

School Strategic Plan for Lake Bolac College Grampians region 2011-2014



No. 854

<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 signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	<p>To develop all students' academic, emotional and social potentials to enable them to develop as life- long learners.</p> <p>To prepare students for a future community and global environment which is constantly changing.</p> <p>To provide a supportive, safe and stimulating learning environment in order to develop and nurture confident and respectful human beings.</p>
Values	Respect, Excellence, Perseverance, Responsibility, Integrity, Inclusivity and Learning.
Environmental Context	<p>Social – community and demographics</p> <ul style="list-style-type: none">• Students drawn from local farming community and professional families• SFO density steady around .42, placing outcomes expectations around the 70th percentile• 20% of students attract EMA & 10% Youth Allowance• LBOTE consistently close to zero• Student mobility due in part to families leaving area; but significantly due to family traditions to undertake senior studies in private institutions• declining enrolment• consolidation of farms has reduced work opportunities• global factors affecting economic outcomes• age/experience profile of the staff generally in the expert category• majority of students travel by bus• gender balance in favour of females in recent years• budgetary constraints

Environmental – grounds and facilities:

- recent facilities upgrade through Federal & State funding
- expansive grounds and facilities are well maintained
- strong sustainability approach in the college
- rooms are well equipped and conducive to learning

Educational:

- Broad curriculum maintained across key learning areas
- Medium range of VCE studies
- College provides VCAL, VET and SBA options
- Broad extra curricula and student support programs within and outside the college hours
- Wide range of Leadership opportunities for students personal development
- Individual Learning Pathways the central curriculum focus
- Attention to improving teacher practice a key focus

Technological:

- all staff have laptops and/or access to computers in the teacher's workroom
- all staff provided with mentoring in acquiring and developing skills in using learning technologies.
- one classroom has been set up with computers. Pods are also connected to many classrooms. Wireless connection access in all areas 4 Interactive whiteboards
- the use of appropriate software to support teaching and learning needs to be expanded
- Video Conferencing facility provided to broaden Later years options through Wimmera network

Strategic Intent

	Goals	Targets	Key Improvement Strategies
<p>Student Learning</p>	<p>To improve student achievement in Literacy and Numeracy, particularly at Prep to Year 3, Year 9 and Year 10.</p> <p>2. To improve student achievement at VCE.</p> <p><i><u>It should be noted there is a need to sustain an improvement focus across all year levels to achieve improved outcomes at targeted levels</u></i></p>	<p><u>VELS outcomes</u></p> <p>Individual student achievement growth of at least 1.0 VELS levels over two year periods in each Dimension.</p> <p><u>NAPLAN</u></p> <p>90% of students to be assessed at or above the expected Band Level or above in NAPLAN testing at Years 3, 5, 7 and 9.</p> <p><u>VCE Study Score Median: 30.</u></p> <p><u>Related survey data</u></p> <p>Improved <u>SO Survey</u>:</p> <ul style="list-style-type: none"> - Student Motivation: 65.0. - Learning Environment: 70.0. - Curriculum Coordination: 62.0. <p>Improved <u>PO Survey</u>:</p> <ul style="list-style-type: none"> - Stimulating Learning: 5.3. - Student Motivation: 5.3. <p>Improved <u>SAS Survey</u>:</p> <p>Primary (P) = Year 5/6; Secondary (S) = 7-12:</p> <ul style="list-style-type: none"> - Stimulating Learning: P 3.8; S 3.1. - Teacher Empathy: P 4.3; S 3.5. - Student Motivation: P 4.4. 	<p>Clearly identify the role of leadership and the steps to be taken in driving improved teacher effectiveness throughout the school.</p> <p>Broaden College expertise in reliable assessment of learning outcomes.</p> <p>Further develop 'stimulating' teaching and learning approaches across the school.</p>

		<p>- Teacher Effectiveness: P 3.5; S 3.6.</p> <p><u>Improved staff organisational health outcome mean:</u> Professional Interaction: 75.0.</p>	
<p>Student Engagement and Wellbeing</p>	<p>To improve student connectedness</p>	<p><u>VELS outcomes</u> Student achievement data in the VELS Personal Learning Domain demonstrate that 85% of students achieve at or above the expected Standard.</p> <p>Improved <u>SAS Survey</u> outcome means:</p> <ul style="list-style-type: none"> - Connectedness to Peers: P 4.3; Year 7; 4.1 - School Connectedness: P 4.2; Year 7 3.9; Year 8 3.6; Year 9 3.35. Year 10 3.30 <p>Improved <u>PO Survey</u> outcome means:</p> <ul style="list-style-type: none"> - Connectedness to Peers 5.75 - School Connectedness 5.3 <p>(Student Learning survey target recommendations apply)</p>	<p>Continue to inspire individual student engagement in their PLP.</p> <p>Further develop 'Student Voice' activity to gain regular feedback regarding the learning environment.</p>

<p>Student Pathways and Transitions</p>	<p>To improve student transition throughout the school.</p>	<p><u>DEECD survey</u></p> <p>Improved Parent Opinion Survey outcome mean:</p> <ul style="list-style-type: none"> - Transitions 5.4. <p><u>Feedback to inform processes</u></p> <p>A school-based transition survey form for new Prep student families is completed by new families; 90% of respondents demonstrate level 4 or 5 satisfaction with their child's transition into the school on a 1-5 scale.</p> <p>50% of students/families complete a school-based exit survey form within 6 weeks of leaving the College. 90% of respondents demonstrate level 4 or 5 satisfaction with the preparation for their transition on a 1-5 scale.</p>	<p>Consolidate and document the College transition program policies and practices, and associated accountabilities that will support consistency and rigour in program implementation.</p> <p>Seek family feedback in relation to student transition into, throughout and from the College.</p>
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School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)	Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Clearly identify the role of leadership and the steps to be taken in driving improved teacher effectiveness throughout the school.</p> <p>Broaden College expertise in reliable assessment of learning outcomes.</p>	<ul style="list-style-type: none"> • Review current curriculum leadership roles and responsibilities and document agreed outcomes; Seek leadership development where appropriate. • Undertake a professional learning needs analysis in relation to teacher translation of agreed pedagogy into the classroom. Draw on PoLT and e⁵ resources. • Review current tools for student learning needs analysis; Seek tools that highlight learning growth; Draw from DEECD Literacy and Numeracy Secretariat resources including the '6 term assessment guide'; Continue to use on-line testing supports. • Extend the Performance and Development Planning process to include a teacher accountability to monitor support to and report on progress of nominated students from across the ability range; share methodology and progress toward meeting ILP goals in PLTs. • Further develop teacher knowledge of VELS progression and growth points beyond 'expected' year level outcomes; Extend moderation of student assessment throughout the College and with Networks, particularly in Literacy. 	<ul style="list-style-type: none"> ▪ Documentation of agreed curriculum roles and outcomes completed ▪ ▪ ▪ Staff across all levels develop their understanding and share practice with colleagues to enhance their understanding of POLT and e5 ▪ Staff become familiar with and share practice in relation to DEECD Literacy and Numeracy resources ▪ Staff have Performance & Development Plans that demonstrate links with teaching and learning improvements. ▪ Staff regularly use moderation practices to ensure consistency in assessments.

<p>Further develop 'stimulating' teaching and learning approaches across the school</p>	<ul style="list-style-type: none"> • Review capacity for teacher time release for observation and sharing of exemplar pedagogy in priority areas including ICT. • <ul style="list-style-type: none"> ▪ Seek regular feedback from students in relation to teacher effectiveness ▪ ▪ 	<ul style="list-style-type: none"> ▪ Staff to share teaching and learning practice with colleagues ▪ Staff use peer observation and feed back sessions ▪ Student feedback proforma designed and used by staff
<p>Continue to inspire individual student engagement in their Personal Learning Plan</p> <p>Further develop 'Student Voice' activities to gain regular feedback regarding the learning environment</p>	<ul style="list-style-type: none"> • Heighten the classroom focus on PLP's that link strategic instruction with short term aspirational personal learning goals • Regularly reflect on student progress and needs • Incorporate broad life skills and interests into personal Learning Plans eg sport, leadership, debating etc • Revisit the usefulness of diaries. Seek consistency in use • Hold regular think tanks with small student groups regarding areas such as school policy development and effectiveness, school rules and consistency in behaviour management • Seek student feedback regarding teacher engagement of students in their learning • Explore with students the teacher and student behaviours that reflect the school values, particularly student care for each other 	<ul style="list-style-type: none"> ▪ Staff consistent in use of Personal Learning Plans and diaries ▪ Staff reflect on student progress and share strategies for improvement in PLTs • Policies and school rules regularly agended at meetings for SRC feedback • Student feedback proforma designed and used by staff

	<ul style="list-style-type: none"> • Use PLT meetings as a key forum to reflect on successful strategies toward improved student connectedness with and success in their learning 	<ul style="list-style-type: none"> • Staff to share teaching and learning strategies with colleagues
<p>Consolidate and document the College transition program policies and practices, and associated accountabilities that will support consistency and rigour in program implementation.</p> <p>Seek family feedback in relation to student transition into, throughout and from the College.</p>	<ul style="list-style-type: none"> • Review pathways and transitions leadership roles and responsibilities to ensure clarity in role expectations. • Review transition process documentation to ensure it reflects best practice in meeting student needs for smooth school entry, progression, and exiting. • Establish clear teacher accountabilities in relation to ILP Plans to ensure they accurately reflect student capacity for challenge. • Draw on the Good Practice MIPS Framework as a useful tool to monitor Pathways rigour including effective transfer of student data. • Develop a checklist to gain feedback from new and exiting families regarding satisfaction with current transition program components and any suggestions for improvement. • Survey families at appropriate intervals. 	<ul style="list-style-type: none"> ▪ Documentation and review completed • Teaching practice guided by students' individual learning plans • Staff familiarisation and implementation of with best practice • Regular reflection on feedback from survey information to improve transition processes