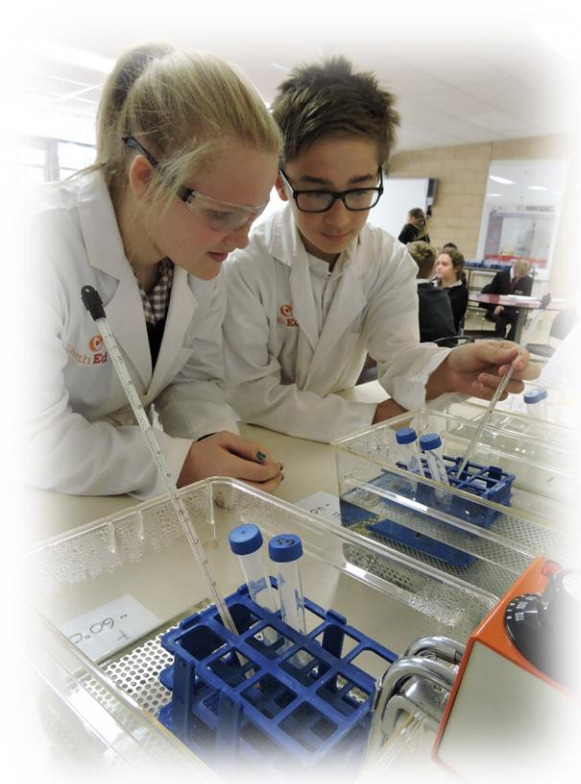


# School Strategic Plan for Mount Clear College South Western Victoria Region 2014 – 2018 7267



## Endorsements

Endorsement by School Principal	<b>Name</b> Lynita Taylor <b>Date</b> 30/04/15
Endorsement by School Council	<b>Name</b> Wayne Ward <b>Date</b> 29/04/15
Endorsement by the delegate of the Secretary	<b>Name</b> Lesley Hubble <b>Date</b> 03/06/15

## School Profile

<p><b>Purpose</b></p>	<p>To provide a caring and engaging community where every student and staff member is valued, able to learn, to grow and is inspired to achieve individual excellence.</p>
<p><b>Values</b></p>	<p>Mount Clear College affirms the values of society and in doing so we;</p> <ul style="list-style-type: none"> <li>• <b>CARE</b>, through fostering relationships with our families, and our local and global community</li> <li>• Show <b>COMMITMENT</b> to learning and the pursuit of individual growth.</li> <li>• <b>RESPECT</b> ourselves, each other and our environment,</li> <li>• Take <b>RESPONSIBILITY</b> for the impact of our actions on ourselves and others</li> </ul>
<p><b>Environmental Context</b></p>	<p><b>Social – community and demographics</b></p> <p>Mount Clear College is nestled into an idyllic bush setting on the edge of the Canadian forest, six kilometres from the centre of Ballarat. It is a 7 to 12 coeducational College with a current student enrolment of approximately 1160 students. The essence of the College's philosophy is to provide educational opportunities of the highest quality where each student is challenged to reach their full potential. College resources include a highly experienced and dedicated staff, who promote quality teaching and learning within a secure safe learning community.</p> <p>Staffing profile includes; 4.0 Principal Class, 6.4 Leading Teacher, 47.9 Classroom Teacher 2, 15.6 Classroom Teacher 1, 24.5 Educational Support staff and 6.7 Staff within a Specialist Maths/Science Centre.</p> <p><b>Educational</b></p> <p>Curriculum in the junior school is organised according to the eight learning areas and all course development is aligned to the AusVELS. The senior school curriculum allows students to design an individual program through a comprehensive range of Victorian Certificate of Education (VCE) &amp; Victorian Certificate of Applied Learning (VCAL) studies, providing pathways to post-secondary opportunities. VET opportunities available to both VCE and VCAL students are vast and made available through strong partnerships with Federation University and the Ballarat VETIS cluster.</p>

Alongside traditional education programs, Mount Clear College offers a magnitude of diverse academic and cultural programs. Students have access to extensive extracurricular programs within the Performing Arts and the College Sport program. The College has a long standing SEAL program which currently provides the opportunity for likeminded, gifted students to fast track years 7 to 10 in three years.

Australia's first Confucius Classroom within a secondary school setting was built in 2009 at the College in partnership with the Chinese government. This has led to strong ties with partnership schools in Asia, allowing students and teachers to swap knowledge, build friendships and broaden their understanding of global societies. Mount Clear College's purpose built Language Centre has become the Hub of LOTE and cultural programs throughout the region for Japanese and Chinese, providing immersion programs to Primary Schools across the region. Mount Clear College is one of only two public schools in Victoria authorised to apply for a license to deliver VCE course offshore.

Mount Clear has one of only six Specialist Science and Mathematics Centres in Victoria, the Earth Ed Centre. The Centre provides specialist day programs for students, professional development activities for teachers, and is a centre for science education in the state. Primary and Secondary students from across Victoria attend programs provided by the Earth Education Centre, as a shared resource for all Victorian students.

#### **Technological**

The College has an excellent platform for internet and intranet use. With interactive whiteboards in every classroom and a years' 7 to 10 1:1 iPad program. Provision of laptop trolleys throughout the College combined with the iPad program and VCE 'bring your own device' trial, has resulted in an increased use of computers for student learning.

#### **Environmental – grounds and facilities**

Classrooms are conducive to effective learning. Staff offices have recently been renovated and resourced to reflect best practice work environments. The College has

- A dedicated Victorian Language Centre hosting Japanese and Chinese language classes, which encompasses a Confucius Classroom
- An Earth Ed Center which is one of only six Victorian Department of Education Specialist Math/Science Centers
- Outstanding performing arts facilities, including a 300 seat theatre, a band rehearsal room and a dance studio with industry standard sprung floor

	<ul style="list-style-type: none"> <li>• Excellent sporting facilities, including a two court gymnasium, along with a mini gymnasium, an outdoor synthetic turf soccer pitch, and direct access to Mount Clear Community football, cricket, tennis and netball facilities</li> </ul> <p>Mount Clear College is an exciting place to work and offers variety and cultural diversity for both students and staff. The College is making every endeavour to be at the forefront of progressive Australian education with many priorities being progressed concurrently.</p>
<p><b>Service Standards</b></p>	<ul style="list-style-type: none"> <li>• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</li> <li>• The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</li> <li>• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>• Teachers will aim to promote personalised growth while valuing diversity.</li> <li>• Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</li> <li>• All teachers will provide timely and targeted feedback to students on their work.</li> </ul>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p><b>Achievement</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To improve student learning growth particularly in the key areas of literacy and numeracy.</p>	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• Increase the proportion of students achieving high relative growth from year 7 to 9 in reading, from 16% in 2014 to 25% in 2018</li> <li>• Decrease the proportion gaining low relative growth from year 7 to 9 in reading, from 35% in 2014 to 25% in 2018</li> <li>• Increase the proportion of students achieving high relative growth from year 7 to 9 in writing, from 23% in 2014 to 25% in 2018</li> <li>• Decrease the proportion of students achieving low relative growth from year 7 to 9 in writing, from 31% in 2014 to 25% in 2018</li> <li>• Increase the proportion of students achieving high relative growth from year 7 to 9 in numeracy, from 20% in 2014 to 25% in 2018</li> <li>• Decrease the proportion of students gaining low relative growth from year 7 to 9 in numeracy, from 39% in 2014 to 25% in 2018</li> </ul> <p><b>VCE/VCAL</b></p> <ul style="list-style-type: none"> <li>• Increase the VCE English from 25.61 in 2014 to 28.5 in 2018 and college mean allstudy scores from 26.97 in 2014 to 28.7 in 2018</li> <li>• Increase the number of successful intermediate and senior VCAL Certificate from 87% in 2014 to 95% in 2018</li> <li>• Increase the percentage of study scores of 40 or more from 2.1% in 2014 to 4.5% in 2018</li> </ul>	<ol style="list-style-type: none"> <li>1. Build staff capacity and embed a consistent, whole school approach to student centred learning</li> <li>2. Consolidate curriculum and assessment across the college to deliver a differentiated curriculum that addresses the learning needs of all students</li> <li>3. Raise student growth in literacy and numeracy. Introduce the 'Growth Mindset' approach.</li> <li>4. Develop clear and accountable leadership throughout the College. Embed a strong, positive united College culture.</li> </ol>

<p><b>Engagement</b></p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To enhance student engagement through greater understanding by students of their learning.</p>	<p><b>Attitudes to School Survey</b></p> <ul style="list-style-type: none"> <li>Increase stimulating learning from 3.13 to 3.20, teacher effectiveness from 3.58 to 3.70, student learning confidence from 3.68 to 3.75 and motivation from 4.15 to 4.30.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Decrease the mean for average days absent per year from 20.43 days in 2014 to 18.5 days in 2018, particularly at years 7, 8 and 9.</li> <li>Increase the percentage of students continuing in education and training at the end of year 12</li> </ul> <p><b>Parent Opinion</b></p> <ul style="list-style-type: none"> <li>Transition variable on Parent Opinion Survey to increase from 5.39 in the second quartile to the third quartile.</li> </ul> <p><b>Staff Opinion Survey</b></p> <ul style="list-style-type: none"> <li>Staff opinion in relation to Collective Focus on Student Learning to improve from School Score of 298 and 47% endorsement in 2014 to 390 and 67% by 2018</li> </ul>	<ol style="list-style-type: none"> <li>Introduce Compass program to track and monitor attendance to identify students with high absences who may be at risk of disengaging from education</li> <li>Strengthen understanding of personal learning attributes and pathways. Implement a whole school approach to pathways planning and raising student aspirations</li> <li>Enhance the transition program for year 7 through the mentor program</li> </ol>
<p><b>Wellbeing</b></p> <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>	<p>To foster student wellbeing through positive relationship building.</p>	<p><b>Attitudes to School Survey</b></p> <ul style="list-style-type: none"> <li>Increase in students opinion of connectedness to school and peers 3.51 to 4.00, classroom behaviour from 2.92 to 3.10 and safety from 4.14 to 4.35</li> </ul> <p><b>Parent Opinion Survey</b></p> <ul style="list-style-type: none"> <li>Parent opinion of student safety and connectedness to improve from 5.55 and 5.71 in the second quartile to the third quartile.</li> </ul> <p><b>Staff Opinion Survey</b></p> <ul style="list-style-type: none"> <li>Staff opinion in relation to Collective Responsibility to improve from School Score of 338 and 61% in 2014 endorsement to 390 and 68% in 2018</li> </ul>	<ol style="list-style-type: none"> <li>Improve consistent application of expectations through development of a MCC classroom environment rubric.</li> <li>Embed the use of restorative practice in conjunction with school-wide positive behaviour program through the mentor program</li> <li>Develop a visible school wide focus on empathy and the 'care about individual student learning'.</li> </ol>
<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>To optimise the allocation of resources (human, financial, time, space and materials) to improve learning opportunities and outcomes for students.</p>	<p><b>Attitudes to School Survey</b></p> <ul style="list-style-type: none"> <li>Safety to be at or above the state mean</li> </ul> <p><b>Parent Opinion Survey</b></p> <ul style="list-style-type: none"> <li>Parent opinion of school improvement to increase from 5.09 in the second quartile to the third quartile.</li> </ul> <p><b>Staff Opinion Survey</b></p> <ul style="list-style-type: none"> <li>Overall School Climate measured within the Staff Opinion Survey to improve from School Score of 313 and 41% endorsement in 2014 to 380 and 55% in 2018</li> </ul>	<ol style="list-style-type: none"> <li>Allocate school resources to maximise strategies designed to improve student outcomes particularly in the area of professional learning.</li> <li>Enhance the use of technology within the college e.g. BYOD, student management systems and assessment tracking software.</li> <li>Refine program budgeting to include evaluation of prior revenue and expenditure.</li> </ol>

## Key Improvement Strategies

### STUDENT ACHIEVEMENT

#### 1. KIS 1 Build staff capacity and embed a consistent, whole school approach to student centred learning

- Establish a regime of observation and feedback between classroom teachers
- Define high expectations for student learning in behavioural terms and academic expectations. Incorporate a “learning to learn” program through the mentor program
- Use data to develop strategies for low, medium and high learning growth students
- Define high expectations for teacher practice (including VCE) in terms of planning within PLTs for; tracking student progress, differentiation and professional learning

#### 2. KIS 2 Consolidate curriculum and assessment across the college to deliver a differentiated curriculum that addresses the learning needs of all students

- Develop curriculum documentation that includes learning focus, skills, knowledge and understandings students are expected to attain, the scope and sequence of content and the required assessment tasks
- Establish common assessment tasks for each study with assessment rubrics and ensure associated moderation of feedback, to build teacher capacity in providing effective feedback to students
- Develop and document an annual assessment plan at all year levels and ensure the focus of curriculum planning time is to; analyse and discuss data, share strategies and plan student learning that has a personalised approach.

#### 3. KIS 3 Raise student growth in literacy and numeracy skills particularly in reading and writing. Introduce a ‘Growth Mindset’ approach

- Develop a whole school literacy approach, including strengthening the use of HRLTP. Expand the focus on the explicit teaching of writing across all KLAs.
- Map and use assessment data in a visible and ongoing way to foster teacher discussion.
- Continue to review and refine current literacy and numeracy intervention such as Quick Smart and SRA. Investigate extension intervention strategies in maths/science.
- Ensure individual learning plans are in place for students with particular learning needs and exceptional talents as well as those who are achieving below expected levels.

#### 4. KIS 4 Develop clear and accountable leadership throughout the college, and embed a strong, positive united College culture

- Involve all stakeholders to review and engage with the College Vision, Values and Mission Statements
- Review leadership roles and school organisational structure. Articulate a clear vision and purpose for the leadership and organisational school structure
- Continue to build the capacity of the extended leadership team (principal class, leading teachers, KLA leaders and Mini School Leaders). Establish collaborative teams with relevant and clear accountabilities. Focus on technical leadership (thinks and plans strategically, aligns resources with desired outcomes, holds self and others to account) and educational leadership (shapes pedagogy, focus on achievements and promotes inquiry and reflection).

## **STUDENT ENGAGEMENT**

### **5. KIS 1 Introduce Compass program to track and monitor attendance to identify students with high absences who may be at risk of disengaging from education**

- Continue to educate the school community, making explicit the strong connection between student wellbeing, regular, punctual attendance and improved learning outcomes.
- Implement through Compass the use of electronic roll marking to facilitate monitoring of attendance.
- Monitor attendance of students with high levels of absences. Give 'School Wide Positive Behaviours' awards for attendance each month and at the end of each term.

### **6. KIS 2 Strengthen understanding of personal learning attributes and pathways. Implement a whole school approach to pathways planning and raising student aspirations.**

- Develop a team approach to Pathways and Transitions through the Mentor program to strengthen transitions within the school and post schooling.
- Foster an understanding across the college of successful senior pathways, which involve VCE, VET and VCAL.
- Increase the use of careers action plans to guide students into electives and senior study options. Review Course Counselling processes.
- Provide ownership of learning through regular access to learning assessment data (eg On Demand, NAPLAN, teacher judgments)
- Review and refine end of year Headstart programs at years 10 and 11 ensure students have optimum preparation for the following year.
- High expectations, rigor and routine, as well as college values and desired behaviours, are reinforced regularly at assemblies.

### **7. KIS 3 Enhance the transition program for year 7 through the mentor program**

- Investigate professional learning opportunities with primary school staff. Invite primary school teachers to spend time working with English and Maths teachers at years 7 and 8.
- Support the development of a Primary School Science teaching network through Earth Ed
- Plan pathways planning and support for students with special needs including regular reviews of ILPs, intervention or support programs and challenge for talented students.
- Develop a process for formal exit interviews with every student who leaves the school prior to the end of year 12.
- Review current levels of satisfaction with induction, transitions, pathways and course planning by seeking feedback from students, parents, staff and feeder schools annually

## **STUDENT WELLBEING**

### **8. KIS 1 Improve consistent application of rules and expectations within and outside of the classroom**

- Through the mentor program, promote positive relationships with all students, and use the Compass tool to strengthen links with home
- Incorporate within the Mentor program careers action plans, global intercultural learning, 'learning to learn', data reflection and goal setting
- Strengthen links with primary school teachers to support wellbeing of all students during transition to secondary education
- Develop age appropriate programs according to year level

### **9. KIS 2 Embed the use of restorative practice in conjunction with school wide positive behaviour program through the mentor program**

- Develop a consistent approach within the leadership team where these principles are fully understood, modelled and reinforced within the teams they are responsible for.
- Educate students and encourage families to adopt and model these principles at home.
- Ensure the School Wide Positive program is a focus of staff professional learning and becomes part of everyday teacher practice
- Maintain a relentless focus on the need for consistency in terms of high expectations of student behaviour and application of agreed student management procedures.



**10. KIS 3 Develop a visible school wide focus on empathy and the 'care about individual student learning'**

- Develop and implement proactive student wellbeing programs at each year level that address issues faced by young people such as self-esteem, resilience, cyber-bullying, healthy eating, drugs and alcohol, sexual health and wellbeing, body image, relationships, stress management.
- Enhance student access to authentic student leadership opportunities.
- Develop high expectations of learning amongst all members of the school community to raise aspirations for students' progress relevant to their capabilities and interests

**PRODUCTIVITY**

**11. KIS 1 Allocate school resources to maximise strategies designed to improve student outcomes particularly in the area of professional learning.**

- Review current leadership and educational support structure of the College
- Review mini school structure

**12. KIS 2 Enhance the use of technology within the college e.g. BYOD, student management systems and assessment tracking software.**

- New RTO software introduced
- BYDO program introduced to senior students
- Compass package implemented excluding online payment and student reporting online.
- Investigate student tracking program to ensure correct data for exiting students

**13. KIS 3 Refine program budgeting to include evaluation of prior revenue and expenditure.**

- Review of current program budgeting

**14. KIS 4 Maintain the independent integrity of budgets including ones for staffing, international education and Earth Science.**

- Review current Earth Ed budget system
- Review International Program budget, develop a three year

## School Strategic Plan 2014- 2017

Key Improvement Strategies		Actions	Achievement Milestones
<p><b>STUDENT ACHIEVEMENT</b></p> <p><b>KIS 1</b>  <b>Build staff capacity and embed a consistent, whole school approach to student centred learning</b></p> <p><b>KIS 2</b>  <b>Consolidate curriculum and assessment across the college to deliver a differentiate curriculum that addresses the learning needs of all students</b></p>	<p><b>Year 1</b></p>	<p><b>Actions for KIS 1</b></p> <ul style="list-style-type: none"> <li>▪ Establish a regime of observation and feedback between classroom teachers through team learning walks and peer observation</li> <li>▪ Define high expectations for student learning in behavioural terms (completion of work, effort, homework). Incorporate a “learning to learn” program across the school as part of the mentor program</li> <li>▪ Use data to develop strategies for low, medium and high learning growth students. Engage students in setting learning goals</li> <li>▪ Defining high expectations for teacher practice, including VCE, in terms of planning within PLTs for; tracking student progress, differentiation of curriculum, and professional learning</li> </ul> <p><b>Actions for KIS 2</b></p> <ul style="list-style-type: none"> <li>▪ Ensure curriculum documentation within each domain includes the learning focus, skills, knowledge and understandings that students are expected to attain, the scope and sequence of content and the required assessment tasks.</li> <li>▪ Establish common assessment tasks for each study and provide for associated moderation of feedback provided to students</li> <li>▪ Ensure the focus of curriculum planning time is to analyse and discuss data, share strategies and plan student learning that has a personalised approach.</li> </ul>	<p><b>Milestones for KIS 1</b></p> <ul style="list-style-type: none"> <li>▪ Documented lesson planning incorporates learning intentions, success criteria, differentiated tasks, high level cognitive challenge, effective feedback, reflection time.</li> <li>▪ Teachers, demonstrate a clear understanding on the nature of effective feedback and skills in integrating feedback into their classroom practice.</li> <li>▪ Teachers demonstrate skills in analysing data to inform instruction to meet the learning needs of every student.</li> <li>▪ A consistent approach to teaching at the VCE level. Teachers have reviewed their 2014 VCE results and implemented strategies to address concerns.</li> </ul> <p><b>Milestones for KIS 2</b></p> <ul style="list-style-type: none"> <li>▪ Staff demonstrate competency in designing differentiating instruction evident both in planning and in classroom practice.</li> <li>▪ All KLAs have uploaded curriculum plans to Compass including assessment tasks, criteria &amp; timelines</li> <li>▪ Students at, below and above expected levels identified to alert teachers of the need to differentiate- followed up to ensure actioned.</li> </ul>

<p><b>KIS 3</b> Raise student growth in literacy and numeracy skills particularly in reading and writing</p> <p><b>KIS 4</b> Develop clear and accountable leadership throughout the college, and embed a strong, positive united College culture by:</p>	<p><b>Actions for KIS 3</b></p> <ul style="list-style-type: none"> <li>▪ Develop a whole school literacy approach, including strengthening the use of HRLTP. Expand the focus on the explicit teaching of writing across all KLAs.</li> <li>▪ Map and use assessment data in a visible and ongoing way to foster teacher discussion.</li> <li>▪ Continue to review and refine current literacy and numeracy intervention such as Quick Smart and SRA reading program. Investigate extension intervention strategies in maths/science.</li> <li>▪ Ensure individual learning plans are in place for students with particular learning needs and exceptional talents as well as those who are achieving below expected levels.</li> </ul> <p><b>Actions for KIS 4</b></p> <ul style="list-style-type: none"> <li>▪ Engage all stakeholders to review College Vision, Values and Mission Statements.</li> <li>• Review leadership roles and school organisational structure - Articulate a clear vision and purpose for a leadership and organisational school structure</li> <li>▪ Continue to build the capacity of the extended leadership team (principal class, leading teachers, KLA leaders and Mini School Leaders). Focus on technical leadership (thinks and plans strategically, aligns resources with desired outcomes, holds self and others to account) and educational leadership (shapes pedagogy, focus on achievements and promotes inquiry and reflection).</li> </ul>	<p><b>Milestones for KIS 3</b></p> <ul style="list-style-type: none"> <li>▪ Semester based action plans for all PLTs are in place for Achievement Thresholds not being met – VCE, Literacy and Numeracy</li> <li>▪ Resources have been added to increase the number of students able to access Quick Smart.</li> <li>▪ A program has been developed to extend those with exceptional talents in Eng/Maths/Sci</li> <li>▪ Parent education is evident in regard to MCC teaching and learning strategies via newsletter</li> </ul> <p><b>Milestones for KIS 4</b></p> <ul style="list-style-type: none"> <li>▪ All staff demonstrate ownership of values, vision and mission and display a renewed commitment to promoting a positive College image.</li> <li>▪ Vision for students is publicised and articulated regularly to students and parents.</li> <li>▪ College well-being documents and code of conduct reflect College values as well as the school wide positive behaviour focus.</li> <li>▪ Leadership roles and positions reflect agreed leadership restructure. Establish collaborative teams with relevant and clear accountabilities</li> </ul>
	<p><b>Year 2</b></p> <p><b>Actions for KIS 1</b></p> <ul style="list-style-type: none"> <li>▪ Increase the expression of student voice and the active participation of students in learning (eg. goal setting, self-assessment, peer assessment, cooperative learning, and negotiated curriculum).</li> </ul>	<p><b>Milestones for KIS 1</b></p> <ul style="list-style-type: none"> <li>▪ 'Learning walks' show a consistent use of learning intentions, success criteria, differentiated tasks, with high level cognitive challenge, effective feedback and reflection</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Expanding the authentic use of ICT in supporting student learning</li> <li>▪ Enhance PLTs to include opportunities within the meeting schedule for peer observation and learning walks that provide feedback</li> <li>▪ Continue to engage students in setting learning goals and educate in providing effective feedback to teachers.</li> </ul> <p><b>Actions for KIS 2</b></p> <ul style="list-style-type: none"> <li>▪ Review and enhance the mentor program.</li> <li>▪ Focus on data driven planning for explicit teaching and learning. Triangulate AusVELS, NAPLAN, and VCAA On-Demand data. Use agreed college assessment tools to determine AusVELS levels.</li> <li>▪ Investigate introducing a Year 9 community, project based learning program</li> </ul> <p><b>Actions for KIS 3</b></p> <ul style="list-style-type: none"> <li>▪ Continue to review and refine current literacy and numeracy intervention and extension strategies</li> </ul> <p><b>Actions for KIS 4</b></p> <ul style="list-style-type: none"> <li>▪ Develop team goals to achieve AIP targets.</li> <li>▪ Publically and consistently articulate the vision and values and ensure they are displayed throughout the school and on the website and</li> <li>▪ Utilise coaching, Bastow leadership programs, external consultants and classroom learning walks to further develop instructional leadership capacity.</li> <li>▪ Implement an organisational structure that supports the stages of schooling and 21<sup>st</sup> Century pedagogy.</li> </ul>	<p>time.</p> <ul style="list-style-type: none"> <li>▪ Teachers, demonstrate a clear understanding on the nature of effective feedback. Teachers demonstrate skills in integrating feedback into their classroom practice.</li> </ul> <p><b>Milestones for KIS 2</b></p> <ul style="list-style-type: none"> <li>▪ Curriculum on Compass is updated regularly</li> <li>▪ Teacher assessment of AusVELS is more closely aligned to NAPLAN data.</li> <li>▪ A Year 9 project based learning program has been approved by the Student Learning Team and discussed at School Council</li> </ul> <p><b>Milestones for KIS 3</b></p> <ul style="list-style-type: none"> <li>▪ A vibrant intervention and extension program is in place and well-resourced as a school priority</li> </ul> <p><b>Milestones for KIS 4</b></p> <ul style="list-style-type: none"> <li>▪ Action plans are in place for all teams responsible for meeting AIP targets</li> <li>▪ Leadership structure is fully implemented and supports improved student outcomes</li> </ul>
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	Year 3	<ul style="list-style-type: none"> <li>▪ Continue to provide access to external consultants, online resources and DET professional learning programs to further enhance teacher capabilities and practice.</li> <li>▪ Focus on data driven planning for explicit teaching and learning. Triangulate VELS, NAPLAN, and VCAA On-Demand data. Use agreed college assessment tools to determine VELS levels.</li> <li>▪ Develop team goals to achieve AIP targets. Also ensure each teacher has a target for student learning derived from the AIP in their performance plan.</li> <li>▪ Publically and consistently articulate the vision and values and ensure they are displayed throughout the school and on the website and intranet.</li> <li>▪ Review documentation of agreed policies to ensure consistent operational procedures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 'Learning walks' show a consistent use of learning intentions, success criteria, differentiated tasks, with high level cognitive challenge, effective feedback and reflection time.</li> <li>▪ Teachers, demonstrate a clear understanding on the nature of effective feedback. Teachers demonstrate skills in integrating feedback into their classroom practice</li> <li>▪ Curriculum on Compass is updated regularly</li> <li>▪ Teacher assessment of AusVELS is more closely aligned to NAPLAN data.</li> <li>▪ A vibrant intervention and extension program is in place and well-resourced as a school priority</li> <li>▪ Leadership structure is fully implemented and supports improved student outcomes</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Year of Review - completion of College Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review document completed</li> </ul>

Key Improvement Strategies		Actions	Achievement Milestones
<p><b>STUDENT ENGAGEMENT</b></p> <p><b>KIS 1</b> Introduce Compass program to track and monitor attendance to identify students with high absences who may be at risk of disengaging from education</p> <p><b>KIS 2</b> Strengthen understanding of personal learning attributes and pathways by students. Implement a whole school approach to pathways planning and raising student aspirations</p>	<p>Year 1</p>	<p><b>Actions for KIS 1</b></p> <ul style="list-style-type: none"> <li>▪ Continue to educate the school community, making explicit the strong connection between student wellbeing, regular, punctual attendance and improved learning outcomes.</li> <li>▪ Implement through Compass the use of electronic roll marking to facilitate monitoring of attendance.</li> <li>▪ Monitor attendance of students with high levels of absence from school. Through 'School Wide Positive Behaviours' provide awards for attendance each month and at the end of each term.</li> </ul> <p><b>Actions for KIS 2</b></p> <ul style="list-style-type: none"> <li>▪ Develop a team approach to Pathways and Transitions through the Mentor program to strengthen transitions within the school and post schooling. Apply to become a Beacon school.</li> <li>▪ Foster an understanding across the college of successful senior pathways, which involve VCE, VET and VCAL.</li> <li>▪ Increase the use of careers action plans to guide students into electives and senior study options. Review Course Counselling processes.</li> <li>▪ Provide ownership of learning through regular access to learning assessment data (eg On Demand, NAPLAN, teacher judgments)</li> <li>▪ Review and refine end of year Headstart programs at years 10 and 11 ensure students have optimum preparation for the following year.</li> <li>▪ Review and enhance current VCAL programs and investigate the introduction of a year 10 pre – CAL program.</li> <li>▪ High expectations, rigor and routine, as well as college values and desired behaviours, are reinforced regularly at assemblies.</li> </ul>	<p><b>Milestones for KIS 1</b></p> <ul style="list-style-type: none"> <li>▪ An attendance action plan has been documented, that clarifies the roles of all personnel involved in monitoring attendance.</li> <li>▪ Individual attendance plans are in place for students with high levels of absence.</li> <li>▪ A decrease in unexplained absences through Compass tracking</li> </ul> <p><b>Milestones for KIS 2</b></p> <ul style="list-style-type: none"> <li>▪ A “learning to learn” or study skills program has been implemented across all levels as part of the Mentor program, including reflection on their individual data</li> <li>▪ Student achievement is celebrated through a system of awards at each year level.</li> <li>▪ Student management protocols and practice have been reviewed. There is a common school language to manage student behaviour.</li> <li>▪ School wide positive behaviours structures are in place. All teachers establish and follow set classroom routines.</li> <li>▪ All staff are trained in restorative practices as a means of managing behaviour issues.</li> <li>▪ Partnerships through the VCAL program have increased in number and are well established.</li> </ul>

<p><b>KIS 3</b></p> <p>Enhance the transition program for year 7 through the Mentor program</p>		<p><b>Actions for KIS 3</b></p> <ul style="list-style-type: none"> <li>▪ Investigate professional learning opportunities with primary school staff. Invite primary school teachers to spend time working with English and Maths teachers at years 7 and 8.</li> <li>▪ Support the development of a Primary School Science teaching network through Earth Ed</li> <li>▪ Plan pathways planning and support for all students with special needs including regular reviews of individual learning plans, intervention or support programs and challenge for talented students.</li> <li>▪ Enhance teacher capacity through 'inclusive education professional learning, online and with Dr Loretta Giorcelli.</li> <li>▪ Develop a process for formal exit interviews with every student who leaves the school prior to the end of year 12.</li> <li>▪ Review current levels of satisfaction with induction, transitions, pathways and course planning by seeking feedback from students, parents, staff and feeder schools on an annual basis.</li> </ul>	<p><b>Milestones for KIS 3</b></p> <ul style="list-style-type: none"> <li>▪ Teachers have an understanding of student learning at years 5 and 6 to inform teaching and learning at year 7</li> <li>▪ An established Primary School Science network meets twice a term at Earth ED</li> <li>▪ Parent Coffee Club has grown to 10 regular members – with active social groups for each year level</li> <li>▪ Teaching and Learning strategies are a regular feature in the Newsletter, and at Coffee Club sessions with a semester schedule of programs advertised.</li> <li>▪ Tracking of exit students has improved, unknown destinations has decreased</li> <li>▪ Data from surveys through Compass has been gathered.</li> </ul>
	<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>▪ Introduction of a student-directed programs or projects at year 9</li> <li>▪ Review and enhance student wellbeing programs at each year level that address issues faced by young people</li> <li>▪ Review and enhance the “learning to learn” or study skills program across all levels as part of the Mentor program.</li> <li>▪ Continue to provide access to authentic student leadership opportunities.</li> <li>▪ Maintain a relentless focus on the need for consistency in terms of high expectations of student behaviour and application of agreed student management procedures.</li> <li>▪ Continue to train staff in Restorative Practices as a means of managing behaviour issues.</li> <li>▪ Develop common understandings of the school's approaches to teaching and learning by</li> </ul>	<ul style="list-style-type: none"> <li>▪ Semester two Year 9 program has commenced</li> <li>▪ Wellbeing programs delivered to specific year levels and specific cohorts of students identified within each year level.</li> <li>▪ A “learning to learn” or study skills program has been implemented across all levels as part of extended home group with access to individual data</li> <li>▪ Individual attendance plans are in place for students with high levels of absence. A decrease in unexplained absences</li> <li>▪ Parent Coffee Club has grown to 15 regular members. Learning to learn program a regular agenda item for parent education.</li> </ul>

		broadening the range of opportunities for students to showcase their learning to parents and displays of student work in the community.	
	Year 3	<ul style="list-style-type: none"> <li>▪ Maintain a relentless focus on the need for consistency in terms of high expectations of student behaviour and application of agreed student management procedures.</li> <li>▪ Continue to train staff in Restorative Practices as a means of managing behaviour issues.</li> <li>▪ Review and enhance the “learning to learn” or study skills program across all levels as part of extended home group.</li> <li>▪ Review current levels of satisfaction with induction, transitions, pathways and course planning by seeking feedback from students, parents, staff and feeder schools on an annual basis.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parent Coffee Club has been established with at least 20 regular members – with active social groups for each year level</li> <li>▪ Data from surveys through Compass has informed improved practice.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Year of Review - completion of College Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review document completed</li> </ul>



Key Improvement Strategies		Actions	Achievement Milestones
<p><b>STUDENT WELLBEING</b></p> <p><b>KIS 1</b>  <b>Improve consistent application of rules and expectations within and outside of the classroom</b></p> <p><b>KIS 2</b>  <b>Embed the use of restorative practice in conjunction with school wide positive behaviour program through the mentor program</b></p> <p><b>KIS 3</b>  <b>Develop a visible school wide focus on empathy and the ‘care about individual student learning’</b></p>	<p>Year 1</p>	<p><b>Actions for KIS 1</b></p> <ul style="list-style-type: none"> <li>▪ Through the mentor program, promote positive relationships with all students, and use the Compass tool to strengthen links with home</li> <li>▪ Incorporate within the Mentor program careers action plans, global intercultural learning, ‘learning to learn’, data reflection and goal setting</li> <li>▪ Strengthen links with primary school teachers to support wellbeing of all students during transition to secondary education</li> <li>▪ Develop age appropriate programs according to year level</li> </ul> <p><b>Actions for KIS 2</b></p> <ul style="list-style-type: none"> <li>• Develop a consistent approach within the leadership team where these principles are fully understood, modelled and reinforced within the teams they are responsible for.</li> <li>• Educate students and encourage families to adopt and model these principles at home</li> <li>▪ Ensure the School Wide Positive program is a focus of staff professional learning and becomes part of everyday teacher practice</li> <li>▪ Maintain a relentless focus on the need for consistency in terms of high expectations of student behaviour and application of agreed student management procedures.</li> </ul> <p><b>Actions for KIS 3</b></p> <ul style="list-style-type: none"> <li>▪ Develop and implement proactive student wellbeing programs at each year level that address issues faced by young people such as self-esteem, resilience, cyber-bullying, healthy eating, drugs and alcohol, sexual health and wellbeing, body image, relationships, stress management.</li> </ul>	<p><b>Milestones for KIS 1</b></p> <ul style="list-style-type: none"> <li>▪ All Students at risk have ILPs linked to their learning across the college, and their CAPS</li> <li>▪ Development and use of MCC classroom environment rubric.</li> </ul> <p><b>Milestones for KIS 2</b></p> <ul style="list-style-type: none"> <li>▪ School wide positive behaviours structures are in place</li> <li>▪ Student management protocols and practice have been reviewed. There is a common school language to manage student behaviour.</li> <li>▪ Raising the bar through assemblies which occur regularly – themes are then mailed home to parents in a bid to have them reinforce expectations</li> <li>▪ Calmer classrooms with positive working relationships evident through classroom walks</li> </ul> <p><b>Milestones for KIS 3</b></p> <ul style="list-style-type: none"> <li>▪ Student leadership team model and encourage behaviour and approach to studies that reflect College Vision and Values statements</li> <li>▪ An end of year transition program is in place for students in years 7 to 9.</li> </ul>

		<ul style="list-style-type: none"> <li>Enhance student access to authentic student leadership opportunities.</li> <li>Develop high expectations of learning amongst all members of the school community to raise aspirations for students' progress relevant to their capabilities and interests</li> </ul>	<ul style="list-style-type: none"> <li>PSG meetings are scheduled, implemented and are productive in assisting student to achieve goals set.</li> <li>Students who are deemed "at risk" are closely monitored as they enter and move through the school.</li> <li>There is a range of pathways for provided for students in the post compulsory years.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>At the start of each year, at each year level, reinforce high expectations, rigour and routine and explicitly reinforce college values and desired behaviours.</li> <li>Identify staff who need support and further professional learning in regard to our whole school restorative approach</li> <li>Look at survey data investigate specific areas of concern</li> <li>Plan for professional learning activities with primary school staff on shared initiatives such as Positive Behaviours.</li> <li>Plan pathways for all students with special needs including regular reviews of individual learning plans, intervention or support programs and challenge for talented students.</li> <li>Continue to provide access to authentic student leadership opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Student surveys completed to gather feedback to determine wellbeing programs</li> <li>Wellbeing programs reviewed and documented</li> <li>Raising the bar through assemblies which occur regularly – themes are then mailed home to parents in a bid to have them reinforce expectations</li> <li>PSG meetings are scheduled, implemented and are productive in assisting student to achieve goals set.</li> <li>Documented Mentor team walks to gauge how we are going with SWPS &amp; restorative behaviours.</li> <li>A documented MCC classroom environment rubric for staff PD and to use on the walks</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Review School Wide Positive Behaviour Program.</li> <li>Review and update the overview of wellbeing programs (eg You Can Do It) in place at feeder Primary Schools.</li> <li>Review and enhance Mentor program</li> </ul>	<ul style="list-style-type: none"> <li>Raising the bar through assemblies which occur regularly – themes are then mailed home to parents in a bid to have them reinforce expectations</li> <li>Mentor program reviewed documented</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Year of Review - completion of College Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Review document completed</li> </ul>

<p><b>PRODUCTIVITY</b></p> <p><b>KIS 1</b> Allocate school resources to maximise strategies designed to improve student outcomes particularly in the area of professional learning.</p> <p><b>KIS 2</b> Enhance the use of technology within the college e.g. BYOD, student management systems and assessment tracking software.</p> <p><b>KIS 3</b> Refine program budgeting to include evaluation of prior revenue and expenditure.</p> <p><b>KIS 4</b> Maintain the independent integrity of budgets including ones for staffing, international education and Earth Science.</p>	<p><b>Year 1</b></p>	<p><b>Actions for KIS 1</b></p> <ul style="list-style-type: none"> <li>▪ Review mini school structure</li> <li>▪ Review current leadership and educational support structure of the College</li> </ul> <p><b>Actions for KIS 2</b></p> <ul style="list-style-type: none"> <li>▪ New RTO software introduced</li> <li>▪ BYDO program introduced to senior students</li> <li>▪ Compass package implemented excluding online payment and student reporting online.</li> <li>▪ Investigate student tracking program to ensure correct data for exiting students</li> </ul> <p><b>Actions for KIS 3</b></p> <ul style="list-style-type: none"> <li>▪ Review of current program budgeting</li> </ul> <p><b>Actions for KIS 4</b></p> <ul style="list-style-type: none"> <li>▪ Review current Earth Ed budget system, commence planning for self-funded Earth Ed extension</li> <li>▪ Review International Program budget, develop a three year plan for this budget to cover costs of extensions at the Language Centre.</li> </ul>	<p><b>Milestones for KIS 1</b></p> <ul style="list-style-type: none"> <li>▪ New structure agreed to by end of year</li> <li>▪ New leadership role advertised for 2016</li> </ul> <p><b>Milestones for KIS 2</b></p> <ul style="list-style-type: none"> <li>▪ RTO software package has used to support the 2015 audit</li> <li>▪ 25% uptake of senior students into the BYOD by the end of 2015</li> </ul> <p><b>Milestones for KIS 3</b></p> <ul style="list-style-type: none"> <li>▪ Review meetings with each KLA leader and Business Manager</li> </ul> <p><b>Milestones for KIS 4</b></p> <ul style="list-style-type: none"> <li>▪ Architect has been appointed by the end of 2015</li> <li>▪ Three year financial plan in place by the end of 2014</li> </ul>
	<p><b>Year 2</b></p>	<p><b>Actions for KIS 1</b></p> <ul style="list-style-type: none"> <li>▪ Implement mini school structure</li> <li>▪ Implement new leadership and educational support structure of the College</li> </ul> <p><b>Actions for KIS 2</b></p> <ul style="list-style-type: none"> <li>▪ Enhance the BYDO program for senior students</li> <li>▪ Compass package to introduce online payment and student reporting online.</li> </ul>	<p><b>Milestones for KIS 1</b></p> <ul style="list-style-type: none"> <li>▪ New mini school structure in place</li> <li>▪ New leadership roles operational</li> </ul> <p><b>Milestones for KIS 2</b></p> <ul style="list-style-type: none"> <li>▪ 50% uptake of senior students into the BYOD by the end of 2016</li> <li>▪ Parents are actively using Compass for online payments and to access student assessment and</li> </ul>

		<p><b>Actions for KIS 3</b></p> <ul style="list-style-type: none"> <li>Evaluate the effect of annual program budget review meetings</li> </ul> <p><b>Actions for KIS 4</b></p> <ul style="list-style-type: none"> <li>Plan state of art extension for Earth Ed with cutting edge technology to support student learning</li> <li>Review progress of the three year plan in regard to financing a Language Center extension</li> </ul>	<p>reports.</p> <p><b>Milestones for KIS 3</b></p> <ul style="list-style-type: none"> <li>Decision has been made regarding whether this process continues.</li> </ul> <p><b>Milestones for KIS 4</b></p> <ul style="list-style-type: none"> <li>Earth Ed building project has commenced</li> <li>Three year financial plan consolidated</li> </ul>
	<b>Year 3</b>	<p><b>Actions for KIS 2</b></p> <ul style="list-style-type: none"> <li>Enhance the BYDO program for senior students</li> <li>Full options within the Compass package are operational</li> </ul> <p><b>Actions for KIS 4</b></p> <ul style="list-style-type: none"> <li>Ongoing review Earth Ed budget to ensure effective management of resources</li> <li>Commence a self-funded building project for the extension of the Language Centre</li> </ul>	<p><b>Milestones for KIS 2</b></p> <ul style="list-style-type: none"> <li>80% uptake of senior students into the BYOD by the end of 2017</li> <li>Staff, students and parents are using all aspects of Compass</li> </ul> <p><b>Milestones for KIS 4</b></p> <ul style="list-style-type: none"> <li>Earth Ed budget independently supports cutting edge technological upgrades</li> <li>Three year financial plan consolidated</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>Continue building projects for Language Center and Earth Ed and ongoing refurbishment of the main campus</li> <li>Complete whole school review</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing review Earth Ed budget to ensure effective management of resources</li> <li>Whole school review completed in preparation for the next Strategic Plan</li> </ul>