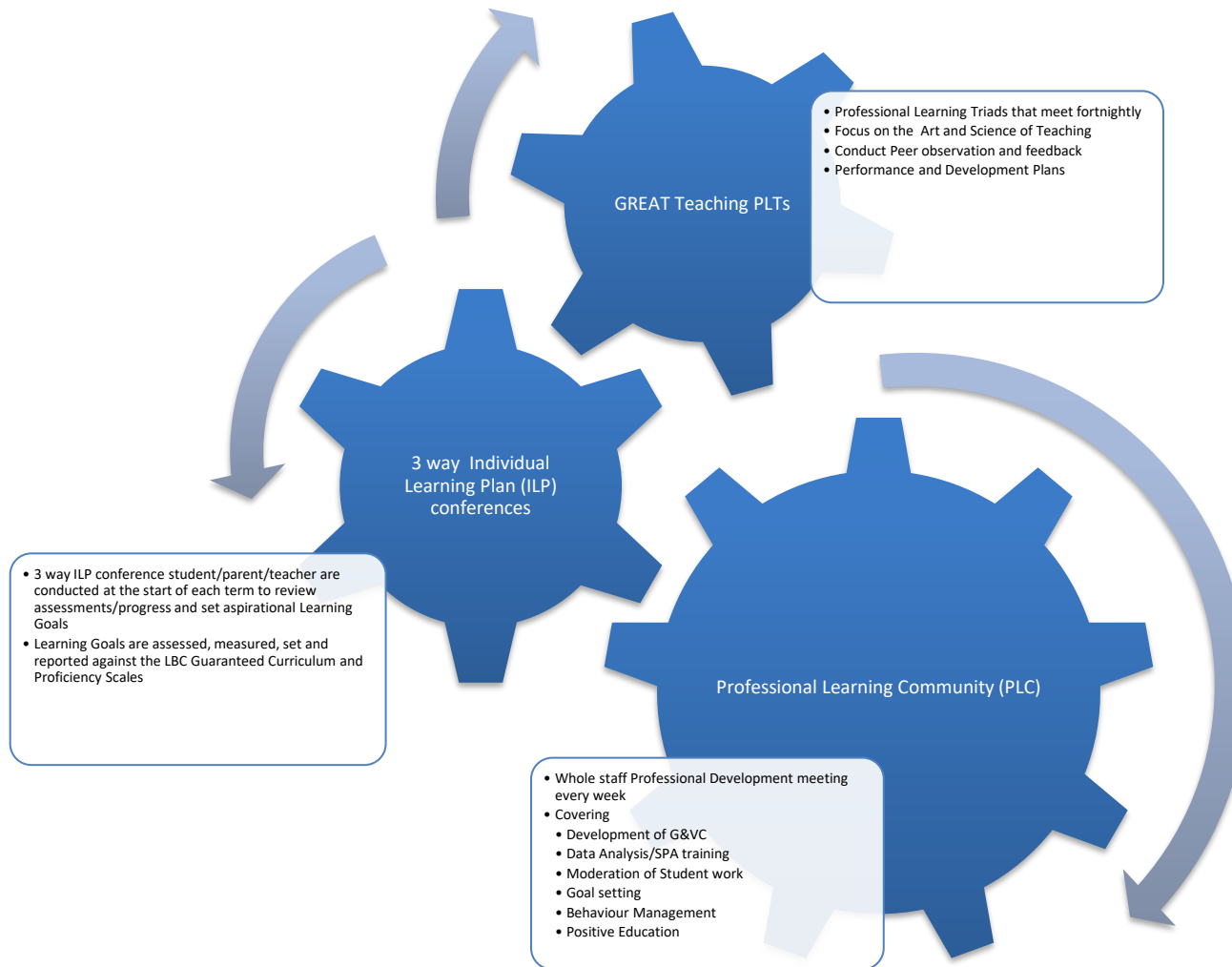
Level 2 addresses the most commonly cited characteristic of effective schools: high-quality instruction in every classroom. Stated differently, school leaders must make sure classroom teachers are using instructional strategies in a way that reaches all students and are taking appropriate steps to improve teacher competence when this goal is not being met.

High-quality instruction is a prerequisite for level 3, a guaranteed and viable curriculum. Guaranteed means that the same curriculum is taught by all teachers so that all students have an equal opportunity to learn it. Viable means that the amount of content in the curriculum is appropriate to the amount of time teachers have available to teach it.

Level 4 involves reporting individual students' progress on specific standards. At any point in time, the leaders, teachers, parents and students of a level 4 school can identify individual students' strengths and weaknesses.

Level 5 schools are ones in which students move to the next level of content as soon as they demonstrate competence at the previous level. Progression, then, is not based on the amount of time a student spends in a given course, but rather on their demonstrated mastery of content.

Driving Mechanisms



4 Year Plan

Year 1 Implement Establish Introduce new programs (PLT's, ILP's and PLC) and focus on English and Mathematics

Year 2 Review and Refine new programs still focusing on English and Mathematics

Year 3 Extend programs to other Learning Areas

Year 4 Embed and evaluate all programs in all Learning Areas

<h2>Achievement</h2> <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>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>To improve student growth in Literacy and Numeracy.</p>	<ul style="list-style-type: none"> • Use the Effective Teaching in Every Classroom framework to implement a consistent instructional model across the school. • Develop, document and deliver a Guaranteed and Viable Curriculum.
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<ul style="list-style-type: none"> • All students will demonstrate 1 years growth within 1 year, as demonstrated by PAT testing. • Relative growth data (3-5, 5-7, 7-9) across Reading, Writing, Numeracy, Spelling as indicated through NAPLAN, are consistently above state mean over the Strategic Plan. 	
	<h3>Actions</h3> <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>	<h3>Success criteria</h3> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>

<p>Year 1</p> <p>Focus on:</p> <ul style="list-style-type: none"> • English and Mathematics • Introducing new process, programs and practices (AST, G&VC, PLC, PLTs, ILP, L&N Coach) • Communication of vision • Directed PD for building capacity of staff 	<p>Effective Teaching in Every Classroom</p> <p>College leaders will communicate a clear vision as to how instruction will be addressed in the school. (2.1)</p> <ul style="list-style-type: none"> • Primary classroom teachers and Secondary Maths and English teachers will Implement Pat testing regime for all students in years 4-10. Implementation to occur in February and November. • Leadership team to work with all staff to develop and document a Lake Bolac Instructional model • Team established to develop the Art and Science of Teaching Framework (AST), and the strategy for communicating this framework to whole school community 	<ul style="list-style-type: none"> • Online PAT Testing (Reading, Spelling/Punctuation/Grammar and Maths) shows 1 years growth for all students by the end of the year. • Greater than 80% of staff agree or strongly agree on the HRS Survey (2.1). • Full documentation of AST Framework. • AST framework fully documented and communicated to whole school
	<p>Provide support for teachers to continually enhance their pedagogical skills through reflection and professional growth plans (2.2)</p> <ul style="list-style-type: none"> • Establish a whole school Professional Learning Plan for Year 1 that incorporates the AST into PLC, PDPs, PLTs and Coaching. 	<ul style="list-style-type: none"> • 12 month Professional Learning Plan documented. • Greater than 80% of staff agree or strongly agree on the HRS Survey (2.2).
	<p>Establish and monitor a predominant instructional practice throughout the school. (2.3)</p>	

	<ul style="list-style-type: none"> • Establish the AST as an Instructional Model through PLC, PLTs and PDPs focusing on Mathematics and English. 	<ul style="list-style-type: none"> • The AST Framework as an Instructional Model is documented and initiated at PLC, PLTs and PDPs as evidenced by progress in PDPs and weekly/fortnightly meeting notes • Greater than 80% of staff agree or strongly agree on the HRS Survey (2.3). • Attitudes to school survey indicators for teaching and learning show an increase based for cohort groups.
	<p>Provide teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.(2.4)</p> <ul style="list-style-type: none"> • Appoint a Literacy and Numeracy Coach. • Teacher’s commitment to improve student learning outcomes, their professional practice and knowledge agreed and documented, through their PDPs. 	<ul style="list-style-type: none"> • Online PAT Testing (Reading, Spelling/Punctuation/Grammar and Maths) shows 1 years growth for all students of coached teacher by the end of the year. • All staff have a student outcome goal in their PDP that states that their students will make 1 years growth in one year passed on PAT online testing. • The AITSL self-evaluation shows that all teachers have identified and acted upon their own professional learning needs at the time of the final PDP evaluation.
	<p>Provide teachers with job-embedded professional development that is directly related to their instructional growth goals. (2.5)</p> <ul style="list-style-type: none"> • Establish PLC and PLTs with agreed and documented purpose, goals, protocols and accountabilities. • The Leadership Team will facilitate a process with the whole staff to establish purpose, goals and protocols for PLC and PLTs. • Prioritise meeting time for Professional Learning. 	<ul style="list-style-type: none"> • PLC and PLT plans developed and shared. • All staff participating in PLC and PLT’s. • Greater than 80% of staff agree or strongly agree on the HRS Survey (2.5). • Full documentation of purpose, goals and protocols for PLC and PLTs. • PLC and PLT meeting schedules developed and shared.
	<p>Give teachers opportunities to observe and discuss effective teaching. (2.6)</p> <ul style="list-style-type: none"> • Introduce peer observations in PLTs using agreed protocols with a focus on specific aspects of AST. • The Leadership Team will facilitate a process with the whole staff to develop peer observation protocols 	<ul style="list-style-type: none"> • Full documentation of Moderation and Peer observation protocols.

	<ul style="list-style-type: none"> The Leadership Team will schedule and facilitate a process with the whole staff to moderate of student English and Mathematics work with a focus on “where to next”. 	
	<p><u>Guaranteed and Viable Curriculum (G&VC)</u> Ensure the school curriculum and accompanying assessments adhere to state and national standards and best practice. (ACER PAT testing, SA Spelling, etc.) (3.1)</p> <ul style="list-style-type: none"> The Leadership Team will facilitate a process with the whole staff to document and communicate the LBC G&VC for English and Mathematics based on AusVELS. The Leadership Team will facilitate a process with the whole staff to document and communicate the tools and schedule used to assess students. The Leadership Team will facilitate a process with the whole staff to document and communicate the expected achievement and growth that students will make each year. 	<ul style="list-style-type: none"> LBC G&VC document and mapping of The Australian Curriculum /AusVELS/Victorian Curriculum. This document used by staff, parents and students in the ILP process and is the basis of every students learning goals. Assessment schedule created identifying the best practice assessment tools including Online PAT Testing (Reading, Spelling/Punctuation/Grammar and Maths) every 6 months. Expected Achievement and Growth of students of at least 1.0 AusVELS level each year will be documented and communicated to staff, students and parents. This will be evidenced in newsletters, letter home to parents, school council meeting minutes.
	<p>Focus the school curriculum so that it can be adequately addressed in the time available to teachers. (3.2)</p> <ul style="list-style-type: none"> G&VC mapped against a year planner for English and Mathematics. 	<ul style="list-style-type: none"> Teacher planning will show evidence that data is being used to plan all learning opportunities for all students to enable them to meet the sequence of learning outlined in the G & VC.
	<p>Ensure all students have the opportunity to learn the critical content of the curriculum.</p> <ul style="list-style-type: none"> Implement non-negotiable and non-interrupted time on Literacy and Numeracy in morning for Primary and more flexible for Secondary. 	<ul style="list-style-type: none"> Timetable and teaching allotments demonstrate a focus on Literacy and Numeracy instruction.
	<p>Establish clear, measureable and aspirational goals and focus on critical needs regarding improving overall student achievement. (3.3)</p>	

	<ul style="list-style-type: none"> • Introduce and implement Individual Learning Plans (ILP's) for every student and review learning goals every term. • The English and Maths Coach, along the Leadership Team will build staff capacity to: <ul style="list-style-type: none"> ○ Identify where students are located with their learning achievement at point in time. ○ Set clear, measurable and aspirational learning goals. ○ Develop next steps and actions for individual learning growth. ○ Align teacher AUSVELs judgments with NAPLAN data. 	<ul style="list-style-type: none"> • ILPs for every student document their progress, goals for the year (at least 1 years growth) and their specific targets to for the following term against the G&VC continuum for English and Mathematics. • PLC and PLT minutes to reflect a focus developing teacher's capacity to collect data, analyse data, assess and moderate student work, set aspirational learning goals and teach to each student's point of need.
	<p>Analysed, interpreted, and used data to regularly monitor progress toward student and school achievement goals. (SPA) (3.4)</p> <ul style="list-style-type: none"> • Develop, document and monitor a whole school assessment schedule that states the agreed data collection, entry and use processes. • Implement SPA to store, present and analyse data and build staff capacity to interpret SPA data. • Benchmark every student's achievement using online PAT Reading, Spelling/Punctuation/Grammar and Maths against an AusVELs learning continuum, obtaining baseline data and then measuring every 6 months. 	<ul style="list-style-type: none"> • Assessment schedule document identifying the best practice assessment tools to be used. • Moderation of English and Maths will take place once per term as per the assessment schedule • Teacher/team planning will evidence every students learning needs are being met • All data collected via the assessment schedule will be placed on the SPA forming the basis of robust discussion in PLC and PLT's. • Expected Achievement and Growth of students documented and communicated to staff, students and parents through ILPs. • PAT testing for Reading, Spelling/Punctuation/Grammar and Maths shows 1 years growth for every student.

	<p>Put in place appropriate school and classroom level programs and practices to help students meet individual achievement goals when data indicate interventions are needed. (Daily 3, Daily 5, Café Literacy, Reading Recover, MultiLit, etc.) (3.5)</p> <ul style="list-style-type: none"> • Each student is repositioned on the learning continuums against AusVELS standards every ILP cycle according to learning growth. • Targeted Intervention as required. 	<ul style="list-style-type: none"> • Regularly updated ILP reports, graphs, and charts tracking growth and showing overall student achievement. • Yearly reports on students who need instructional support outside of the regular classroom who have had access to and taken advantage of such support. • Student's growth demonstrated as a result of the targeted intervention.
<p>Year 2 Focus on:</p> <ul style="list-style-type: none"> • Refining English and Mathematics • Reviewing and Refining process, programs and practices (AST, G&VC, PLC, PLTs, ILP, L&N Coach) • Communication of how our actions align to the vision • Focus on point of need when building staff capacity 	<p>Effective Teaching in Every Classroom College leaders will communicate a clear vision as to how instruction will be addressed in the school. (2.1)</p> <ul style="list-style-type: none"> • Restate that the Art and Science of Teaching Framework (AST) as our whole school instructional model, including communication to whole school community. 	<ul style="list-style-type: none"> • Online PAT Testing (Reading, Spelling/Punctuation/Grammar and Maths) shows 1 years growth for all students by the end of the year. • Greater than 90% of staff and 80% of parents and students agree or strongly agree on the HRS Survey (2.1).
	<p>Provide support for teachers to continually enhance their pedagogical skills through reflection and professional growth plans (2.2)</p> <ul style="list-style-type: none"> • Refine a whole school Professional Learning Plan for year 2 that incorporates the AST into PLC, PDPs, PLTs and Coaching. 	<ul style="list-style-type: none"> • 12 month Professional Learning Plan documented. • Greater than 85% of staff agree or strongly agree on the HRS Survey (2.2).
	<p>Establish and monitor a predominant instructional practice throughout the school. (2.3)</p> <ul style="list-style-type: none"> • Refine the way the AST as an Instructional Model is used in PLC, PLTs and PDPs focusing on Mathematics and English. • Daily 5, Café and 7 Steps to Writing Success are consistently implemented with rigour in tasks and explicit teaching. 	<ul style="list-style-type: none"> • The AST Framework as an Instructional Model is documented, agreed and included in PLC, PLT's and PDPs. • Greater than 85% of staff agree or strongly agree on the HRS Survey (2.3). • Attitudes to school survey indicators for teaching and learning remains above state average for cohort groups. • Evident in work schedules and lesson plans and examples of rigour tasks are shared in PLT's.

	<p>Provide teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.(2.4)</p> <ul style="list-style-type: none"> • LN Coach works with all English and Mathematics Teachers for at least 6 months. • Teacher’s commitment to improve student learning outcomes, their professional practice and knowledge agreed and documented, through their PDPs. 	<ul style="list-style-type: none"> • Online PAT Testing (Reading, Spelling/Punctuation/Grammar and Maths) shows 1 years growth for all students of coached teacher by the end of the year. • All staff have a student outcome goal in their PDP that states that their students will make 1 years growth in one year passed on PAT online testing.
	<p>Provide teachers with job-embedded professional development that is directly related to their instructional growth goals. (2.5)</p> <ul style="list-style-type: none"> • Refine PLC and PLTs with agreed and documented purpose, goals, protocols and accountabilities. • Prioritise meeting time for Professional Learning. 	<ul style="list-style-type: none"> • New PLC and PLT plans developed and shared. • All staff participating in PLC and PLT’s. • Greater than 85% of staff agree or strongly agree on the HRS Survey (2.5). • PLC and PLT meeting schedules developed and shared.
	<p>Give teachers opportunities to observe and discuss effective teaching. (2.6)</p> <ul style="list-style-type: none"> • All staff participate in peer observations in PLTs refining agreed protocols with a focus on specific aspects of AST. • Moderation of student English and Mathematics work schedule in PLC with a focus on “where to next”. 	<ul style="list-style-type: none"> • Moderation and Peer observation protocols and schedules refined, agreed and documented.
	<p><u>Guaranteed and Viable Curriculum (G&VC)</u> Ensure the school curriculum and accompanying assessments adhere to state and national standards and best practice. (ACER PAT testing, SA Spelling, etc.) (3.1)</p> <ul style="list-style-type: none"> • Refine, document and communicate the LBC G&VC for English and Mathematics based on AusVELS. • Refine, document and communicate the tools and schedule used to assess students. 	<ul style="list-style-type: none"> • LBC G&VC document and mapping of The Australian Curriculum /AusVELS/Victorian Curriculum. This document used by staff, parents and students in the ILP process and is the basis of every students learning goals. • Assessment schedule identifying the best practice assessment tools including Online PAT Testing (Reading, Spelling/Punctuation/Grammar and Maths) every 6 months.

	<ul style="list-style-type: none"> Refine, document and communicate the expected achievement and growth that students will make each year. 	<ul style="list-style-type: none"> Expected Achievement and Growth of students of at least 1.0 AusVELS level each year will be documented and communicated to staff, students and parents. This will be evidenced in newsletters, letter home to parents, school council meeting minutes.
<p>Focus the school curriculum so that it can be adequately addressed in the time available to teachers. (3.2)</p> <ul style="list-style-type: none"> Yearly planners for G&VC refined for English and Mathematics. 	<ul style="list-style-type: none"> Teacher planning will show evidence that data is being used to plan all learning opportunities for all students to enable them to meet the sequence of learning outlined in the G & VC. 	
<p>Ensure all students have the opportunity to learn the critical content of the curriculum.</p> <ul style="list-style-type: none"> Refine non-negotiable and non-interrupted time on Literacy and Numeracy in morning for Primary and more flexible for Secondary. 	<ul style="list-style-type: none"> Timetable and teaching allotments demonstrate a focus on Literacy and Numeracy instruction. 	
<p>Establish clear, measureable and aspirational goals and focus on critical needs regarding improving overall student achievement. (3.3)</p> <ul style="list-style-type: none"> Refine Individual Learning Plans (ILP's) for every student and review learning goals every term. Continue to build staff capacity to: <ul style="list-style-type: none"> Identify where students are located with their learning achievement at point in time. Set clear, measurable and aspirational learning goals. Develop next steps and actions for individual learning growth. Align teacher AUSVELs judgments with NAPLAN data. 	<ul style="list-style-type: none"> ILPs for every student document their progress, goals for the year (at least 1 years growth) and their specific targets to for the following term against the G&VC continuum for English and Mathematics. PLC and PLT minutes to reflect a focus on developing teacher's capacity to collect data, analyse data, assess and moderate student work, set aspirational learning goals and teach to each student's point of need. 	
<p>Analysed, interpreted, and used data to regularly monitor progress toward student and school achievement goals. (SPA) (3.4)</p>		

	<ul style="list-style-type: none"> • Refine, document and monitor a whole school assessment schedule that states the agreed data collection, entry and use processes. • Use SPA to store, present and analyse data and build staff capacity to interpret SPA data. • Benchmark every student's achievement using online PAT Reading, Spelling/Punctuation/Grammar and Maths against an AusVELS learning continuum, obtaining baseline data and then measuring every 6 months. 	<ul style="list-style-type: none"> • Assessment schedule created identifying the best practice assessment tools to be used. • Moderation of English and Maths will take place once per term as per the assessment schedule • Teacher/team planning will evidence every students learning needs are being met • Data is presented regularly via SPA and forms the basis of robust discussion in PLC and PLT's. • Expected Achievement and Growth of students documented and communicated to staff, students and parents. • PAT testing for Reading, Spelling/Punctuation/Grammar and Maths shows one years growth for every student.
	<p>Put in place appropriate school and classroom level programs and practices to help students meet individual achievement goals when data indicate interventions are needed. (Daily 3, Daily 5, Café Literacy, Reading Recover, MultiLit, etc.) (3.5)</p> <ul style="list-style-type: none"> • Each student is repositioned on the learning continuums against AusVELS standards every ILP cycle according to learning growth. • Targeted Intervention as required. 	<ul style="list-style-type: none"> • Regularly updated ILP reports, graphs, and charts tracking growth and showing overall student achievement. • Yearly reports on students who need instructional support outside of the regular classroom who have had access to and taken advantage of such support. • Students growth demonstrated as a result of the targeted intervention.
<p>Year 3 Focus on:</p> <ul style="list-style-type: none"> • English and Mathematics and other more Learning Areas • Applying process, programs and practices to new KLAs • Acknowledging and celebrating our successes 	<p><u>Effective Teaching in Every Classroom</u> College leaders will communicate a clear vision as to how instruction will be addressed in the school. (2.1)</p> <ul style="list-style-type: none"> • Continue to promote the Art and Science of Teaching Framework (AST) as our whole school instructional model, including communication to whole school community. <p>Provide support for teachers to continually enhance their pedagogical skills through reflection and professional growth plans (2.2)</p>	<ul style="list-style-type: none"> • Online PAT Testing (Reading, Spelling/Punctuation/Grammar and Maths) shows 1 years growth for all students by the end of the year. • Greater than 95% of staff and 85% of parents and students agree or strongly agree on the HRS Survey (2.1).

<p>and the partial attainment of the vision</p> <ul style="list-style-type: none"> Staff identifying their own points of need and self-directing their capacity building 	<ul style="list-style-type: none"> Extend the whole school Professional Learning Plan for year 3 to incorporate the AST into PLC, PDPs, and PLTs to other Learning Areas. 	<ul style="list-style-type: none"> 12 month Professional Learning Plan documented Greater than 90% of staff agree or strongly agree on the HRS Survey (2.2).
	<p>Establish and monitor a predominant instructional practice throughout the school. (2.3)</p> <ul style="list-style-type: none"> Extend the way the AST as an Instructional Model is used in PLC, PLTs and PDPs to include other learning areas. Daily 5, Café and 7 Steps to Writing Success are consistently implemented with rigour in tasks and explicit teaching. 	<ul style="list-style-type: none"> The AST Framework as an Instructional Model is documented, agreed and included in PLC, PLT's and PDPs in other learning areas. Greater than 90% of staff agree or strongly agree on the HRS Survey (2.3). Attitudes to school survey indicators for teaching and learning remains above state average for cohort groups. Evident in work schedules and lesson plans and examples of rigour tasks are shared in PLT's.
	<p>Provide teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.(2.4)</p> <ul style="list-style-type: none"> LN Coach works with all English and Mathematics Teachers for at least 6 months. Teacher's commitment to improve student learning outcomes, their professional practice and knowledge agreed and documented, through their PDPs. 	<ul style="list-style-type: none"> Online PAT Testing (Reading, Spelling/Punctuation/Grammar and Maths) shows 1 years growth for all students of coached teacher by the end of the year. All staff have a student outcome goal in their PDP that states that their students will make 1 years growth in one year passed on PAT online testing.
	<p>Provide teachers with job-embedded professional development that is directly related to their instructional growth goals. (2.5)</p> <ul style="list-style-type: none"> Extend PLC and PLTs to other learning areas with agreed and documented purpose, goals, protocols and accountabilities. 	<ul style="list-style-type: none"> New PLC and PLT plans developed and shared. All staff participating in PLC and PLT's. Greater than 85% of staff agree or strongly agree on the HRS Survey (2.5).
	<p>Give teachers opportunities to observe and discuss effective teaching. (2.6)</p>	

	<ul style="list-style-type: none"> • All staff participate in peer observations each term in PLTs with a focus on specific aspects of AST. • Moderation of student English and Mathematics and other Learning Area work schedule in PLC with a focus on “where to next”. 	<ul style="list-style-type: none"> • Moderation and Peer observation protocols and schedules extended, agreed and documented.
	<p>Guaranteed and Viable Curriculum (G&VC) Ensure the school curriculum and accompanying assessments adhere to state and national standards and best practice. (ACER PAT testing, SA Spelling, etc.) (3.1)</p> <ul style="list-style-type: none"> • Extend, document and communicate the LBC G&VC for other Learning Areas on Australian Curriculum/Victorian Curriculum. • Extend, document and communicate the tools and schedule used to assess students to include other Learning Areas. • Extend, document and communicate the expected achievement and growth that students will make each year in other Learning Areas. 	<ul style="list-style-type: none"> • LBC G&VC document and mapping of The Australian Curriculum/Victorian Curriculum. This document used by staff, parents and students in the ILP process and is the basis of every students learning goals. • Assessment schedule created identifying the best practice assessment tools including Online PAT Testing (Reading, Spelling/Punctuation/Grammar and Maths) every 6 months. • Expected Achievement and Growth of students of at least 1.0 AusVELS level each year will be documented and communicated to staff, students and parents. This will be evidenced in newsletters, letter home to parents, school council meeting minutes.
	<p>Focus the school curriculum so that it can be adequately addressed in the time available to teachers. (3.2)</p> <ul style="list-style-type: none"> • Yearly planners for G&VC extended include other Learning Areas as well as English and Mathematics. 	<ul style="list-style-type: none"> • Teacher planning will show evidence that data is being used to plan all learning opportunities for all students to enable them to meet the sequence of learning outlined in the G & VC.
	<p>Ensure all students have the opportunity to learn the critical content of the curriculum.</p> <ul style="list-style-type: none"> • Maintain non-negotiable and non-interrupted time on Literacy and Numeracy in morning for Primary and more flexible for Secondary. 	<ul style="list-style-type: none"> • Timetable and teaching allotments demonstrate a focus on Literacy and Numeracy instruction.
	<p>Establish clear, measureable and aspirational goals and focus on critical needs regarding improving overall student achievement. (3.3)</p>	

	<ul style="list-style-type: none"> • Extend Individual Learning Plans (ILP's) for every student and review learning goals every term. • Staff identify how they want to build their capacity to: <ul style="list-style-type: none"> ○ Identify where students are located with their learning achievement at point in time. ○ Set clear, measurable and aspirational learning goals. ○ Develop next steps and actions for individual learning growth. ○ Align teacher AUSVELs judgments with NAPLAN data. 	<ul style="list-style-type: none"> • ILPs for every student document their progress, goals for the year (at least 1 years growth) and their specific targets to for the following term against the G&VC continuum. • PLC and PLT minutes to reflect a focus developing teacher's capacity to Analysis Data, Assess and Moderate student work, set aspirational learning goals and teach to each student's point of need.
	<p>Analysed, interpreted, and used data to regularly monitor progress toward student and school achievement goals. (SPA) (3.4)</p> <ul style="list-style-type: none"> • Extend, document and monitor a whole school assessment schedule that states the agreed data collection, entry and use processes to include other Learning Areas. • Extend the use SPA to store, present and analyse data and build staff capacity to interpret SPA data to other learning areas. • Benchmark every student's achievement using online PAT Reading, Spelling/Punctuation/Grammar and Maths against an AusVELs learning continuum, obtaining baseline data and then measuring every 6 months. 	<ul style="list-style-type: none"> • Assessment schedule created identifying the best practice assessment tools to be used. • Moderation will take place once per term as per the assessment schedule • Teacher/team planning will evidence every students learning needs are being met • Data is presented regularly via SPA and forms the basis of robust discussion in PLC and PLT's. • Expected Achievement and Growth of students documented and communicated to staff, students and parents. • PAT testing for Reading, Spelling/Punctuation/Grammar and Maths shows one years growth for every student.
	<p>Put in place appropriate school and classroom level programs and practices to help students meet individual achievement goals when data indicate interventions are needed. (Daily 3, Daily 5, Café Literacy, Reading Recover, MultiLit, etc.) (3.5)</p>	

	<ul style="list-style-type: none"> • Each student is repositioned on the learning continuums against AusVELS standards every ILP cycle according to learning growth. • Targeted Intervention as required. 	<ul style="list-style-type: none"> • Regularly updated ILP reports, graphs, and charts tracking growth and showing overall student achievement. • Yearly reports on students who need instructional support outside of the regular classroom who have had access to and taken advantage of such support. • Students growth demonstrated as a result of the targeted intervention.
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<p>Year 4 Focus on:</p> <ul style="list-style-type: none"> • All Learning Areas • Embedding and evaluating process and programs • Acknowledging and celebrating our successes and the attainment of the vision • Having staff directing their own capacity building and sharing their learning with other schools 	<p><u>Effective Teaching in Every Classroom</u> College leaders will communicate a clear vision as to how instruction will be addressed in the school. (2.1)</p> <ul style="list-style-type: none"> • Evaluate the Art and Science of Teaching Framework (AST) as our whole school instructional model, including communication to whole school community. 	<ul style="list-style-type: none"> • Online PAT Testing (Reading, Spelling/Punctuation/Grammar and Maths) shows 1 years growth for all students by the end of the year. • Greater than 95% of staff and 90% of parents and students agree or strongly agree on the HRS Survey (2.1).
	<p>Provide support for teachers to continually enhance their pedagogical skills through reflection and professional growth plans (2.2)</p> <ul style="list-style-type: none"> • Evaluate the whole school Professional Learning Plans. 	<ul style="list-style-type: none"> • Evaluation of Professional Learning Plans documented.
	<p>Establish and monitor a predominant instructional practice throughout the school. (2.3)</p> <ul style="list-style-type: none"> • Evaluate the way the AST as an Instructional Model is used in PLC, PLTs and PDPs to include all learning areas. 	<ul style="list-style-type: none"> • The AST Framework as an Instructional Model is documented, agreed and included in PLC, PLT's and PDPs in all learning areas. • Greater than 90% of staff agree or strongly agree on the HRS Survey (2.3). • Attitudes to school survey indicators for teaching and learning remains above state average for cohort groups.
	<p>Provide teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.(2.4)</p> <ul style="list-style-type: none"> • LN Coach works with all English and Mathematics Teachers for at least 6 months. 	<ul style="list-style-type: none"> • Online PAT Testing (Reading, Spelling/Punctuation/Grammar and Maths) shows 1 years growth for all students of coached teacher by the end of the year.

	<ul style="list-style-type: none"> Teacher's commitment to improve student learning outcomes, their professional practice and knowledge agreed and documented, through their PDPs. 	<ul style="list-style-type: none"> All staff have a student outcome goal in their PDP that states that their students will make 1 years growth in one year passed on PAT online testing.
	<p>Provide teachers with job-embedded professional development that is directly related to their instructional growth goals. (2.5)</p> <ul style="list-style-type: none"> Extend PLC and PLTs to all learning areas with agreed and documented purpose, goals, protocols and accountabilities. 	<ul style="list-style-type: none"> New PLC and PLT plans developed and shared. All staff participating in PLC and PLT's. Greater than 90% of staff agree or strongly agree on the HRS Survey (2.5).
	<p>Give teachers opportunities to observe and discuss effective teaching. (2.6)</p> <ul style="list-style-type: none"> All staff participate in peer observations each term in PLTs with a focus on specific aspects of AST. Moderation of student work in all Learning Area work schedule in PLC with a focus on "where to next". 	<ul style="list-style-type: none"> Moderation and Peer observation protocols and schedules extended, agreed and documented.
	<p>Guaranteed and Viable Curriculum (G&VC) Ensure the school curriculum and accompanying assessments adhere to state and national standards and best practice. (ACER PAT testing, SA Spelling, etc.) (3.1)</p> <ul style="list-style-type: none"> Extend, document and communicate the LBC G&VC for all Learning Areas on Australian Curriculum/Victorian Curriculum. Extend, document and communicate the tools and schedule used to assess students to include all Learning Areas. Extend, document and communicate the expected achievement and growth that students will make each year in all Learning Areas. 	<ul style="list-style-type: none"> LBC G&VC document and mapping of The Australian Curriculum/Victorian Curriculum. This document used by staff, parents and students in the ILP process and is the basis of every students learning goals. Assessment schedule created identifying the best practice assessment tools including Online PAT Testing (Reading, Spelling/Punctuation/Grammar and Maths) every 6 months. Expected Achievement and Growth of students of at least 1.0 AusVELS level each year will be documented and communicated to staff, students and parents. This will be evidenced in newsletters, letter home to parents, school council meeting minutes.
	<p>Focus the school curriculum so that it can be adequately addressed in the time available to teachers. (3.2)</p>	

	<ul style="list-style-type: none"> Yearly planners for G&VC extended to include all Learning Areas as well as English and Mathematics. 	<ul style="list-style-type: none"> Teacher planning will show evidence that data is being used to plan all learning opportunities for all students to enable them to meet the sequence of learning outlined in the G & VC.
	<p>Ensure all students have the opportunity to learn the critical content of the curriculum.</p> <ul style="list-style-type: none"> Maintain non-negotiable and non-interrupted time on Literacy and Numeracy in morning for Primary and more flexible for Secondary. 	<ul style="list-style-type: none"> Timetable and teaching allotments demonstrate a focus on Literacy and Numeracy instruction.
	<p>Establish clear, measureable and aspirational goals and focus on critical needs regarding improving overall student achievement. (3.3)</p> <ul style="list-style-type: none"> Embed and evaluate Individual Learning Plans (ILP's) for every student and review learning goals every term. Staff building the capacity of other teachers to: <ul style="list-style-type: none"> Identify where students are located with their learning achievement at point in time. Set clear, measurable and aspirational learning goals. Develop next steps and actions for individual learning growth. Align teacher AUSVELs judgments with NAPLAN data. 	<ul style="list-style-type: none"> ILPs for every student document their progress, goals for the year (at least 1 years growth) and their specific targets to for the following term against the G&VC continuum. PLC and PLT minutes to reflect a focus developing teacher's capacity to Analyse Data, Assess and Moderate student work, set aspirational learning goals and teach to each student's point of need.
	<p>Analysed, interpreted, and used data to regularly monitor progress toward student and school achievement goals. (SPA) (3.4)</p> <ul style="list-style-type: none"> Embed a whole school assessment schedule that states the agreed data collection, entry and use processes to include all Learning Areas. Extend the use of SPA to store, present and analyse data and build staff capacity to interpret SPA data to all Learning Areas. 	<ul style="list-style-type: none"> Assessment schedule created identifying the best practice assessment tools to be used. Moderation will take place once per term as per the assessment schedule Teacher/team planning will evidence every students learning needs are being met Data is presented regularly via SPA and forms the basis of robust discussion in PLC and PLT's.

	<ul style="list-style-type: none"> Benchmark every student’s achievement using online PAT Reading, Spelling/Punctuation/Grammar and Maths against an AusVELS learning continuum, obtaining baseline data and then measuring every 6 months. 	<ul style="list-style-type: none"> Expected Achievement and Growth of students documented and communicated to staff, students and parents. PAT testing for Reading, Spelling/Punctuation/Grammar and Maths shows one years growth for every student.
	<p>Put in place appropriate school and classroom level programs and practices to help students meet individual achievement goals when data indicate interventions are needed. (Daily 3, Daily 5, Café Literacy, Reading Recover, MultiLit, etc.) (3.5)</p> <ul style="list-style-type: none"> Each student is repositioned on the learning continuums against AusVELS standards every ILP cycle according to learning growth. Targeted Intervention as required. 	<ul style="list-style-type: none"> Regularly updated ILP reports, graphs, and charts tracking growth and showing overall student achievement. Yearly reports on students who need instructional support outside of the regular classroom who have had access to and taken advantage of such support. Students growth demonstrated as a result of the targeted intervention.

Engagement		Key improvement strategies
<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>		
Goals	<ul style="list-style-type: none"> To promote high levels of student engagement with their learning and connectedness with their peers, their teachers, their school and community. To enhance high levels of teacher commitment and engagement in student learning outcomes through the implementation of the high reliability schools framework. 	<ul style="list-style-type: none"> Use Standard Referenced Reporting to enhance the three-way education partnership between the school, student and parents. Use Competency Based Education to further strengthen authentic student voice and build staff capacity to identify, challenge and teach to each student’s point of learning.
Targets	<ul style="list-style-type: none"> ATTS variables, related to Teaching and Learning, are at or above state mean over the life of the Strategic Plan. POS variables, related to Student Engagement are at or above state mean over the life of the Strategic Plan. 	
	Actions	Success criteria
<p>Year 1</p> <p>Focus on:</p> <ul style="list-style-type: none"> English and Mathematics Introducing new process, programs and practices(AST, G&VC, PLC, PLTs, ILP, L&N Coach) Communication of vision Directed PD for building capacity of staff 	<p>Standard Referenced Reporting</p> <p>Establish and focus on clear, measureable and aspirational critical needs goals regarding improving achievement of individual students within the school. (ILP – Negotiated with teachers, students and parents) (4.1)</p> <ul style="list-style-type: none"> Develop, document and implement an ILP Program in which clear, measureable and aspirational goals targeted to improving learning outcomes are set and reviewed every term with every student and their parent/guardian for English and Mathematics. 	<ul style="list-style-type: none"> Improvement in the ATTS variables, related to Teaching and Learning. Improvement in POS variables, related to Student Engagement. Greater than 75% of students agree or strongly agree on the HRS Survey (4.1). ILP with written goals for each student in terms of their performance on national assessments, standardised assessments, or common assessments. ILP articulating the learning progress against G&VC for every student.

	<ul style="list-style-type: none"> • Build staff capacity in working with students and parents to establish aspirational, realistic and measurable learning goals for every student for English and Mathematics. 	<ul style="list-style-type: none"> • Goal setting part of the PL Plan and scheduled in PLC.
	<p>Analyse, interpret and use data to regularly monitor and communicate progress toward achievement goals for individual students. (ILP – Negotiated with teachers, students and parents) (4.2)</p> <ul style="list-style-type: none"> • Build staff capacity to analyse, interpret and use English and Mathematics achievement data to establish aspirational, realistic and measurable learning goals for with students and parents as part of the ILP program. • Through the ILP program provide opportunities for parents to meet the teachers and gather information on teacher expectations of the children in their learning. 	<ul style="list-style-type: none"> • Greater than 75% of parents and students agree or strongly agree on the HRS Survey (4.2). • Data analysis and use part of the PL Plan and scheduled in PLC. • ILP meeting schedule.
	<p><u>Competency Based Education</u> Move students on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level. (5.1)</p> <ul style="list-style-type: none"> • Through the G&VC establish, document and communicate the core competencies students need to demonstrate at each level before moving on for English and Mathematics. 	<ul style="list-style-type: none"> • Documented G&VC competencies and IPLs identifying competencies met. • Greater than 75% of parents and students agree or strongly agree on the HRS Survey (5.1).
	<p>Design the school schedule to accommodate students moving at a pace appropriate to their background and needs.(5.2)</p> <ul style="list-style-type: none"> • Engaging parents in a continuous conversation regarding goal setting, assessment and recording for English and Mathematics through COMPASS Continuum. 	<ul style="list-style-type: none"> • Greater than 75% of parents and students agree or strongly agree on the HRS Survey (5.2). • ILPs outlining student progress.
	<p>Afforded immediate opportunities to students who have demonstrated competence levels greater than those articulated in the system to begin work on advanced content and/or career paths of interest.(5.3)</p>	

	<ul style="list-style-type: none"> Enhance senior school structures to allow students to progress along their learning pathway at a pace commensurate with their demonstrated ability. 	<ul style="list-style-type: none"> Students undertaking advanced senior school studies. No student in years 10, 11 or 12 leave the school without a positive educational pathway.
	<p>Transition and Attendance</p> <ul style="list-style-type: none"> Continue to promote the importance of attending school through everyday counts. Transition – continue to enhance and promote kinder to school transition. Structure a program for other year levels to transition into the school. Aim to establish an in-venue childcare and/or playgroup facility. 	<ul style="list-style-type: none"> Attendance Data to meet or be below state average. Kinder transition days. Student induction program. Childcare and/or playgroups running at the school.
<p>Year 2 Focus on:</p> <ul style="list-style-type: none"> Refining English and Mathematics Reviewing and Refining process, programs and practices(AST, G&VC, PLC, PLTs, ILP, L&N Coach) Communication of how our actions align to the vision Focus on point of need when building staff capacity 	<p>Standard Referenced Reporting Establish and focus on clear, measureable and aspirational critical needs goals regarding improving achievement of individual students within the school. (ILP – Negotiated with teachers, students and parents) (4.1)</p> <ul style="list-style-type: none"> Refine the ILP Program so that clear, measureable and aspirational goals targeted to improving learning outcomes are set and reviewed every term with every student and their parent/guardian for English and Mathematics. Continue to build staff capacity in working with students and parents to establish aspirational, realistic and measurable learning goals for every student for English and Mathematics. 	<ul style="list-style-type: none"> Improvement in the ATTS variables, related to Teaching and Learning to at least state average. Improvement in POS variables, related to Student Engagement to at least state average. Greater than 80% of students agree or strongly agree on the HRS Survey (4.1). ILP with written goals for each student in terms of their performance on national assessments, standardised assessments, or common assessments. ILP articulating the learning progress against G&VC for every student. Goal setting part of the PL Plan and scheduled in PLC.
	<p>Analyse, interpret and use data to regularly monitor and communicate progress toward achievement goals for individual students. (ILP – Negotiated with teachers, students and parents) (4.2)</p>	

	<ul style="list-style-type: none"> Continue to build staff capacity to analyse, interpret and use English and Mathematics achievement data to establish aspirational, realistic and measurable learning goals for with students and parents as part of the ILP program. 	<ul style="list-style-type: none"> Greater than 80% of parents and students agree or strongly agree on the HRS Survey (4.2). Data analysis and use part of the PL Plan and scheduled in PLC. ILP meeting schedule.
	<p><u>Competency Based Education</u> Move students on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level. (5.1)</p> <ul style="list-style-type: none"> Through the G&VC establish, refine the core English and Mathematics competencies students need to demonstrate at each level before moving on. 	<ul style="list-style-type: none"> Documented G&VC competencies and IPLs identifying competencies met. Greater than 80% of parents and students agree or strongly agree on the HRS Survey (5.1).
	<p>Design the school schedule to accommodate students moving at a pace appropriate to their background and needs.(5.2)</p> <ul style="list-style-type: none"> Engaging parents in a continuous conversation regarding goal setting, assessment and recording through COMPASS. 	<ul style="list-style-type: none"> ILPs outlining student progress. Greater than 80% of parents and students agree or strongly agree on the HRS Survey (5.2).
	<p>Afforded immediate opportunities to students who have demonstrated competence levels greater than those articulated in the system to begin work on advanced content and/or career paths of interest.(5.3)</p> <ul style="list-style-type: none"> Refine senior school structures to allow students to progress along their learning pathway at a pace commensurate with their demonstrated ability. 	<ul style="list-style-type: none"> Students undertaking advanced senior school studies. No student in years 10, 11 or 12 leave the school without a positive educational pathway.
	<p>Transition and Attendance</p> <ul style="list-style-type: none"> Continue to promote the importance of attending school through everyday counts. Transition – continue to enhance and promote kinder to school transition. Structure a program for other year levels to transition into the school. 	<ul style="list-style-type: none"> Attendance Data to meet or be below state average. Kinder transition days. Student induction program.

<p>Year 3</p> <p>Focus on:</p> <ul style="list-style-type: none"> English and Mathematics and other Learning Areas Applying process, programs and practices to new LAs Acknowledging and celebrating our successes and the partial attainment of the vision Staff identifying their own points of need and self-directing their capacity building 	<p>Standard Referenced Reporting</p> <p>Establish and focus on clear, measureable and aspirational critical needs goals regarding improving achievement of individual students within the school. (ILP – Negotiated with teachers, students and parents) (4.1)</p> <ul style="list-style-type: none"> Extend the ILP Program so that clear, measureable and aspirational goals targeted to improving learning outcomes are set and reviewed every term with every student and their parent/guardian for English, Mathematics and other Learning Areas. Continue to build staff capacity in working with students and parents to establish aspirational, realistic and measurable learning goals for every student for English, Mathematics and other Learning Areas. 	<ul style="list-style-type: none"> Improvement in the ATTS variables, related to Teaching and Learning to above state average. Improvement in POS variables, related to Student Engagement to above state average. Greater than 85% of students agree or strongly agree on the HRS Survey (4.1). ILP with written goals for each student in terms of their performance on national assessments, standardised assessments, or common assessments. ILP articulating the learning progress against G&VC for every student. Goal setting part of the PL Plan and scheduled in PLC.
	<p>Analyse, interpret and use data to regularly monitor and communicate progress toward achievement goals for individual students. (ILP – Negotiated with teachers, students and parents) (4.2)</p> <ul style="list-style-type: none"> Continue to build staff capacity to analyse, interpret and use English, Mathematics and other Learning Areas achievement data to establish aspirational, realistic and measurable learning goals for with students and parents as part of the ILP program. 	<ul style="list-style-type: none"> Greater than 85% of parents and students agree or strongly agree on the HRS Survey (4.2). Data analysis and use part of the PL Plan and scheduled in PLC. ILP meeting schedule.
	<p>Competency Based Education</p> <p>Move students on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level. (5.1)</p> <ul style="list-style-type: none"> Through the G&VC establish, document and communicate the core English, Mathematics and other Learning Area competencies students need to demonstrate at each level before moving on. 	<ul style="list-style-type: none"> Documented G&VC competencies and IPLs identifying competencies met. Greater than 85% of parents and students agree or strongly agree on the HRS Survey (5.1).

	<p>Design the school schedule to accommodate students moving at a pace appropriate to their background and needs.(5.2)</p> <ul style="list-style-type: none"> Extend conversations with parent regarding goal setting, assessment and recording through COMPASS Continuum. 	<ul style="list-style-type: none"> ILPs outlining student progress. Greater than 85% of parents and students agree or strongly agree on the HRS Survey (5.2).
	<p>Afforded immediate opportunities to students who have demonstrated competence levels greater than those articulated in the system to begin work on advanced content and/or career paths of interest.(5.3)</p> <ul style="list-style-type: none"> Enhance senior school structures to allow students to progress along their learning pathway at a pace commensurate with their demonstrated ability. 	<ul style="list-style-type: none"> Students undertaking advanced senior school studies. No student in years 10, 11 or 12 leave the school without a positive educational pathway.
	<p>Transition and Attendance</p> <ul style="list-style-type: none"> Continue to promote the importance of attending school through everyday counts. Transition – continue to enhance and promote kinder to school transition. Structure a program for other year levels to transition into the school. 	<ul style="list-style-type: none"> Attendance Data to meet or be below state average. Kinder transition days. Student induction program.

Year 4

Focus on:

- English and Mathematics and the remaining Key Learning Areas
- Embedding and evaluating process, programs and practices and applying them to all LAs
- Acknowledging and celebrating our successes

Standard Referenced Reporting

Establish and focus on clear, measureable and aspirational critical needs goals regarding improving achievement of individual students within the school. (ILP – Negotiated with teachers, students and parents) (4.1)

- Embed the ILP Program so that clear, measureable and aspirational goals targeted to improving learning outcomes are set and reviewed every term with every student and their parent/guardian for all Learning Areas.

- Maintain the ATTS variables, related to Teaching and Learning above state average.
- Maintain the POS variables, related to Student Engagement above state average.
- Greater than 90% of students agree or strongly agree on the HRS Survey (4.1).
- ILP with written goals for each student in terms of their performance on national assessments, standardised assessments, or common assessments.
- ILP articulating the learning progress against G&VC for every student.

<p>and the attainment of the vision</p> <ul style="list-style-type: none"> Having staff directing their own capacity building and sharing their learning with other schools 	<ul style="list-style-type: none"> Continue to build staff capacity in working with students and parents to establish aspirational, realistic and measurable learning goals for every student for all Learning Areas. 	<ul style="list-style-type: none"> Goal setting part of the PL Plan and scheduled in PLC.
	<p>Analyse, interpret and use data to regularly monitor and communicate progress toward achievement goals for individual students. (ILP – Negotiated with teachers, students and parents) (4.2)</p> <ul style="list-style-type: none"> Continue to build staff capacity to analyse, interpret and use all Learning Areas achievement data to establish aspirational, realistic and measurable learning goals for with students and parents as part of the ILP program. 	<ul style="list-style-type: none"> Greater than 90% of parents and students agree or strongly agree on the HRS Survey (4.2). Data analysis and use part of the PL Plan and scheduled in PLC. ILP meeting schedule.
	<p><u>Competency Based Education</u> Move students on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level. (5.1)</p> <ul style="list-style-type: none"> Through the G&VC establish, document and communicate the core competencies students need to demonstrate at each level before moving on in all Learning Areas. 	<ul style="list-style-type: none"> Documented G&VC competencies and IPLs identifying competencies met. Greater than 85% of parents and students agree or strongly agree on the HRS Survey (5.1).
	<p>Design the school schedule to accommodate students moving at a pace appropriate to their background and needs.(5.2)</p> <ul style="list-style-type: none"> Evaluate conversations with parent regarding goal setting, assessment and recording through COMPASS Continuum. 	<ul style="list-style-type: none"> ILPs outlining student progress. Greater than 90% of parents and students agree or strongly agree on the HRS Survey (5.2).
	<p>Afforded immediate opportunities to students who have demonstrated competence levels greater than those articulated in the system to begin work on advanced content and/or career paths of interest.(5.3)</p>	

	<ul style="list-style-type: none"> Evaluate the effectiveness of the senior school structures to allow students to progress along their learning pathway at a pace commensurate with their demonstrated ability. 	<ul style="list-style-type: none"> Students undertaking advanced senior school studies. No student in years 10, 11 or 12 leave the school without a positive educational pathway.
	<p>Transition and Attendance</p> <ul style="list-style-type: none"> Continue to promote the importance of attending school through everyday counts. Transition – continue to enhance and promote kinder to school transition. Structure a program for other year levels to transition into the school. 	<ul style="list-style-type: none"> Attendance Data to meet or be below state average. Kinder transition days. Student induction program.

Wellbeing		Key improvement strategies
<p>Students' health, safety and wellbeing 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>		
Goals	Develop and enhance a range of strategies that focus on student resilience, positive relationships and student behaviour.	<ul style="list-style-type: none"> Build a Safe and Collaborative Culture through HRS framework.
Targets	<ul style="list-style-type: none"> Using the HRS survey 90% of students, teachers and parents indicate that they have a safe and collaborative culture. 	
	Actions	Success criteria
<p>Year 1 Focus on:</p> <ul style="list-style-type: none"> College Vision and Values Introducing new process, programs and practices Communication of vision 	<p>Safe and Collaborative Culture Establish a school environment that staff perceive as safe and orderly.(1.1)</p> <ul style="list-style-type: none"> Set high expectations of the school community by consistently revisiting the College values and the motto. Establish and document a process for whole staff collective responsibility for managing student behaviour. 	<ul style="list-style-type: none"> Greater than 75% of staff, parents and students agree or strongly agree on the HRS Survey (1.1 to 1.8). Communication strategy is agreed, documented and implemented explaining the College Vision and Values. Documented process that all staff agree to.
	<p>Establish a school environment that students, parents, and the community perceive as safe and orderly. (1.2)</p> <ul style="list-style-type: none"> Investigate whole school Positive Education program. 	<ul style="list-style-type: none"> Proposal presented to staff and school council for implementation in 2017.
	<p>Provide teachers with formal roles in the decision-making process regarding school initiatives. (1.3)</p> <ul style="list-style-type: none"> Use whole staff Administration meetings as the pinnacle consultative group for all school initiatives. 	<ul style="list-style-type: none"> Administration meeting agendas and minutes. Greater than 80% of staff agree or strongly agree on the HRS Survey (1.3).
	<p>Establish teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.(1.4)</p> <ul style="list-style-type: none"> Establishment of PLC and upgrading of PLT's. 	<ul style="list-style-type: none"> PL plan, PLC and PLT agendas and minutes.

	<p>Provide teachers and staff with formal ways to provide input regarding the optimal functioning of the school.(1.5)</p> <ul style="list-style-type: none"> • Through Admin meetings and PLC develop agreed expectations for student behaviour and their consistent application. 	<ul style="list-style-type: none"> • Student management process agenda item in the Administration meetings. • Greater than 80% of staff agree or strongly agree on the HRS Survey (1.5).
	<p>Provide students, parents, and the community with formal ways to provide input regarding the optimal functioning of the school. (1.6)</p> <ul style="list-style-type: none"> • Review the school vision and values through a consultation process with the school community. • Build wellbeing partnerships with Bush Nursing Centre, local police, other schools, regional support. • Enhance other opportunities for student voice. 	<ul style="list-style-type: none"> • Documented process of redefining the school values and vision. • Documented and communicated values and vision. • Scheduled visits and interactions with local wellbeing support organisations. • ILPs and increased role for student leaders and opportunity for student voice.
	<p>Appropriately acknowledge the success of the whole school, as well as individuals within the school. (1.7)</p> <ul style="list-style-type: none"> • Continue to communicate and promote the school through various forums, for example, what is happening in the secondary school. Forums, information nights, newsletter. • Investigate opportunities to communicate with the community through the use of electronic media. • Promote the school (what we are doing) to attract and retain students (yr. 5-8 cohort) over the next 4 years (students and parents). 	<ul style="list-style-type: none"> • Greater than 75% of staff, parents and students agree or strongly agree on the HRS Survey (1.7). • Retain 80% of students from 5-8 who remain living in the area.
<p>Year 2 Focus on:</p> <ul style="list-style-type: none"> • Positive Education and Student management processes 	<p><u>Safe and Collaborative Culture</u> Establish a school environment that staff perceive as safe and orderly.(1.1)</p> <ul style="list-style-type: none"> • Set high expectations of the school community by consistently revisiting the College values and the motto. • Refine and document a process for whole staff collective responsibility for managing student behaviour. 	<ul style="list-style-type: none"> • Greater than 80% of staff, parents and students agree or strongly agree on the HRS Survey (1.1 to 8). • Communication strategy is agreed, documented and implemented explaining the College Vision and Values. • All staff following the student management process.

<ul style="list-style-type: none"> • Reviewing and Refining process, programs and practices • Communication of how our actions align to the vision 	<p>Establish a school environment that students, parents, and the community perceive as safe and orderly. (1.2)</p> <ul style="list-style-type: none"> • Implement whole school Positive Education program. 	<ul style="list-style-type: none"> • Positive Education program documentation and evident within classrooms.
	<p>Provide teachers with formal roles in the decision-making process regarding school initiatives. (1.3)</p> <ul style="list-style-type: none"> • Use whole staff Administration meetings as the pinnacle consultative group for all school initiatives. 	<ul style="list-style-type: none"> • Greater than 85% of staff agree or strongly agree on the HRS Survey (1.3).
	<p>Establish teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.(1.4)</p> <ul style="list-style-type: none"> • Refinement of PLC and upgrading of PLT's. • Provide opportunities for staff to visit others schools and access professional learning. 	<ul style="list-style-type: none"> • PL .plan, PLC and PLT agendas and minutes. • Reports on school visits and external PDs.
	<p>Provide teachers and staff with formal ways to provide input regarding the optimal functioning of the school.(1.5)</p> <ul style="list-style-type: none"> • Through Admin meetings and PLC develop agreed expectations for student behaviour and their consistent application. 	<ul style="list-style-type: none"> • Student management process agenda item in the Administration meetings. • Greater than 85% of staff agree or strongly agree on the HRS Survey (1.5).
	<p>Provide students, parents, and the community with formal ways to provide input regarding the optimal functioning of the school. (1.6)</p> <ul style="list-style-type: none"> • Establish a whole Positive Education program through a consultation process with the school community. • Refine wellbeing partnerships with Bush Nursing Centre, local police, other schools, regional support. 	<ul style="list-style-type: none"> • Documented process of defining the whole school positive education program. • Documented and communicated whole school positive education program. • Scheduled visits and interactions with local wellbeing support organisations.
	<p>Appropriately acknowledge the success of the whole school, as well as individuals within the school. (1.7)</p> <ul style="list-style-type: none"> • Refine communication and promotion of the school through various forums, for example, what is happening in the 	<ul style="list-style-type: none"> • Greater than 80% of staff, parents and students agree or strongly agree on the HRS Survey (1.7).

	secondary school. Forums, information nights, newsletter and electronic media.	
	<ul style="list-style-type: none"> Promote the school (what we are doing) to attract and retain students (yr. 5-8 cohort) over the next 4 years (students and parents). 	<ul style="list-style-type: none"> Retain 85% of students from 5-8 who remain living in the area.
<p>Year 3 Focus on:</p> <ul style="list-style-type: none"> Positive Education and student voice programs Embedding vision and processes. Acknowledging and celebrating our successes and the partial attainment of the vision 	<p>Safe and Collaborative Culture Establish a school environment that staff perceive as safe and orderly.(1.1)</p> <ul style="list-style-type: none"> Set high expectations of the school community by consistently revisiting the College values and the motto. Embed a process for whole staff collective responsibility for managing student behaviour. <p>Establish a school environment that students, parents, and the community perceive as safe and orderly. (1.2)</p> <ul style="list-style-type: none"> Refine the whole school Positive Education program. <p>Provide teachers with formal roles in the decision-making process regarding school initiatives. (1.3)</p> <ul style="list-style-type: none"> Use whole staff Administration meetings as the pinnacle consultative group for all school initiatives. <p>Establish teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.(1.4)</p> <ul style="list-style-type: none"> Embedding PLC and PLT's. Provide opportunities for staff to visit others schools and access professional learning. <p>Provide teachers and staff with formal ways to provide input regarding the optimal functioning of the school.(1.5)</p>	<ul style="list-style-type: none"> Greater than 85% of staff, parents and students agree or strongly agree on the HRS Survey (1.1 to 8). All staff following the student management process. <ul style="list-style-type: none"> Positive Education program documentation and evident within every classrooms. Greater than 85% of parents and students agree or strongly agree on the HRS Survey (1.2). <ul style="list-style-type: none"> Greater than 90% of staff agree or strongly agree on the HRS Survey (1.3). <ul style="list-style-type: none"> PL plan, PLC and PLT agendas and minutes. Reports on school visits and external PDs.

	<ul style="list-style-type: none"> Through Admin meetings and PLC develop agreed expectations for student behaviour and their consistent application. 	<ul style="list-style-type: none"> Student management process agenda item in the Administration meetings. Greater than 90% of staff agree or strongly agree on the HRS Survey (1.5).
	<p>Provide students, parents, and the community with formal ways to provide input regarding the optimal functioning of the school. (1.6)</p> <ul style="list-style-type: none"> Refine the whole Positive Education program through a consultation process with the school community. Embed wellbeing partnerships with Bush Nursing Centre, local police, other schools, regional support. 	<ul style="list-style-type: none"> Documented process of refining the whole school positive education program. Scheduled visits and interactions with local wellbeing support organisations.
	<p>Appropriately acknowledge the success of the whole school, as well as individuals within the school. (1.7)</p> <ul style="list-style-type: none"> Extend communication and promotion of the school through various forums, for example, what is happening in the secondary school. Forums, information nights, newsletter and electronic media. 	<ul style="list-style-type: none"> Greater than 85% of staff, parents and students agree or strongly agree on the HRS Survey (1.7).
	<ul style="list-style-type: none"> Promote the school (what we are doing) to attract and retain students (yr. 5-8 cohort) over the next 4 years (students and parents). 	<ul style="list-style-type: none"> Retain 90% of students from year 5-8 who remain living in the area.

Year 4

Focus on:

- Reviewing Wellbeing within the whole school
- Evaluating process, programs and practices
- Acknowledging and celebrating our successes and the attainment of the vision

Safe and Collaborative Culture

Establish a school environment that staff perceive as safe and orderly.(1.1)

- Set high expectations of the school community by consistently revisiting the College values and the motto.
- Evaluate whole staff collective responsibility for managing student behaviour.

Establish a school environment that students, parents, and the community perceive as safe and orderly. (1.2)

- Embed the whole school Positive Education program.

- Greater than 90% of staff, parents and students agree or strongly agree on the HRS Survey (1.1 to 8).

- All staff following the student management process.

- Positive Education program documentation and evident within every classrooms.
- Greater than 90% of parents and students agree or strongly agree on the HRS Survey (1.2).

	<p>Provide teachers with formal roles in the decision-making process regarding school initiatives. (1.3)</p> <ul style="list-style-type: none"> • Use whole staff Administration meetings as the pinnacle consultative group for all school initiatives. 	<ul style="list-style-type: none"> • Greater than 95% of staff agree or strongly agree on the HRS Survey (1.3).
	<p>Establish teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.(1.4)</p> <ul style="list-style-type: none"> • Evaluate PLC and PLT's. • Provide opportunities for staff to visit others schools and encourage other teachers to come and learn from them. 	<ul style="list-style-type: none"> • PL plan, PLC and PLT agendas and minutes. • Reports on school visits and external PDs.
	<p>Provide teachers and staff with formal ways to provide input regarding the optimal functioning of the school.(1.5)</p> <ul style="list-style-type: none"> • Through Admin meetings and PLC develop agreed expectations for student behaviour and their consistent application. 	<ul style="list-style-type: none"> • Student management process agenda item in the Administration meetings. • Greater than 95% of staff agree or strongly agree on the HRS Survey (1.5).
	<p>Provide students, parents, and the community with formal ways to provide input regarding the optimal functioning of the school. (1.6)</p> <ul style="list-style-type: none"> • Evaluate the whole Positive Education program through a consultation process with the school community. • Evaluate wellbeing partnerships with Bush Nursing Centre, local police, other schools, regional support. 	<ul style="list-style-type: none"> • Documented process of evaluating the whole school positive education program. • Scheduled visits and interactions with local wellbeing support organisations.
	<p>Appropriately acknowledge the success of the whole school, as well as individuals within the school. (1.7)</p> <ul style="list-style-type: none"> • Evaluate communication and promotion of the school through various forums, for example, what is happening in the secondary school. Forums, information nights, newsletter and electronic media. 	<ul style="list-style-type: none"> • Greater than 90% of staff, parents and students agree or strongly agree on the HRS Survey (1.7).
	<ul style="list-style-type: none"> • Promote the school (what we are doing) to attract and retain students (yr. 5-8 cohort) over the next 4 years (students and parents). 	<ul style="list-style-type: none"> • Retain 95% of students from year 5-8 who remain living in the area.

<h1>Productivity</h1> <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>		<h2>Key improvement strategies</h2>
<h3>Goals</h3>	<p>To ensure consistency and alignment of all aspects of school operations and resource allocations to achieve the strategic plan.</p>	<ul style="list-style-type: none"> • Create a leadership structure within the College to achieve the goals of the strategic plan. • Allocate resources to optimise student outcomes.
<h3>Targets</h3>	<ul style="list-style-type: none"> • POS indicates General satisfaction above the state mean over the life of the Strategic Plan. • Staff climate survey Collective Efficacy and Collective focus on student learning both remain above state mean over the life of the Strategic Plan. 	
	<h3>Actions</h3>	<h3>Success criteria</h3>
<h4>Year 1</h4> <p>Focus on:</p> <ul style="list-style-type: none"> • Literacy and Numeracy Coach • Investigating Leadership structures and developing roles and responsibilities • Aligning staff, timetable and meetings to the SSP • Reviewing and developing a new eLearning plan 	<p>Manage the fiscal, operational, and technological resources of the school in a way that directly supports teachers.(1.8)</p> <ul style="list-style-type: none"> • Apply for additional funding for a Literacy and Numeracy Coach. • Align meeting schedule with actions outlined in SSP. • Review the structure of the School timetable to prioritise for Literacy and Numeracy. • Optimise the allocation of staff across the College, teaching and ES to meet the goals of the SSP. • Continue to offer a broad range of extra-curricular activities. • Investigate opportunities to improve the secondary facilities to meet student learning needs. 	<ul style="list-style-type: none"> • POS General Satisfaction with school and staff Collective Efficacy and Collective Focus on Student Learning are at least state average. • Greater than 75% of staff, parents and students agree or strongly agree on the HRS Survey (1.7). • Gain funding for a Literacy and Numeracy Coach. • Meeting schedule. • Staff loadings and timetables. • The number and range of extra-curricular programs offered is maintained or increased. • Upgrading of some or all secondary facilities.

	<ul style="list-style-type: none"> • Develop an eLearning plan to optimise the use of ICT to improve student engagement, student learning outcomes and communication. 	<ul style="list-style-type: none"> • A whole school agreed eLearning Plan completed. • That all teachers planning include ICT tools to support specific student learning outcomes.
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<p>Year 2 Focus on:</p> <ul style="list-style-type: none"> • Language and extra-curricular programs • Implementing leadership structure and establishing leadership team • Implementing eLearning plan • Refine resource allocation to the SSP 	<p>Manage the fiscal, operational, and technological resources of the school in a way that directly supports teachers.(1.8)</p> <ul style="list-style-type: none"> • Manage staffing and budgets to be able to continue to maintain a Literacy and Numeracy Coach. • Align leadership roles and accountabilities with key elements of the SSP. • Develop role clarity, purpose, expectations and accountabilities. • Refine the structure of the School timetable to prioritise for Literacy and Numeracy. • Optimise the allocation of staff across the College, teaching and ES to meet the goals of the SSP. • Investigate alternative delivery of Language Education in the College. • Continue to offer a broad range of extra-curricular activities. • Investigate opportunities to further improve the secondary facilities to meet student learning needs. • Implement the eLearning plan to optimise the use of ICT to improve student engagement, student learning outcomes and communication. 	<ul style="list-style-type: none"> • POS General Satisfaction with school and staff Collective Efficacy and Collective Focus on Student Learning are above state average. • Greater than 80% of staff, parents and students agree or strongly agree on the HRS Survey (1.7). • Documented Leadership Team structure with roles and responsibilities. • Staff loadings and timetables. • Students participating in language acquisition programs. • The number and range of extra-curricular programs offered is maintained or increased. • Upgrading of some or all secondary facilities. • A whole school agreed eLearning Plan implemented. • That all teachers planning include ICT tools to support specific student learning outcomes.
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<p>Year 3 Focus on:</p> <ul style="list-style-type: none"> • Refining Leadership team roles and responsibilities • Refining eLearning plan 	<p>Manage the fiscal, operational, and technological resources of the school in a way that directly supports teachers.(1.8)</p>	<ul style="list-style-type: none"> • POS General Satisfaction with school and staff Collective Efficacy and Collective Focus on Student Learning are above state average. • Greater than 85% of staff, parents and students agree or strongly agree on the HRS Survey (1.7).
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<ul style="list-style-type: none"> Refining language and extra-curricular programs 	<ul style="list-style-type: none"> Manage staffing and budgets to be able to continue to maintain a Literacy and Numeracy Coach. Leaders' learning needs identified and addressed as part of their PDP and undertake 'Coaching for leadership' program. Review the structure of the School timetable to prioritise for Literacy and Numeracy. Optimise the allocation of staff across the College, teaching and ES to meet the goals of the SSP. Establish alternative delivery of Language Education in the College. Continue to offer a broad range of extra-curricular activities. Refine the eLearning plan to optimise the use of ICT to improve student engagement, student learning outcomes and communication. 	<ul style="list-style-type: none"> PDPs identify each leaders learning needs. Certificates from successfully completed programs. Staff loadings and timetables. Students participating in language acquisition programs. The number and range of extra-curricular programs offered is maintained or increased. A whole school agreed eLearning Plan completed. That all teachers planning include ICT tools to support specific student learning outcomes.
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<p>Year 4 Focus on:</p> <ul style="list-style-type: none"> Reviewing Productivity across the whole school Reviewing process, programs and practices Preparation of the School Self Evaluation 	<p>Manage the fiscal, operational, and technological resources of the school in a way that directly supports teachers.(1.8)</p> <ul style="list-style-type: none"> Manage staffing and budgets to be able to continue to maintain a Literacy and Numeracy Coach. Leaders' learning needs identified and addressed as part of their PDP and undertake 'Coaching for leadership' program. Preparation of the School Self Evaluation and School Review. Evaluation of the allocation of staff across the College, teaching and ES to meet the goals of the SSP. Continue to offer a broad range of extra-curricular activities. 	<ul style="list-style-type: none"> POS General Satisfaction with school and staff Collective Efficacy and Collective Focus on Student Learning are above state average. Greater than 90% of staff, parents and students agree or strongly agree on the HRS Survey (1.7). PDPs identify each leaders learning needs. Certificates from successfully completed programs. School Self Evaluation and Review. The number and range of extra-curricular programs offered is maintained or increased.
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- Embed the eLearning plan to optimise the use of ICT to improve student engagement, student learning outcomes and communication.

- That all teachers planning include ICT tools to support specific student learning outcomes.