

# School Strategic Plan for **Portland** **Secondary College** **8798** **2015 – 2018**

## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed: <input data-bbox="600 819 1059 909" type="text" value="T. Burgoyne"/></p> <p>Name: Toni BURGOYNE</p> <p>Date: 22 July 2015</p>
<p>Endorsement by School Council</p>	<p>Signed: <input data-bbox="600 1149 1158 1245" type="text"/></p> <p>Name: Karensa SMITH</p> <p>Date: 22 July 2015</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>



## School Profile

<p><b>Purpose</b></p>	<p>To develop creative, articulate, respectful and resourceful young people able to contribute positively to the global community.</p>
<p><b>Values</b></p>	<p>The following values are seen as being central to the life of our school. They are an expression of how all members of the school community should conduct themselves.</p> <p><b>Be Respectful</b> – We value <b>respect</b> by showing consideration for each other and the environment; when we show empathy and understanding for other people’s points of view.</p> <p><b>Be Successful</b> – We demonstrate <b>success</b> when we take responsibility for our learning; are innovative; are passionate about learning; and are reflective and pro-active.</p> <p><b>Be Resilient</b> - We demonstrate <b>resilience</b> when we strive to achieve our personal best; when we aim to strengthen relationships with others despite adversity: when we persevere when facing difficulties.</p> <p><b>Be Creative</b> – We demonstrate creativity when we use imagination and inventiveness to solve problems; when we recognise each person is an individual who contributes to the collective whole.</p>
<p><b>Environmental Context</b></p>	<p>Portland Secondary College has 700 students and lies in Glenelg Shire, the 14th most disadvantaged municipality in Victoria. It is the only Government secondary school in Portland. Thirty per cent of students come from farming communities; 30 per cent were eligible for the (then) Education Maintenance Allowance, and 30 per cent eligible for Youth Allowances. The school’s distribution of socio-educational disadvantage is: 52% (bottom quarter); 31% (lower middle quarter); 1% (upper middle quarter); and 4% (top quarter). The region’s rates of Year 12 or equivalent (meaning Certificate II or above) completion are among the lowest in Victoria with Glenelg considered one of Victoria’s most disadvantaged municipalities i.e. with lower than average Year 12 attainment and low income levels and vocational skills.</p> <p>Portland is the main centre in Glenelg Shire and data shows the municipality has the state's third highest percentage for unskilled/semi-skilled workers, a risk factor for their children’s disengagement. Low aspiration is a major concern throughout the region.</p> <p>Due to the relative isolation of the region (roughly 360km west of Melbourne) and lack of exposure to a wider cohort of educational peers and educational options, career aspiration tends to be quite narrow.</p> <p>There are no universities in the Glenelg Shire.</p> <p>The College values its diverse range of students including those with leadership aspirations, learning challenges or those with disabilities. With a strong emphasis on welfare and wellbeing, strong transition and mentoring programs,</p>

we aim to assist all students to extend and enhance their potential by offering opportunities tailored to their needs. The College uses a Restorative Practices approach with students being supported by Form Group Mentors (at Years 7-9) and Senior Mentor Group Leaders (at Years 10-12).

In 2014 Portland Secondary College appointed six Leading Teachers with clearly defined school improvement foci: Curriculum & Professional Learning Leader; Teaching & Learning Coach; Student Voice Initiatives Leader; Re-Engagement & Transitions Programs Leader; Blended Learning Programs Leader; and, Whole School Data Improvement Leader.

We have a wide range of academic and elective programs, along with partnerships and links with local community agencies, businesses and industry that have enabled the College to successfully maintain two senior secondary certificates; the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Portland Secondary College is currently in its seventh year as a Registered Training Organisation (RTO), after re-accreditation in 2013 delivering six Certificate II programs. In 2013, the Portland-Heywood Trade Training Centre (TTC) named the 'Discovery Hospitality Centre' located adjacent to the College site was opened. This provides for state-of-the-art hospitality training and education. Portland Secondary College is the Lead School for this Trade Training Centre.

Portland Secondary College also has a VRQA-accredited alternative settings program; the Portland Re-Engagement Program (PREP) which was established in 2011 as a community response to the high number of local students who had become disengaged or were at risk of disengaging from school and is delivered at a satellite campus. The program has helped 112 students since 2011, many of whom have found jobs or moved into further education.

The College has 69.4 equivalent full time staff: 3 Principal class, 44.4 teachers and 22 Education Support Staff.

Workforce planning is an essential component of productivity for this College, with the evaluation of expensive programs, rationalisation of education support staff roles and teaching staff time allowances and organisational duties. Programs have been implemented for effective use of ICT provision to achieve 1:1 student to device status with the adoption of a BYOD model. The infrastructure is being supported by the employment of an ICT manager and assistant. To strengthen this there is a continued focus on building teacher general capabilities and capacity to embed ICT across the curriculum.

Productivity gains in the areas of planning, moderation and professional learning via Curriculum Action Teams, mentoring, teacher leadership development and teacher effectiveness are future directions for the College. Continuing to align staff performance and development goals to the Strategic Plan is also seen as an imperative. 2014 was the year of school self-evaluation, review and planning for Portland Secondary College. Reviewing data and undertaking discussion related to attainment of the previous Strategic Plan goals in relation to student achievement, engagement, wellbeing and productivity was completed.

**Service Standards**

Portland Secondary College and the wider community share a number of expectations in the areas of student engagement, attendance and behaviour. The College supports the rights and articulates the expectations of every member of the school community to engage in and promote a safe and inclusive educational environment and acknowledges that social and emotional wellbeing underpin effective student learning and positive behaviour.

The College aims to work with all students on academic, social and extra curricula achievements, their sense of belonging and connectedness to school, their investment in learning and their intrinsic motivation and self-regulation. Students are encouraged to participate in a wide range of programs, both in and out of the classroom, and are encouraged to take up the opportunity of leadership. The College particularly values the role of the 'student voice' and continues to build opportunities for students to take on meaningful responsibilities both within the school and in the broader community.

The College Council expects parents to uphold the goals of the school and encourages their involvement in the educational development of their children. Opportunities are made available for parents to participate in curriculum and school policy development through the School Council and its sub-committees, parent forums and auxiliaries.

## Strategic Direction

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### **Achievement**

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

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.

### **Key improvement strategies**

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><b>Goals</b> 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 provide a challenging, differentiated whole of school curriculum that caters for the needs of all students with a particular focus on literacy</p>	<p>Develop a consistent whole school, evidenced base instructional approach to curriculum design and delivery.</p> <p>Develop a consistent whole school approach to assessment of individual students and groups of students against expected standards across all learning areas.</p> <p>Build teacher capacity through ongoing professional development to effectively contribute to the school's new approaches to curriculum design and delivery and assessment.</p>
<p><b>Targets</b> 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>	<p>Increase the percentage of students in the top two bands of Year 9 Reading from 13.6 % in 2014 to 20% by 2018.</p> <p>Increase the percentage of students in the top two bands of Year 7 Reading from 20.4 % in 2014 to 25% by 2018.</p> <p>Reduce the percentage of students below the National Minimum Standard in Year 9 Writing from 22.6% in 2014 to 15% in 2018.</p> <p>Increase the percentage of students in the top two bands in Year 7 Writing from 7.4% in 2014 to 15% in 2018.</p> <p>Year 8 VELs in Reading to be at least 40% at or above Level B.</p> <p>Year 9 VELs in Writing to be at least 25% at or above Level B.</p> <p>40% of Years 10 and 11 students to access at least one subject out of their chronological year level.</p> <p>The VCE All study score to be "at state standard for all schools" (in 2014 was 30.1).</p> <p>The VCE Further Mathematics study score to be "at state standard for all schools" (in 2014 was 30).</p>	

	<p>The VCE English study score to be “at state standard for all schools (in 2014 was 30).</p>	
	<p><b>Actions</b>          Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p><b>Success criteria</b>          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><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• The Scope and Sequence for all Key Learning Areas is documented and includes the explicit teaching of Literacy, and differentiated instruction..</li> <li>• Leading Teacher (Teaching &amp; Learning Coach) to work with the Curriculum Action Teams to build every teacher’s capacity to be a teacher of literacy focussing on Reading..</li> <li>• Focus on <i>Hattie’s Big Four</i> particularly Challenging Tasks and</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence on H:drive of course documentation that is AusVELS/VCE compliant, and incorporates eLearning, differentiation, common assessment tasks, shared criteria, rubrics and moderation protocols.</li> <li>• School approaches and professional learning in literacy reflected in teacher documentation.</li> <li>• All Curriculum Action Teams have evidence of team data strategies trials – pre- and post testing, and data analysis as identified through</li> </ul>

	<p>Feedback and teacher data literacy to identify focus areas for each Curriculum Action Team CAT. Teachers P&amp;D Plans to include a related SMART goal.</p> <ul style="list-style-type: none"> <li>Professional development for staff through staff meetings, Curriculum Action Team and Key Learning Area meetings on the development of Challenging Tasks and quality Feedback (including for VCAL, Work Related Skills and Personal Development).</li> <li>Enhance the rigour, challenge and level of differentiation of learning and assessment tasks incorporating strategies for making consistent judgments; including the Year 8 &amp; 9 Exams.</li> <li>Trial of Critical and Creative Thinking Assessment Tool.</li> <li>BASTOW action research project- developed and implemented.</li> <li>Teachers obtain and act on multiple sources of feedback (including Peer-to-Peer Observations, coaching, mentoring, student feedback).</li> </ul>	<p>the team Minutes; and included in P&amp;D reviews.</p> <ul style="list-style-type: none"> <li>Analysis of Critical and Creative Thinking Tool and a strategic plan for implementation developed.</li> <li>Activity Report from each Leading Teacher involved in Bastow course.</li> </ul>
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>Review and update Scope and Sequence documents (annually).</li> <li>Collect and draw on exemplars of student work from all Curriculum Action Teams CATs.</li> <li>Word banks developed for all CATs.</li> <li>Review of Year 8 and 9 curriculum.</li> <li>Rubrics connected to units of work.</li> <li>Interim Reports to include 'Enabling Comments' (feed forward); analysis undertaken for Quality Assurance and improvements identified.</li> <li>Year 8/9 classes focus on explicit teaching of inferential and evaluative questioning.</li> <li>Implement Critical and Creative Thinking Tool at Year 8.</li> <li>Implementation of revised VCE Maths and English study designs. Review of Year 8,9,10 and 11 exam tasks as Quality Tasks.</li> <li>Continued mentoring of Year 11 and 12 staff.</li> <li>Staff further to develop awareness of exam and testing pressures and teach scaffolding strategies to their students.</li> <li>Continue to provide professional learning opportunities to build every teacher's capacity as teachers of literacy.</li> </ul>	<ul style="list-style-type: none"> <li>Student exemplars collected and loaded on H: drive.</li> <li>Literacy word banks showcased in classrooms.</li> <li>Word banks of enabling comments collected.</li> <li>New curriculum outlines developed and implemented. Literacy learning growth is embedded into the Performance and Development Process as an 'all staff goal' and every teacher shows evidence of using of literacy strategies and resources.</li> <li>Further consolidation on H:drive of rigorous course documentation that is AusVELS/VCE compliant, and incorporates eLearning, differentiation, common assessment tasks, shared criteria, rubrics, moderation protocols and exemplars.</li> <li>Students' feedback on Year 8 and 9 exams collected.</li> <li>Mapping Critical &amp; Creative Thinking Tool results from Year 8.</li> <li>Staff to complete extracts of GAT and NAPLAN for professional development.</li> <li>Teachers provide evidence of student assessment data analysis through the Performance and Development process.</li> <li>Teachers provide evidence of multiple forms of feedback through the performance and development process.</li> </ul>

<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>● Focus on evaluating the PSC e<sup>5</sup> Instructional Model.</li> <li>● Develop the CAT program based on e<sup>5</sup>, literacy and exemplary teaching and learning for all teaching staff.</li> <li>● Staff moderating summative assessment.</li> <li>● Common approach to PSC Exam and Assessment Strategies.</li> <li>● Literacy programs and professional development are further refined according to relevant needs.</li> </ul>	<ul style="list-style-type: none"> <li>● All students in Years 7-10 using Critical and Creative Thinking Assessment Tool.</li> <li>● NAPLAN matched cohort data for all year levels has met or is on track to meet the targets identified.</li> <li>● Every teacher shows evidence of using literacy strategies and resources in their Performance and Development Review along with an understanding of key literacy data and multiple forms of feedback and data.</li> <li>● Teachers are able to produce rigorous course documentation that is AusVELS/VCE compliant, and incorporates eLearning, differentiation, common assessment tasks, shared criteria, rubrics, moderation protocols and exemplars is uploaded to H:drive.</li> </ul>
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>● Review the 2015 – 2018 Curriculum Action Teams as PLTs outcomes.</li> <li>● Review the school’s approach to improving literacy.</li> <li>● Review the development of the rigour, challenge and level of differentiation of learning and assessment tasks established in the previous three years.</li> </ul>	<ul style="list-style-type: none"> <li>● Achievement targets met.</li> <li>● Review of CAT outcomes as PLTs process or equivalent is implemented for all teaching staff.</li> </ul>

## Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students' motivation to learn, as well as their active involvement in learning.

Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.

### Key improvement strategies

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.

### Goals

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.

To provide a stimulating learning environment with all students actively engaged and capable of achieving their full potential.

Consolidate student involvement and participation in their learning and decision-making through a continuing whole school commitment to student voice and leadership.

Sustain authentic pathways and transitions into, through and beyond PSC.

Implement programs that cultivate an environment that enables student communication, choice making, student voice and leadership in the Junior School.

Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the College and the wider community.

Create a whole school culture of high expectations based on the College Values of Respect, Success, Resilience and Creativity.

<p><b>Targets</b></p> <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>	<p>Attitudes to School Student Survey Teacher Effectiveness score to be at least 3.65. (3.57 in 2014)</p> <p>Attitudes to School Student Survey Stimulated Learning score at Year 8 to be at least 3.4. (3.27 in 2014)</p> <p>Attitudes to School Student Survey Student Motivation score at Year 8 to be at least 4.4. (4.32 in 2014).</p> <p>Attitudes to School Student Survey School Connectedness score at Year 8 to be at least 3.75. (3.67 in 2014).</p> <p>Parent Opinion Survey Student Safety Overall Score to improve from 4.91 in 2014 to 4.98 by 2018.</p> <p>Increase the percentage of parents reporting their child feels connected to peers in the Parent Opinion Survey from 5.26 in 2014 to 5.35.</p> <p>The PSC VETiS completion rate to be 80% eligible certification completion, and 100% completion of 1 or more UOC.</p> <p>The VCAL completion rate across all campuses to be at least 85%.</p> <p>The Real Retention Year 10 to Year 11 scored to be 90%.</p>	
	<p><b>Actions</b></p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p><b>Success criteria</b></p> <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><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Develop a protocol for student feedback surveys.</li> <li>• Design SWPBS for implementation.</li> <li>• Develop a protocol for Parent Opinion Surveys.</li> <li>• Review data from previous years' subject selections and strategically plan next year's program.</li> <li>• Leadership Team members conduct professional learning for all teaching staff on critical and creative thinking routines and its incorporation into the Instructional Model.</li> <li>• Involve students across all year levels in regularly establishing meaningful learning goals, reflective practices, peer and self-assessment.</li> <li>• Further enhancement of transitions and induction programs into the school when students enter at different times across the year and at year levels other than Year 7 families. Booklet, pamphlet, parent student welcome.</li> <li>• Improve systems to record, track and regularly discuss student results and progress as students move through the school (implement Compass program).</li> <li>• Include a professional learning focus for staff and students about how to get the most out of the flexible learning spaces to enhance teaching and learning.</li> <li>• Investigate and plan for implementation of new student management system (Compass)</li> <li>• Involve parents in course counselling sessions at one year level.</li> </ul>	<ul style="list-style-type: none"> <li>• New curriculum model developed in consultation with staff and distributed for implementation.</li> <li>• All staff using an agreed student feedback survey methodology.</li> <li>• Analysis of student feedback data evident in Performance and Development Plans.</li> <li>• SWPB evident in school behaviours.</li> <li>• Increase percentage of parents completing Parent Opinion Surveys.</li> <li>• Increase in VETIS enrolments.</li> <li>• Increase in Year 10-11 and Year 11-12 retention data.</li> <li>• Reduced incidents of student behaviour requiring serious intervention as evidenced in suspension data.</li> <li>• All staff to have used Compass for Learning Tasks for at least one assessment per semester.</li> <li>• Parent feedback on Learning Tasks is obtained and analysed.</li> <li>• Percentage of students from Year 7-10 who use Compass Insights (or similar tool) to set learning goals and to reflect on learning goals.</li> </ul>
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Consolidate a Careers Program in Years 7-10.</li> <li>• Develop communication strategy for course selection process to target students, teachers and parents.</li> <li>• Implement School Wide Positive Behaviours SWPBS.</li> <li>• Review RTO programs and investigate scope extension.</li> <li>• Review VCAL, Work Related Skills and PD subjects.</li> <li>• Review and improve strategies for encouraging attendance through more consultation with students, use of personalised interventions as required and an educative program for parents and students about the importance of attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Years 7-9 students evaluating their own progress in classes.</li> <li>• Course selection processes will enable students to map their subject selections for Years 9-12.</li> <li>• Student evaluations imported into reporting program.</li> <li>• Transitions, programs and pedagogy across Years 8 – 10 are enhanced through ongoing professional learning.</li> <li>• Individual Learning Plans developed for all Year 8-12 students.</li> <li>• Explicit Careers Education evident in junior curriculum.</li> <li>• New course selection and parent information process re subject</li> </ul>

	<ul style="list-style-type: none"> <li>• Improve the tracking of individual student progress in order to deliver high quality learning pathways appropriate to student needs.</li> </ul>	<p>selection developed.</p> <ul style="list-style-type: none"> <li>• Explicit teaching of SWPBS strategies evident in curriculum.</li> <li>• Conduct course confirmation through Compass at some year levels.</li> <li>• All staff to be using Compass Learning Tasks for all assessments in at least one class.</li> <li>• Students to use learning reflections in their course counselling conversations.</li> <li>• Year 9 and 10 Mentor teachers to be involved in course counselling.</li> <li>• Involve parents in course counselling sessions at three year levels.</li> <li>• Teaching staff have access to systems which track student results and progress, individually and as cohorts from Year 7-12.</li> <li>• Use of Compass has improved student attendance data and parent communication.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Fully adopt a reporting program that incorporates student self-evaluation.</li> <li>• Staff P&amp; D Plans to include student feedback through class observations.</li> <li>• Embed SWPB developed Values into curriculum.</li> <li>• Developing agreed, school-wide teaching and learning strategies that cognitively engage students in learning behaviours that improve outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Students producing their own feedback to parents on individual tasks.</li> <li>• Managing Individual Pathways MIPS or all Junior classes.</li> <li>• SWPBS values clearly evident and visible in College Community and Curriculum.</li> <li>• All staff to be using Compass Learning Tasks for all assessments in all classes.</li> <li>• All teaching staff undertake professional development on innovative pedagogy which increases student cognitive engagement and participation in learning.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Consolidation of first three years data to ensure goals are met.</li> <li>• Review all Transition processes; into, through and from the school.</li> <li>• Review the level of student involvement and participation in their learning and decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement targets met.</li> <li>• Strategic Review affirms all practices and approaches to transition, pedagogy and opportunities for student participation in their learning.</li> <li>• Successful RTO Re-Registration Audit.</li> </ul>

## Wellbeing

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.

### Key improvement strategies

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### Goals

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.

To provide an inclusive, safe and nurturing learning environment to enhance all students' capacity to be respectful, creative, resilient and successful learners.

Develop, implement and evaluate programs that improve wellbeing.

Commitment to a 'whole of school' approach to wellbeing priorities with particular emphases at each year level.

Build a school community where everybody is empowered to help reduce the incidents of bullying and cyberbullying.

<p><b>Targets</b></p> <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>	<p>Attitudes to School Student Survey School Connectedness score at Year 8 to be at least 3.75. (3.67 in 2014)</p> <p>Parent Opinion Survey General Satisfaction Score and Connectedness to School Score to improve from 5.48 and 4.87 respectively in 2014 to 5.66 and 4.90 by 2018.</p> <p>Student Absence rate to be 14 days or less by 2018. What is it now Strong correlation between Attitudes to School Student Survey scores and Parent Opinion Survey scores in Classroom Behaviour.</p> <p>School Wide Positive Behaviour Support Program identifiable and visible in the College.</p>	
	<p><b>Actions</b></p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p><b>Success criteria</b></p> <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><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>● Investigate, identify and implement a student learning and management program.</li> <li>● Develop the eSmart Ambassador Program.</li> <li>● Further professional development on identifying and responding to incidents of bullying and harassment.</li> <li>● Further implement the College Mentor Program.</li> <li>● Train Student Leaders in leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Student Learning and management program ratified by School Council.</li> <li>● Regular student leadership team meetings.</li> <li>● Students trained in classroom peer mentoring.</li> <li>● Leadership and Expert Teacher with Organisational Duty responsibilities for SRC.</li> <li>● Every teacher in a Mentor role.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue growth of Student Representative Council SRC.</li> <li>• Further develop Student Peer Mentor Program</li> <li>• Implement Teach the Teacher program.</li> <li>• Develop Senior Student Leadership Program.</li> <li>• Increase participation of parents completing surveys.</li> <li>• Ensure greater use of individual learning plans to better cater for individual learning needs including students who require stretch and challenge and those requiring support and specific intervention.</li> <li>• Continue to improve student attendance.</li> <li>• Continue to investigate and implement targeted intervention and proactive approaches to wellbeing – including cyber safety, bully busters, body image/self esteem.</li> <li>• Complete Reasonable Adjustments measures and documentation (annual).</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Student Leadership positions developed.</li> <li>• Student Peer Mentors appointed.</li> <li>• Staff member Mentor established on Senior School Leadership Team.</li> <li>• Improved parent opinion survey completion rate.</li> <li>• Review of extra-curricular activities conducted.</li> <li>• SWPB Matrix distributed to students and staff.</li> <li>• Review of the <i>Resits</i> and Homework programs conducted.</li> <li>• All staff undertaken professional learning around the use of Individual Learning Plans (ILPs) and Reasonable Adjustments.</li> <li>• A review of the effectiveness of the VCE/VCAL blended programs (including an increase in real retention from Years 9 and 10) is conducted.</li> <li>• A database of student co-curricular participation is established and evaluated.</li> <li>• Scope and sequence documentation is finalised that outlines a consistent and relevant SWPB.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Increase communication with parents using new communication methods and targeting distribution lists effectively.</li> <li>• Implement explicit SWPBS curriculum.</li> <li>• Implement the eSmart ambassador program.</li> <li>• Enhance the student Leadership and Peer Mentoring programs.</li> <li>• Review the use of individual learning plans; the identification of exemplar documentation that is incorporated into web-based Student Learning and management program.</li> <li>• Use Compass for improved student, parent and school communication.</li> </ul>	<ul style="list-style-type: none"> <li>• New course selection web-based process implemented.</li> <li>• Implementation of Compass program across the College.</li> <li>• Improved student attendance rate.</li> <li>• Ratification of PSC Student Engagement and Wellbeing Policy by School Council.</li> <li>• The use of ILPs is provided as evidence in staff Performance and Development plans (in particular Mentors).</li> <li>• The incorporation of co-curricular data through the reporting process.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Implement a reward system for SWPBS.</li> <li>• Improve Mentoring program.</li> <li>• A whole school review of attendance and retention data</li> <li>• Review the effectiveness of the Senior School blended learning pathways program.</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching staff are mentors and implementing varied parental contact and communications.</li> <li>• SWPBS clearly visible in College.</li> </ul>

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Consolidate the first three years to ensure all goals are met.</li> <li>• Review all approaches to wellbeing, including classroom tutorial programs.</li> <li>• Review co-curricular program participation by students in all year levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement targets met.</li> <li>• At least one targeted intervention program run at each year level.</li> <li>• Strategic Review affirms all practices and wellbeing approaches to maximise student participation and success at every year level.</li> </ul>
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<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p><b>Key improvement strategies</b></p> <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>
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<p><b>Goals</b> 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 ensure the allocation and performance of resources optimises the achievement, engagement and wellbeing of all students and staff.</p>	<p>Continue sound financial management approaches to maintain optimum standards in staffing and subject offerings, of facilities and resources, and opportunities for School Council approved projects.</p> <p>Create a whole school culture of accountability and feedback. Maximise sustainable partnerships with community agencies and stakeholders</p> <p>Effectively allocate resources to maximise student learning and engagement.</p>
<p><b>Targets</b> 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>	<p>Financial and human resources effectively directed to identified programs Performance and Development Culture used to increase accountability and performance. Leadership structure prioritised in terms of the College goals and priorities.</p>	

	<p><b>Actions</b></p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p><b>Success criteria</b></p> <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><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>● Investigate new timetabling and school resourcing packages.</li> <li>● Develop new Leadership structure.</li> <li>● Require all school programs to submit accountability feedback on resources used.</li> <li>● Develop an eLearning Plan to provide access to and consistent use of the ICT resources.</li> <li>● Continue to invest in leadership development and staff professional learning.</li> <li>● Focus professional learning for staff to maximise the use of flexible learning spaces to enhance teaching and learning.</li> <li>● Further develop the School Workforce plan.</li> <li>● Ensure systematic approaches to maintenance of facilities and projects through recurrent expenditure</li> <li>● Further develop leaders' expertise in project budgeting.</li> <li>● Consolidate existing school-community partnerships.</li> <li>● Investigate fundraising opportunities through School Council to build financial reserves for future projects.</li> </ul>	<ul style="list-style-type: none"> <li>● All new staff are inducted, assigned mentors, and engage in ongoing professional learning led by an Assistant Principal.</li> <li>● All staff successfully completing Performance and Development Plans.</li> <li>● eLearning Plan completed.</li> <li>● Organisational Duty (eLearning Leader) with a responsibility to work with Curriculum Action Team Leaders to develop staff capacity to embed innovative eLearning strategies across all learning areas.</li> <li>● New timetable packages explored and chosen.</li> <li>● New Leadership structure advertised and ready for 2016 implementation.</li> </ul>
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>● Review school curriculum and programs to ensure arrangements best support 21st century learning and skills development.</li> <li>● Consolidate Community partnerships and investigate new partnerships.</li> <li>● eLearning Leader continue to provide extensive opportunities for staff in eLearning applications and high quality pedagogical practices.</li> </ul>	<ul style="list-style-type: none"> <li>● New leadership structure adopted.</li> <li>● All Position Descriptions for leadership, responsibility and organisational duties completed.</li> <li>● Staff using Compass Program for reporting.</li> <li>● eLearning plan and BYOD evaluation completed.</li> </ul>

	<ul style="list-style-type: none"> <li>• BYOD evaluation led by Assistant Principal.</li> <li>• Implement new student management and resource package.</li> </ul>	<ul style="list-style-type: none"> <li>• Junior curriculum review completed by Sub-School Team.</li> <li>• Staffing profile reflects commitment to quality recruitment.</li> <li>• All necessary maintenance and building works carried out.</li> <li>• Financial reserves consolidating for future projects.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Monitor Curriculum Review through Curriculum Action Teams, Curriculum &amp; Student Services Sub-Committee meetings.</li> <li>• Continue to provide professional learning and leadership development for staff.</li> <li>• Continue commitment to Workforce Plan alignment with curriculum to ensure highest quality educational experience for all students and staff.</li> <li>• Continue enhancement of school-community partnerships and sponsorship opportunities.</li> <li>• Review current leadership structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership structure reviewed. Curriculum documentation and pedagogy reflects commitment to high quality instructional practice – eLearning applications, differentiation, use of learning spaces.</li> <li>• Staffing profile reflects commitment to quality recruitment.</li> <li>• All necessary maintenance and building works carried out.</li> <li>• Financial reserves consolidating for projects.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Consolidation of the first three years.</li> <li>• Review of all financial, staffing, facilities, resourcing, community partnerships, professional learning and ICT approaches.</li> </ul>	Achievement targets met.