

School Strategic Plan for Phoenix P-12 Community College Grampians Region 2012-2015

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Scott Dellar Executive Principal</p> <p>Elke Gunn Liaison Principal</p> <p>Date: 28/02/2012</p>
	<p>Signed.....</p> <p>Name: Don Watson</p> <p>Date: 28/02/2012</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name: Wendy Baker</p> <p>Date: 28/02/2012</p>

School Profile

<p>Purpose</p>	<p>The mission of Phoenix P12 Community College is to excel in the provision of broad, flexible and inclusive educational pathways for our students that highlight our strong sense of community and our continued tradition of excellence. This is achieved through a stimulating, comprehensive and challenging academic focus and is supported by specialist activities in sport, drama, music, public speaking, student leadership and the arts. Our emphasis is on developing positive global citizens for the future.</p> <p>We are committed to building students' potential for success and wellbeing. Students are encouraged to employ effective habits of the mind based upon the foundations of Confidence, Persistence, Organisation, Cooperation and Resilience. Our College Values of Integrity, Cooperation, Respect and Responsibility; guide our principles of action across all areas of the school.</p> <p>We pride ourselves in providing a learning environment that is conducive to every child achieving their personal potential.</p> <p>Student wellbeing is seen as critical in empowering students with the social and emotional competencies to experience success and happiness in their lives.</p> <p>A broad 'Student Well-being' structure is in place throughout the College and focuses on student care and involves classroom teachers, an inclusive Student Well-Being team, a School Chaplain and School Nurse. We effectively monitor and support students at all levels of the College in regard to their individual and collective wellbeing needs.</p> <p>The college is committed to a school improvement focus that extends and transforms teaching and learning to promote high levels of academic achievement, social and emotional competencies in all students. Our teachers provide an inclusive and personalised program to meet the diverse range of student learning needs. A differentiated curriculum approach supports students in their learning growth.</p> <p>Phoenix P-12 Community College is a student-centered College that offers exciting and extensive pathways to facilitate 21st century learning.</p>
<p>Values</p>	<p>The school community is underpinned by the following Aims, Mission and Values:</p> <p>AIMS FOR STUDENTS</p> <p>Phoenix P12Community College promotes high achievement by developing the learning capacities of all students, enabling them to be:</p> <ul style="list-style-type: none"> • Students competent in the essential skills of literacy and numeracy, allowing all to reach their full potential • Motivated lifelong learners striving to achieve excellence • Students who are curious and reflective learners who can use inquiry and problem solving successfully to explore options. • Students who demonstrate respect, compassion, honesty and tolerance for others • Innovative, adaptive and resilient learners, inquisitive of the world around them • Technologically capable students who can adapt to a rapidly advancing world • Socially and emotionally competent and responsible students who contribute positively to the community and self-regulate appropriately

	<p>MISSION FOR STAFF Staff will assist students to succeed by providing:</p> <ul style="list-style-type: none"> • A broad, challenging, innovative and authentic learning environment • An ethos of respect, tolerance, compassion and acknowledgement of success • A differentiated curriculum based on best teaching practice which scaffolds student learning to the point of need. • Access to the latest technology and ensuring their own skills are updated regularly • A supportive framework focused on mentoring and coaching through teamwork • A safe learning environment based on the principles of Restorative Justice, • Quality opportunities for each student to develop a range of leadership capabilities <p>VALUES FOR PHOENIX P-12 COMMUNITY COLLEGE We are committed to upholding the College Values in everything we do.</p> <ul style="list-style-type: none"> • Integrity Acting ethically and fairly at all times, ensuring consistency between words and actions. • Honesty Always being truthful, fair and true to oneself and others. • Cooperation Working together, communicating effectively and supporting each other in a positive manner. • Respect Treating others with consideration, being courteous at all times and acknowledging the culture, beliefs and rights of others. • Responsibility Taking ownership of our behaviour and actions and setting a positive example for others.
<p>Environmental Context</p>	<p>Social – Community and Demographics</p> <ul style="list-style-type: none"> • Multi- campus P-12 College situated in a well-established part of South Ballarat • A significant number of students receive the Education Maintenance Allowance/Youth Allowance (EMA/YA). • Decreasing enrolments across both campuses. • Strong and supportive College Council and parent involvement. • Committed student Leadership groups. • Enthusiastic, professional staff team. • Productive partnerships with local community groups, local schools and cluster groups, local shire councils, business organisations and government institutions. <p>Educational</p> <ul style="list-style-type: none"> • Provision of a rigorous, productive child-centred curriculum, P- 12. • A broad range of Junior, Middle and Senior School offerings with widespread intervention and accelerated learning prospects. • Extensive VCE, VET and VCAL pathways. • Further education pathways established and successful tertiary placements for students. • Many enhancement and enrichment opportunities for students in the Sciences; and the fields of Visual Arts, Music Performance, Performing Arts, Public Speaking, Student Leadership, Sport and Literature. <p>Technological</p> <ul style="list-style-type: none"> • An extensive laptop and computer access program to facilitate rich ICT student learning. • Provision of computer suites throughout the school. • High speed Internet and intranet wireless availability across the campuses. • Interactive Whiteboards in all Primary learning areas <p>Environmental – grounds and facilities</p> <ul style="list-style-type: none"> • Classrooms are conducive to effective learning • Grounds are well established • Establishment of a new Multi-purpose facility on the Primary campus <p>The development of a Community Hub on the secondary campus, with the addition of a music centre</p>

	Goals	Targets
STUDENT LEARNING	<p>To improve student learning outcomes in Literacy and Numeracy from Yrs P-10</p> <p>To improve student learning outcomes in VCE Studies.</p>	<p>NAPLAN</p> <ul style="list-style-type: none"> • To reduce the proportion of students in the two lowest NAPLAN bands (Reading, Writing & Numeracy) at Yr 3, 5, 7 & 9 • To increase the proportion of students in the two highest NAPLAN bands (Reading, Writing & Numeracy) at Yr 3, 5, 7 & 9 • NAPLAN Matched cohort growth at Yr 5 & 9 will be at least equivalent to level of growth in the State each year in reading, writing & numeracy <p>VELS</p> <p>The proportion of students at each level P-6 assessed by teachers as achieving B or better will improve from the following 2010 benchmarks</p> <ul style="list-style-type: none"> • Reading 21% to 33% • Writing 13% - 25% • Number 21% - 33% <p>The proportion of students at each level 7-10 assessed by teachers as achieving B or better will improve from the following 2010 benchmarks</p> <ul style="list-style-type: none"> • Reading 24% - 35% • Writing 18% - 30% • Number 6% - 20% <p>VCE</p> <ul style="list-style-type: none"> • To improve the VCE Allstudy score with the aim that is at least 27.0 by 2015 • To improve the VCE English score each year with the aim that is at least 26.5 by 2015

<p>STUDENT ENGAGEMENT AND WELLBEING</p>	<p>To improve student relationships and engagement in their learning across the College</p> <p>To improve parent and community engagement in the College.</p>	<ul style="list-style-type: none"> • To improve the school means in the SAS Survey (Yr 5 &6) each year with the aim that by 2015 they are at least: <ul style="list-style-type: none"> ○ Learning Confidence 4.50 ○ Student Motivation 4.75 ○ Connectedness to Peers 4.55 ○ Classroom Behaviour 3.45 • To improve the school means in the SAS Survey (7-12) each year with the aim that by 2015 they are at least: <ul style="list-style-type: none"> ○ Learning Confidence 3.80 ○ Student Motivation 4.25 ○ Connectedness to Peers 4.15 ○ Classroom Behaviour 2.90 • To improve the school means in the Parent Opinion survey each year with the aim that by 2015 they are at least: <ul style="list-style-type: none"> ○ General satisfaction 5.70 ○ Approachability 5.60 ○ School Connectedness 5.70 ○ School Improvement 5.60 <p>Attendance</p> <p>Reduce the mean number of days absent per student (each Yr level 7-12) to no more than the State mean by 2015.</p>
<p>STUDENT PATHWAYS AND TRANSITIONS</p>	<p>To improve student transition and pathways planning throughout the College</p>	<ul style="list-style-type: none"> • By 2015 the mean score for the Transition variable in Parent Survey will be at least 5.50. • Improve real retention data Yr 7-10 and Yr 10-11 in each year of the strategic plan with the aim that they match the state means by 2015. • Reduce the number of unknown exit destinations each year with the aim that these reduce to zero by 2015.

Key Improvement Strategies

Build a strong, positive and united college culture by:

- developing and embedding agreed purpose, vision and values statements.
- Developing consistent and agreed College policies and procedures.
- Developing a distributed leadership structure that reflects College objectives and supports all staff in achieving improved student outcomes as the highest priority.
- Establishing clear processes for communication, decision making and staff wellbeing throughout the College.

Develop improved teaching and learning practice by:

- Strengthening professional learning and induction processes.
- Building teacher capacity through the extension and embedding of consistent whole school approaches to teaching and learning.
- Improving staff knowledge and skills in the management, analysis and effective use of student achievement data to inform planning for student learning.
- Expanding the authentic use of ICT in supporting student learning.

Strengthen the college's curriculum management by:

- Developing a whole of college approach to curriculum planning and documentation.
- Building a consistent whole school approach to the teaching of literacy and numeracy.

Improve Student Well Being and Engagement across the College by:

- Promoting and celebrating student learning success.
- Reviewing the current Student Engagement Policy and ensuring consistent implementation across the whole college.
- Building strong relationships between all members of the college community – students, teachers, parents and the wider community.
- Developing student voice and expanding opportunities for student leadership and decision-making.
- Improving the College's approach to the management of student attendance and develop strategies to reduce number of students with high absenteeism.

Improve student transition and pathways planning by:

- Strengthening the transition processes into, through and out of the College.
- Strengthening Managed Individual Pathways processes.
- Building the capacity of staff to connect students' current learning with future pathways.
- Tracking Student outcomes and progress towards individual goals (MIPS) through the use of data, particularly for students at risk.

School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>KIS 1</p> <p>BUILD A STRONG, POSITIVE AND UNITED COLLEGE CULTURE BY:</p> <p>Developing and embedding agreed purpose, vision and values statements.</p>	Year 1	<p>Develop College Vision, Moral Purpose, Values, Motto, Logo, Colours, School Uniform through appropriate consultation processes:</p> <ul style="list-style-type: none"> ➤ SIT Team Meetings ➤ SIT Team working parties ➤ Whole College Staff Forums ➤ College Profile Subcommittee of School Council (parent consultation) ➤ College Council <p>Engage the leadership and staff in strategic dialogue and planning to develop objectives as a unified Prep-12 enterprise focussed on continuous improvement in student learning outcomes.</p> <p>Establish marketing processes to profile the college directions.</p>	<ul style="list-style-type: none"> ▪ All staff demonstrate ownership of values, vision and mission and display a renewed commitment to promoting a positive College image. ▪ College values displayed in every classrooms and prominently across the school. ▪ College values displayed prominently across College documentation (eg. Letterhead page, campus signage) and media points (eg. Website). ▪ School values referred to constantly across all meeting forums. ▪ Professional protocols for staff developed and actioned that reflect College values. ▪ College well-being documents and code of conduct reflect College values.
<p>Developing consistent and agreed College policies and procedures.</p>	Year 1	<p>Develop a clearly articulated organisational structure that reflects College objectives and supports all staff in achieving improved student outcomes as the highest priority.</p> <p>Systematically review and document agreed policies and associated operational procedures to ensure clarity in intent; expect consistency in implementation at all levels to instil teacher and student confidence.</p>	<ul style="list-style-type: none"> ▪ Staff display improved professional relationships within new structures within a strategic school improvement model and this reflected in elements of the staff opinion survey. ▪ Agreements re meeting organisation/structures, school improvement processes, roles and responsibilities established.

			<ul style="list-style-type: none"> • Staff clarity re purpose, connections and links of all meeting forums. • Professional Interaction, Empowerment and Ownership elements in Staff Opinion survey increase consistently to verify extent to which staff members collaborate, share ideas and solve problems together and feel a sense of empowerment and ownership in the school's work practices and direction. ▪ Role Clarity element in Staff Opinion survey trend upwards to verify improved knowledge and understanding of college processes and procedures.
<p>Developing a distributed leadership structure that reflects College objectives and supports all staff in achieving improved student outcomes as the highest priority</p>	Year 2	<p>Develop for all school personnel, particularly PCOs, clearly defined role and accountability statements that reflect agreed structures and priorities; aligned to school improvement processes to ensure clarity and focus.</p> <p>Refine leadership roles and responsibilities to support continuing professional learning toward enhanced student outcomes.</p> <p>Leadership roles be closely aligned and provide meaningful support to improved classroom practice strategies that underpin a whole school focus on improved student outcomes.</p>	<ul style="list-style-type: none"> ▪ Substantive PCO and Leading Teacher positions finalised 2nd semester and roles/responsibilities /directions confirmed for 2013. ▪ Improved Leadership capacity professional learning has been completed (Professional workshops / forums and readings – focus Leading Change and Harvard on Line Data Wise course). ▪ Defined roles and responsibilities are strategically linked to school improvement processes and AIP.
<p>Establishing clear processes for communication, decision making and staff wellbeing throughout the College.</p>	Year 2	<p>Documentation developed to articulate purpose, function and aspiration of teams structures and meeting forums as well as connections and strategic links for overall school improvement.</p> <p>Communication processes defined to ensure clarity, transparency and inclusiveness.</p> <p>Staff protocols established to guide professional practice, communication, attire, behaviour and operational guidelines.</p>	<ul style="list-style-type: none"> ▪ Clarity of purpose, structure, roles evident across college. ▪ Staff understand connections and lines of communication. Role Clarity element in Staff Opinion survey trend upwards to verify improved knowledge and understanding of college processes and procedures. ▪ Agreements established re professional and operational protocols.

			<ul style="list-style-type: none"> Commitment energised through transparent, defined processes. (Professional Interaction, Empowerment and Ownership elements in Staff Opinion survey increase consistently to verify extent to which staff members collaborate, share ideas and solve problems together, and feel a sense of empowerment and ownership in the school's work practices and direction).
		<p>Review, Consolidation and Extension KIS 1 Build a strong, positive and united college culture Year 3 and 4</p>	
<ul style="list-style-type: none"> Developing and embedding agreed purpose, vision and values statements Developing consistent and agreed College policies and procedures. Developing a distributed leadership structure that reflects College objectives and supports all staff in achieving improved student outcomes as the highest priority. Establishing clear processes for communication, decision making and staff wellbeing throughout the College. 	Year 3	<p>Build on the many positive initiatives established to support rigour and consistency in teaching practice across all learning programs; inspire student excellence and celebrate achievement at all levels.</p> <p>Through reflective practice, review college culture strategies and refine processes to embed a culture of high expectation and exemplary classroom practice.</p> <p>Survey staff as individuals and teams to determine effectiveness of processes and structures and review leadership structures and teams in light of improved student learning outcomes.</p> <p>Establish strong marketing processes.</p>	<ul style="list-style-type: none"> Staff empowered through an effective College distributive leadership model that is verified by upward trends in the elements of Supportive Leadership, Leadership Team and Role Clarity of the Staff opinion survey. Clarity re role/responsibilities and processes maintained.
	Year 4	<p>Consolidation and Extension of strategies</p> <p>Collation and review of data</p> <p>Teams reflect on achievements and identify areas for development and refinement.</p>	<ul style="list-style-type: none"> All staff display an improved sense of whole college identity and cohesion with an agreed moral purpose and direction. All staff operate by school values and have clarity on College directions. Staff empowered within commitment to the College ethos and demonstration of a high level of professionalism.
	Year 4	Year of Review- School Self-Assessment	<ul style="list-style-type: none"> Completion of College Self-Assessment

<p>KIS 2</p> <p>DEVELOP IMPROVED TEACHING AND LEARNING PRACTICE BY:</p> <p>Strengthening professional learning and induction processes</p>	<p>Year 1</p>	<p>Provision of Professional learning and Induction to gain the cultural change, commitment and understanding to create the conditions so that everyone (students/teachers) can reach their potential.</p> <p>Targeted professional learning for identified groups to lead the school improvement process: Coaches, Leadership Team, PLT leaders, Learning Area Leaders.</p> <p>Adoption of on-line management system “Staff PD” to facilitate consistency in Performance and Development Processes and recording of professional learning focussed on improving classroom practice and school effectiveness.</p> <p>Develop a coordinated approach to promote professional coaching and feedback within established forums and meeting structures. Commence peer appraisal processes within Triad and PLTs.</p> <p>Specific PD Focus areas: Research: David Hopkins, John Hattie, John Munro Literacy. Learning Intentions, Success Criteria, Attitudes and Behaviours for Learning, Inquiry Learning, Use of Feedback.</p>	<p>Staff apply relevant current research to inform their practice through learnings gained in the workshop strategy underpinning our PLT and Learning area revised structure.</p> <p>Staff develop confidence in own capabilities and develop trust in peer support processes using our Triad based structure of development.</p> <ul style="list-style-type: none"> ▪ Improved Leadership capacity professional learning has been completed (Professional workshops / forums and readings – focus Leading Change and Harvard on Line Data Wise course). • Targeted Professional Learning workshops with identified partners to support the Powerful Learning framework of school improvement.
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<p>Building teacher capacity through the extension and embedding of consistent whole school approaches to teaching and learning</p>	<p>Year 1</p>	<p>Adopt the Powerful Learning School Improvement Strategy P-12 using Professor David Hopkins as critical friend, and implementing <i>'Every School is a Great School'</i> School Improvement Strategy – Students to be Literate, Numerate, Curious and Responsible.</p> <p>Implement the Powerful Learning Four Whole School Theories of Action for Schools and Six Theories of Action for Teachers.</p> <p>Develop School Improvement Team (SIT) to lead and facilitate the journey of school improvement, focussing on enquiry and development in a collaborative learning context.</p> <p>Undertake Professional Learning, Capacity Building, Coaching and research to promote critically informed, reflective practice (eg John Hattie: Visible Learning, John Munro Literacy).</p> <p>Extend the PLTs and Triads approach to promote professional dialogue and improve general classroom practice.</p> <p>National Partnerships Programs:</p> <p>Continue implementing National Partnerships programs, specifically coaching strategies and Quicksmart Numeracy Intervention, to build teacher capacity and PLT structures with a specific focus on Literacy P-12.</p> <p>Articulation and refinement of Learning Intentions and Success Criteria</p> <p>Continue refining Learning Intentions, Success Criteria and Attitudes and Behaviours for Learning P-6, and introduce 7-12. Promote student reflection in articulating their learning progress. (Teacher Clarity Hattie Effect size 0.75)</p> <p>Involve students in self-assessment and articulating current stage and next stage of their learning. (Hattie effect size 1.44).</p>	<ul style="list-style-type: none"> ▪ SIT Team leading Powerful Learning Strategy implemented focussed on enquiry and development. ▪ Evidence of cultural change, commitment and understanding facilitate conditions for improvement. ▪ All staff display an understanding of their role in implementing Powerful Learning Strategy. ▪ Triads and PLT structures operate effectively building improved general classroom practice and promoting capacity building within triad and PLT level. ▪ Powerful Learning strategy documented and implemented through regular sharing and dialogue during all staff forums. ▪ All staff to understand how to apply John Hattie research and focus on what makes a difference. ▪ Teacher planning reflects theories of action. ▪ Whole school theories of action and teacher theories of action understood and implemented within planning processes. ▪ Staff contribute to whole school improvement strategy linked to the theories of action.
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		<p>Years 5-8 Promote Inquiry-Focused Learning (Curiosity) Teacher questioning (open-ended, higher order, challenging thinking using Blooms Taxonomy, linked to learning intentions. Promote meta-cognitive strategies, (thinking about thinking) Focus on developing skills of analysis, synthesis and evaluation. Customised Technology used to facilitate access to learning and learning effectiveness.</p> <p>Incorporating Specific Feedback to promote student learning (Hattie effect size Feedback 0.75)</p> <ul style="list-style-type: none"> ➤ Train staff on understanding and giving effective feedback. ➤ Focus on targeted and appropriate feedback. Where am I going? How am I going? Where to next? ➤ Promote behaviour specific and learning specific feedback. ➤ Explore 4 levels of feedback: Task level, Process level, Self-regulation level, Self-level. ➤ Survey children on their perceptions and experiences with feedback. 	<ul style="list-style-type: none"> • Teachers plan for the inclusion of higher order thinking skills into their classroom practice. • Teachers incorporate inquiry-focused learning into their programs. • Teachers develop competencies to make learning tasks more stimulating, engaging and open-ended. • Teachers develop a clear understanding on the nature of effective feedback. • Teachers develop skills in integrating feedback into their classroom practice. • Teachers build skills on developing the levels of feedback.
<p>Improving staff knowledge and skills in the management, analysis and effective use of student achievement data to inform planning for student learning</p>	<p>Year 2</p>	<p>Data informed practice: Improve staff knowledge and skills in the management, analysis and effective use of student achievement data to facilitate improved student learning.</p> <p>Professional discussions enhanced by Leadership undertaking Harvard Data Wise Professional Development.</p> <p>P-Year 6:</p> <p>Data Informed Instruction Consolidate and monitor authentic, focussed moderation processes in Reading, Writing and Number both within and across teams to ensure consistent judgements of student ability levels. Monitor and extend achievement 'ceilings'.</p> <p>Explore options and adopt student achievement tracking program across the college.</p> <ul style="list-style-type: none"> ➤ Extend competent students and support students at risk. ➤ Monitor 'value-added' for all students. Implement data boards to highlight progress in Literacy and promote shared 	<ul style="list-style-type: none"> ▪ Teachers develop skills in analysing data to identify learning stage inform instruction design to meet the learning needs of every student. ▪ Data informed practice evident across all classrooms. ▪ Staff capabilities in using data to inform teaching and scaffold learning developed through collegiate support and teamwork. ▪ Staff competencies in designing differentiating instruction evident both in planning and in classroom practice.

		<p>responsibility for all students, including extending students Years 3-6.</p> <ul style="list-style-type: none"> ➤ Extend goal setting with students, using data to ensure explicit teaching is personalised, scaffolding to the point of need through differentiated instruction. ➤ Extend staff skills in the designing personalised, differentiated data informed, fluid learning programs teaching to the point of need based on critical analysis of data. ➤ Build staff skills in scaffolding individual learning. 	
Expanding the authentic use of ICT in supporting student learning	Year 1	<p>Strategically develop the elearning platform across the College to ensure that all students have access to current ICT to facilitate learning.</p> <p>Establish an e-Learning Committee to coordinate implementation of college e-learning strategy.</p>	<ul style="list-style-type: none"> ▪ All staff to have improved elearning competencies in using updated ICT infrastructure across college to improve student learning. ▪ College elearning strategic plan developed and actioned across both campuses. ▪ Epotential surveys for all staff completed across both campuses and relevant professional learning targeted for all learning areas.
	Year 2	<p>Build staff competencies in using ICT with particular emphasis on Interactive technologies (eg. Interactive Whiteboards, tablets, laptops) used to enhance classroom practice.</p> <p>Establish whole college processes to effectively store and retrieve student achievement data to enable effective tracking of student learning.</p> <p>Investigate, adopt and implement on-line program to track student learning progress and achievements.</p>	<ul style="list-style-type: none"> ▪ All staff know how to effectively use interactive technologies within their learning area programs. • Development of on-line management system to facilitate consistency in Performance and Development Processes. • Implement on-line tracking program to specifically track student learning progress and achievement.

		Review, Consolidation and Extension KIS 2 Develop Improved Teaching and Learning Practice Year 3 and 4	
<p>Strengthening professional learning and induction processes</p> <p>Building teacher capacity through the extension and embedding of consistent whole school approaches to teaching and learning</p> <p>Improving staff knowledge and skills in the management, analysis and effective use of student achievement data to inform planning for student learning</p> <p>Expanding the authentic use of ICT in supporting student learning</p>	Year 3	<p>Consolidation and Extension of strategies.</p> <p>Review of Powerful Learning Strategy and impact on student learning achievements and classroom practice.</p> <p>Review and determine success of implementation of Theories of Action for both teachers and whole school.</p> <p>Use David Hopkins to critique progress and offer suggestions for sustainable, strategic improvement.</p> <p>Collection of data bases.</p> <p>Review of effectiveness of strategies and identify areas for continued development.</p>	<ul style="list-style-type: none"> ▪ Teachers use Powerful Learning discourse in professional discussions. ▪ Teachers display rigorous professional practice, knowledgeable and skilful as high performing practitioners. ▪ Teachers develop self confidence in extending capabilities and effective practice.
	Year 4	Year of Review- Completion of College Self-Assessment	

<p>KIS 3 STRENGTHEN THE COLLEGE'S CURRICULUM MANAGEMENT BY:</p> <p>Developing a whole of college approach to curriculum planning and documentation.</p>	<p>Year1</p>	<p>Building connections between stages of schooling P-4, 5-8, 9-12, focussing on promoting engagement and connectedness in students, and professional relationships and professional dialogue between teachers in the Middle Years of Schooling.</p> <p>Develop P-12 Teaching and Learning Group to focus specifically on curriculum specialisms implementation.</p>	<ul style="list-style-type: none"> ▪ Teachers develop a comprehensive understanding of the learning needs of students across the stages of schooling and develop skills and competencies in delivering specific curriculum areas. ▪ Implement a P-12 Teaching & Learning team that leads improved learning strategies across the three stages of schooling and links these focuses of learning.
<p>Building a consistent whole school approach to the teaching of literacy and numeracy</p>	<p>Year 1</p>	<p><i>Form a representative Numeracy and Literacy leadership group.</i> Utilise the 6-18month Literacy/Numeracy Strategy.</p> <p>Literacy and Numeracy Plan Developed.</p> <p>Leadership to undertake regular, random Learning Observation Walks promoting instructional leadership directed at problems of practice.</p> <p>Incorporate e5 into the planning and delivery of curriculum programs.</p> <p>Develop a defined sequential Direct Instruction Spelling Program P-8 with teacher clarity on teaching sequence of spelling and relevant pedagogy. (Hattie Effect size Direct Instruction 0.59)</p> <p>Professional development to enhance strategies. Specify phonic and sight approach to spelling. (Hattie Effect size Phonic Instruction 0.54)</p> <p>Explicit Development of Vocabulary/Oral Language skills to enhance Comprehension Skills: (Hattie Effect Size: Vocabulary Programs 0.67 Comprehension Programs 0.60) (Link between Oral Language and Comprehension .74 Munro.)</p> <p>Extend language building skills across all learning areas, promoting understanding of learning area specific language, text-type (genres) and developing comprehension skills using John Munro (HRLTP framework).</p>	<ul style="list-style-type: none"> ▪ Teachers develop clear directions in teaching literacy, both as a dedicated learning area, as well as a vehicle in learning other disciplines. ▪ All staff use learning intentions and success criteria specifically relating <i>what students are learning</i>, in contrast to <i>what teachers are teaching</i>. ▪ Clarity in understanding the link between what is learnt and how to ascertain learning success, and making use of a variety of assessment models to support learning. ▪ Teachers understand and implement a strategic spelling skills-based structure which enables consistent spelling strategies. ▪ Teachers use E5 to design learning experiences and extend learning. ▪ Teachers design literary learning experiences using the John Munro platform to promote the growth of oral language skills with improved comprehension skills.

	<p>NUMERACY FOCUS</p> <p>Develop whole-college Numeracy Plan using 6-18 month Numeracy Strategy.</p> <p>Implementation of the Mathematics Development Continuum to inform teacher clarity on what, why, and how of teaching numeracy with timely, targeted intervention to scaffold and support student understanding.</p> <p>“Key Characteristics of Effective Numeracy and Literacy Teaching P-6 and 7-10” utilised to inform instruction and extend teacher pedagogical knowledge and skills.</p> <p>Focus on deepening number knowledge, promoting strong flexible skills in mental number facts and number sense.</p> <p>Teaching and Learning Coach (Numeracy) to provide targeted support P-6, building teacher capacity.</p> <p>Specific Focus on:</p> <ul style="list-style-type: none"> • students’ using oral skills to articulate mathematical understandings • manipulating numbers to solve problems, using concrete materials as appropriate • Extend application of number facts to problem solving within everyday life contexts. • Learning Intentions worded to enable a general mathematical focus, while success criteria cater for and enable specific differentiated and personalised learning development. <p>Assessment:</p> <ul style="list-style-type: none"> • Numeracy on-line Testing implemented P-4 • VCAA On Demand Adaptive Test in Mathematics 3-4, 5-6, 7-8 implemented. • Teacher planning to be based on student learning data, rather than VELS judgements. Focussed teaching points to reflect scaffolding and differentiated learning tasks. • Moderation of Number judgements, both within and across teams, to promote informed consistent, reliable judgements. • Using Number Facts Checklist continue implementing learning from action research on Number facts. • NAPLAN: Team analysis of NAPLAN data (at an individual and item level) to determine areas for development for 	<ul style="list-style-type: none"> • Teacher clarity on the continuum of Numeracy Teaching and Learning established in line with VELS. • Teachers use E5 to design learning experiences and extend learning. • Data informed learning and teaching plans are developed to provide differentiated, focussed teaching and open-ended numeracy learning challenges for all students. • Teacher planning to be data informed, strategically aligned to scaffold learning and meet the personalised point of need of every learner). • Teacher skills extended in designing learning programs to accommodate the development of deep mathematical knowledge and flexible skills in mental number facts and the manipulation of numbers. • Powerful learning theories of action applied to the teaching of mathematics. • Teachers develop skills in designing learning intentions which enable a generalised focus, with success criteria framed in flexible ways providing opportunities to personalise and differentiate student learning. • Teachers develop skills in analysis of NAPLAN data to inform improved practice.
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		<p>students and analyse teaching strengths/areas for development, and to inform future planning.</p> <ul style="list-style-type: none"> Data Tracking Boards developed to identify students at risk and students performing well, tracking value added in students and cohorts. Analyse Transition documents to identify students with ILIPs. <p>Intervention and Extension:</p> <ul style="list-style-type: none"> Students identified as well-below expected levels are assessed using targeted assessment tools. Students well-above expected levels are provided with learning challenges. National Partnerships: Quicksmart Targeted Intervention Strategy for Year 5 to Year 8 students. 	<ul style="list-style-type: none"> Quicksmart Intervention targeted to build competencies of students identified at risk. The relationship between the student intervention and the differentiated class program is clear and understood by classroom teachers, intervention specialists and education support staff. Student learning is strategically tracked to inform focussed teaching to the point of need, both scaffolding and extending student mathematical learning.
	Year 2	<p>Review and consolidate planning and program initiatives in relation to: professional learning to support strategic teaching practice across all levels:</p> <ul style="list-style-type: none"> curriculum and assessment planners for all learning areas; effective use of data toward student centred differentiated teaching; effective use of ICT Grampians School Improvement strategy <p>Literacy and Numeracy Plans reviewed and extended.</p>	
		<p>Review, Consolidation and Extension of KIS 3 Strengthen the College Curriculum Management Year 3 and 4</p>	
<ul style="list-style-type: none"> Developing a whole of college approach to curriculum planning and documentation. Building a consistent whole school approach to the teaching of literacy and numeracy 	Year 3	<p>Establish structures that outline and support curriculum delivery.</p> <p>Literacy Plan and Numeracy Plan reviewed and updated reflecting the areas for development.</p> <p>Coaching program focus on Literacy is reviewed. Data sets used to determine whole-college literacy achievements over term of Strategic Plan.</p> <p>Focus on areas requiring further development. Consolidation and extension.</p>	<ul style="list-style-type: none"> All teachers utilise detailed and accessible curriculum documents to enhance their curriculum planning.
	Year 4	<p>Year of Review Completion of College Self-Assessment</p>	

<p>KIS 4 IMPROVE STUDENT WELLBEING AND ENGAGEMENT ACROSS THE COLLEGE BY.</p> <p>Promoting and celebrating student learning success</p>	<p>Year 2</p>	<p>Establish consistent student recognition processes to acknowledge student achievements, promote success in wider curricula activities, and build a sense of aspiration, achievement and pride in students.</p> <p>Highlight and promote successful student role models to share success stories and act as mentors/buddies to younger students.</p> <p>Acknowledge and celebrate learning success and individual success stories in newsletter.</p> <p>Create forums whereby students share experiences / opportunities and inspire other students.</p>	<ul style="list-style-type: none"> • Develop clearly defined and structured teams and processes to support and recognise student achievement. Have these roles documented as part of our college leadership and team based approach. • Clearly defined peer mentoring and cross age coaching to be implemented across both campuses. • Implement an improved and well defined platform of student recognition across both the Redan and Sebastopol campuses.
<p>Reviewing the current Student Engagement Policy and ensuring consistent implementation across the whole college</p>	<p>Year 1</p>	<p>Review and implement whole College Engagement and Wellbeing Policy promoting school wide ownership of the vision and practice, promoting consistency in attendance and student management procedures.</p> <p>Link Powerful Learning strategy Whole School Theories of Action to promote optimum student engagement within the learning process:</p> <ul style="list-style-type: none"> ➤ Promote high expectations and develop authentic relationships P-12 in order to build students' confidence, curiosity, responsibility and commitment to learning, ➤ Provide opportunities for student voice in all aspects of the college life ➤ enhance student behaviour and engagement through consistently adopted protocols for teaching ➤ Promote inquiry focused teacher directed instruction to promote curiosity and engagement in learning. <p>Student Behaviour Management</p> <ul style="list-style-type: none"> ➤ Review whole College Policy in relation to a positive behaviours strategy ensuring staff understanding of processes and procedures. ➤ Extend Positive Behaviour Support, incorporating the learnings from YCDI and the work of Professor Michael E. Bernard. 	<ul style="list-style-type: none"> ▪ College Well Being Policy reviewed, evaluated and promoted across the 3 stages of schooling. ▪ Powerful Learning Theories of Action displayed across learning areas and used to set goals as part of each teachers annual review and development process. ▪ Develop a staged response that promotes positive behaviours and readiness to learn across the college. ▪ Develop, implement and display a series of agreed college values across all elements of the school.

		<ul style="list-style-type: none"> ➤ Promote self-regulation and responsibility consistent with school values. ➤ Promote dedicated and focused learning in classroom time with no distractions. <p>Professional Learning:</p> <ul style="list-style-type: none"> ➤ Prioritise professional learning support for leadership and staff in developing and implementing agreed policy and procedures, with a focus on consistency in philosophy and intent ➤ Develop agreed strategies to address gender difference in student attitudes to school - male students at the primary level and females at secondary. 	<ul style="list-style-type: none"> ▪ Complete targeted professional learning focused on data analysis (Harvard online Data wise course). ▪ Completed targeted Professional reading and workshops – Leading Change (John Kotter).
<p>Building strong relationships between all members of the college community- students, teachers, parents and the wider community.</p>	<p>Year 1</p>	<p>Values Clarification to build High Expectations: Explore the values dimension through review of the National Schools' Values to develop a succinct college plan across the entire P-12 College.</p> <p>Build Teacher/Student Relationships (Hattie Effect size 0.72) Promote relationships of mutual respect between students and staff. Extend understandings from Framework for Understanding Poverty, particularly in regard to relationships, language use, hidden rules, body language, and behaviour management.</p> <p>Parent and community engagement Further develop parent and community involvement in policy development and celebration of student achievement.</p> <p>Prepare an action plan to involve parents in invitational focus groups around topics of concern to parents (eg YCDI Investing in Parents):</p> <ul style="list-style-type: none"> ➤ Implement class parent liaison positions; ➤ Develop 'Friends of' groups around curriculum and extra curricula activities; ➤ Engage use of grandparents within literacy and numeracy primary programs; ➤ Involve parents in Supported Playgroup strategy; ➤ Maintain highly visible senior team members outside before and after school to meet and greet parents and promote awareness of the importance of "approachability" in all members of staff. 	<ul style="list-style-type: none"> ▪ Teachers embed values education into their learning program and display in work plans across the stages of schooling. ▪ Teachers understand, and demonstrate College values consistently and incorporate high expectations to promote strong commitment to a values-based culture. ▪ Teachers develop deep understandings and skills in implementing college values processes to create a respectful, orderly college environment.

<p>Developing student voice and expanding opportunities for student leadership and decision-making</p>	<p>Year 2</p>	<p>Promote Student Voice: Explore opportunities to develop student leadership and decision-making processes particularly JSC across P-12.</p> <p>Appoint students to positions of leadership within the student meeting structures and establish student working groups around various policy areas e.g. grounds, IWB / computer software, sustainability.</p> <p>Provide opportunities for student involvement, leadership and recognition:</p> <ul style="list-style-type: none"> ➤ Music program extended; ➤ Extra-curricular activities – sport, debating, challenges, camps; ➤ Gardening and sustainability projects; ➤ Opportunities for Year 7 and 8 to revisit 5-6 program, and for 5-6 to participate in Year 7 and 8 programs eg Art, Technology, Drama, Music; ➤ Highlight cadet program; ➤ ESL/Multicultural activities. <p>Promotion of student engagement, belonging and connectedness,</p> <ul style="list-style-type: none"> ➤ Establish clubs and multi-aged focussed groups across 5-8 level ➤ Provision of problem solving programs to address social, emotional and developmental concerns. (using external providers eg CAFS, Community Health). 	<ul style="list-style-type: none"> ▪ Develop increased opportunities that relate to student leadership and development at all year levels within the college ▪ Establish a clearly defined leadership development program Year 4 – 12 across the college ▪ Further develop clear pathways of leadership and extension for students across all elements of learning.
<p>Improving the college’s approach to the management of student attendance and develop strategies to reduce number of students with high absenteeism.</p>	<p>Year 2/3</p>	<p>Prep-Year 6 Attendance and Punctuality:</p> <ul style="list-style-type: none"> ➤ Review school processes against key attendance resources such as 'It's Not OK to be Away' and the DEECD guidelines; Adopt a high profile 'banner' approach to encouraging school attendance, employing best practice in encouragement and follow up. ➤ Initially focus on the third quartile absentees for family connections. Establish defined protocols to address attendance and punctuality issues, with a multi-faceted approach including defined publicity processes. 	<ul style="list-style-type: none"> ▪ Implement a 95% attendance criteria across the college from 2012 (80% prior to semester 2, 2011 – 90% semester 2, 2011). ▪ Implement a readiness to learn strategy in all learning areas to link to the high expectations school wide 'Theory of Action'.

		Year 7-12 Attendance <ul style="list-style-type: none"> ➤ Review school processes against key attendance resources such as 'It's not ok to be away' and the DEECD guidelines. ➤ Review attendance checking and roll marking procedures to ensure consistency and accuracy across the College. ➤ Consider electronic roll marking via teacher laptops. ➤ Review absence response procedures for improved timeliness in follow up. 	<ul style="list-style-type: none"> ▪ Implement a college electronic roll marking strategy across the college supported by SMS notification system to parents.
		Review, Consolidation and Extension of KIS 4 Improve Student Wellbeing and Engagement Year 3 and 4	
<p>Promoting and celebrating student learning success</p> <p>Reviewing the current Student Engagement Policy and ensuring consistent implementation across the whole college</p> <p>Building strong relationships between all members of the college community – students, teachers, parents and the wider community</p> <p>Developing student voice and expanding opportunities for student leadership and decision-making</p> <p>Improving the College's approach to the management of student attendance and develop strategies to reduce number of students with high absenteeism.</p>	Year 3	Review school opinion data re student engagement and connectedness to highlight areas of growth and areas for further development. Determine the effect of the Powerful Learning Strategy in terms of impacting on a culture of aspiration, commitment and connectedness in student learning.	<ul style="list-style-type: none"> ▪ Staff data indicates an improved sense of whole college identity and cohesion with an agreed moral purpose and direction. ▪ All staff operate by school values and have clarity on College directions. ▪ Staff empowered within commitment to the College ethos and demonstration of a high level of professional practice.
		Years 5-8 Extend Professor Michael Bernard Social and Emotional Learning Strategies across the middle years of schooling: <ul style="list-style-type: none"> ➤ Learning Intentions, success criteria, and attitudes and behaviours for learning, with particular emphasis on the consistent application of positive attitudes and behaviours for learning. 	<ul style="list-style-type: none"> ▪ Staff data indicates an improved capability in classroom practice aligning to the agreed moral purpose and direction of the college.
	Year 4	Year of Review- Evaluation of Student Learning Data and Student Engagement Data. Ascertain performance against set school-based targets, and state benchmarks. Completion of College Self-Assessment	<ul style="list-style-type: none"> ▪ Completion of College Self-Assessment

<p>KIS 5</p> <p>IMPROVE STUDENT TRANSITION AND PATHWAYS PLANNING BY:</p> <p>Strengthening the transition processes into, through and out of the college.</p>	<p>Year 1</p>	<p>Consolidate the College vision policy for Transition, and affirm school based roles and responsibilities to facilitate effective student transition throughout the stages of schooling.</p> <p>Undertake a review of the Senior School leadership structure that supports student pathways, with due regard to role clarity in support of student, curriculum development, and administrative needs. Review the current structure in light of apparent overlaps, inconsistencies or gaps in fully supporting positive pathway outcomes.</p> <p>Transition Processes across Key Transition Points Identify current transition protocols and practices, review, and document agreed policy, roles and responsibilities that will support smooth transition into the school at Prep, transition into the College and environment, transition Year 6 to Year 7, within or beyond the College.</p> <p>Personal Learning Plans Develop individual personal learning improvement plans (ILIPs) for all students Year 3 to Year 6 and all Koorie Students. Suggested Actions:</p> <ul style="list-style-type: none"> ➤ Develop a Personal Learning Plan (ILIP) format that complements current assessment and reporting processes and incorporates pathway goals; ➤ Monitor associated aspirations and achievement in academic performance, sporting, social, and leadership (student voice) activities from year to year; celebrate achievement. 	<ul style="list-style-type: none"> ▪ Develop school policy and processes that promote effective transition at all entry and exit points of the p-12 framework. ▪ Implement a new leadership team structure that clearly links to student pathways. <p>Document all ILPs for students at risk across both campuses</p>
<p>Strengthening managed individual pathways processes</p>	<p>Year 2</p>	<p>MIPS Plans (Managing Individual Pathways) Strengthen the use of College data bases and student MIPS plans to ensure smooth transition in a timely manner of student learning achievement and support needs across year levels; and current ownership of plan goals and aspirations by both parents and students. Actions:</p> <ul style="list-style-type: none"> ➤ Routinely self-assess against the Good Practice MIPS Framework Self-Assessment Rubric; ➤ Identify the strengths and opportunities to enhance student transition from year to year and particularly from Year 9 to Year 10; ➤ Develop an action plan to streamline the MIPS and data transfer processes to support teacher response to transition information. 	<ul style="list-style-type: none"> ▪ All students from year 8 to Year 12 have a developed strategy to inform their learning pathway. ▪ Senior school to develop a mentoring strategy to support the Year 10 – 12 student cohort in regard to pathways and MIPS plans.

<p>Building the capacity of staff to connect students' current learning with future pathways</p>	<p>Year 1</p>	<p>Early Childhood Supported Playgroup Project: Develop Playgroup Project in liaison with Australian Catholic University, Deakin University, City of Ballarat Best Start Program, Catholic Schools, and Playgroups Victoria.</p> <p>Focus on building relationships with Early Childhood parents. Extend theory of Play-based learning into Prep and develop staff competencies in understanding the importance of play in cognitive development.</p> <p>Review Play-based research -Professor Karen Stagnitti, Kathy Walker, Montessori, etc.</p> <p>Kindergarten-Prep:</p> <ul style="list-style-type: none"> ▪ Develop a school based survey to gain Prep parent feedback; ▪ Establish stronger links with kindergartens; ▪ Profile the school through marketing and extra-curricular activities; ▪ Introduce a play-based learning component into the Early Years classrooms; ▪ Parent Information Sessions re YCDI: 'Investing in Parents' Program to assist parents in supporting student in purposeful learning habits. <p>Year 6-7 Transition:</p> <ul style="list-style-type: none"> ➤ Review the current support structures for primary to secondary transition to incorporate leadership from Redan Campus; ➤ Encourage YCDI student forums across local primary schools to assist transition of mixed groups into Year 7; ➤ Promote common language use to encourage consistency. ➤ Document associated induction protocols and roles and responsibilities; ➤ Identify and document the strengths of current arrangements for Year 6 to Year 7 transition; ➤ Develop an action plan to heighten parent involvement; ➤ Develop a school based survey to gain parent feedback; ➤ Develop competency-based profile for all students Years 5-10 to highlight special skills/interests and provide opportunities to extend individual competencies in stimulating ways that motivate student aspirations for career paths and experiences. 	<ul style="list-style-type: none"> ▪ Teachers to develop clarity in the needs of students at different stages of schooling. ▪ Teachers support students to confidently progress through transitional points. ▪ Defined strategies developed to build capacity of school to meet needs of all students.
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<p>Tracking student outcomes and progress towards individual goals (MIPS) through the use of data, particularly for students at risk.</p>	<p>Year 1</p>	<p>Establish regular monitoring of student progress.</p> <p>Use student achievement data to specifically target student's areas of need and develop processes to scaffold learning to ensure that teaching is timely, personalised and delivered with precision and rigour.</p> <p>Whole staff reflection on student learning progress, with teams taking responsibility in supporting learning growth.</p> <p>Students at risk identified, monitored and supported.</p>	<ul style="list-style-type: none"> ▪ Established MIPS plans for all Year 8 – 12 students. ▪ All Students at risk have ILPs linked to their learning across the college.
	<p>Year 2</p>	<p>Students with Special Needs (potentially at-risk)</p> <ul style="list-style-type: none"> ▪ Provision of college-based 'alternative programs' for students who need support in adjusting to larger context. ▪ Establish whole-college tracking process for Disabilities students and students with Student Services history of intervention. 	<ul style="list-style-type: none"> ▪ Establish further programs through links with the Ballarat South Community Hub (BSCH) and its associated partners.
<p>Review, Consolidation and Extension KIS 5 Improve Student Transition and Pathway Planning Year 3 and 4</p>			
<p>Strengthening the transition processes into, through and out of the College.</p> <p>Strengthening Managed Individual Pathways processes</p> <p>Building the capacity of staff to connect students' current learning with future pathways.</p>	<p>Year 3</p>	<p>Review Opinion Data to determine areas of success and areas for further development.</p> <p>Consolidation and extension of strategies from previous years.</p> <p>Continue to establish a cohesive system to monitor students in their development.</p> <p>Continue to build relationship with students to build trust and connectedness.</p> <p>Provision of support program.</p>	<ul style="list-style-type: none"> ▪ Evaluation and analysis of current practices completed and further development of staff / student mentoring and counselling actioned.
<p>Tracking Student outcomes and progress towards individual goals (MIPS) through the use of data, particularly for students at risk.</p>	<p>Year 4</p>	<ul style="list-style-type: none"> ▪ Year of Review ▪ Completion of College Self-Assessment 	<ul style="list-style-type: none"> ▪ Review document completed