

School Strategic Plan for St Albans Secondary College

8330

2016 - 2019

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....<i>K. Dowsley</i>..... Name: Ms Kerrie Dowsley Date: 11/2/2016</p>
<p>Endorsement by School Council</p>	<p>Signed.....<i>[Signature]</i>..... Name: Mr Wally Gatt Date: 11/2/2016</p>
	<p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed..... Name..... Date.....</p>

School Profile

Purpose	St Albans Secondary College is dedicated to providing an environment that values excellence, is respectful of all members of the community and which inspires each individual to achieve their potential, and to take their place with confidence in a changing society.
Values	At St Albans Secondary College, we hold these values and guiding principles: <ul style="list-style-type: none">• We show leadership by taking responsibility and being committed to our vision and each other.• We demonstrate respect, tolerance and fairness to each other.• We show integrity at all times by being open and honest.• We take pride in our achievements and strive for academic excellence.• We value critical thinking, creativity and risk taking in our learning.
Environmental Context	<p>St Albans Secondary College is a 7-12 co-educational school located 18 km to the northwest of central Melbourne. The school is proud of its history as the original secondary school in the area, and of its continuing role as an educational focal point within the community of St Albans and surrounding suburbs.</p> <p>The student enrolment is currently 1,226 and is projected to increase over the period of the Strategic Plan. Consistently strong enrolment figures allow the school to maintain flexibility in both staffing and curriculum, and thus to effectively address the educational directions valued by the whole school community. However, the increasing demand for enrolment at our school will pose challenges for us over the next Strategic Plan period. The school has 123 equivalent full-time staff: 4 Principal class, 87 teachers, and 34 Education Support staff.</p> <p>The St Albans community has welcomed new arrivals to Australia since World War II, and this is reflected in the culturally and linguistically diverse backgrounds of our students, as well as in the multicultural vitality of our community. The vast majority of our students come from non-English speaking backgrounds, covering 57 different nationalities. The school has a Student Family Occupation (SFO) index of .7428.</p> <p>St Albans Secondary College's vision, values and guiding principles combine to create a safe, supportive and well-disciplined environment, where every student is guided and inspired to achieve to the best of their ability. Respect, integrity, leadership, and the pursuit of excellence are highly valued by our school community.</p> <p>We are proud of our achievements, and this is supported by successive School Performance summaries that show that our results in all areas are within, or higher than, the expected range for all schools. St Albans Secondary College has been recognised as a high performing school in studies undertaken by the Department of Education and the University of Melbourne. In 2014, the growth achieved by our students in literacy and numeracy, and the school's Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and pathways outcomes continued to be at or above state benchmarks.</p> <p>Our commitment to foster the academic, social, and personal development of each student, to provide a high quality education, and to guarantee a broad range of programs to challenge and enrich all students, is a significant factor in these achievements. Our Attendance Policy of 90%, close monitoring of student absences, and effective communication with parents ensure that the importance of regular attendance for successful student learning is well embedded in the school culture. The vast majority of graduating Year 12 students transition to further education and training; mainly to university. These results are an endorsement of our strong focus on a Managed Individual Pathway for each student from Year 9 to Year 12, and on the induction and support programs we provide to assist students as they transition through the school.</p>

A focus on positive, respectful relationships as an essential part of a safe, enjoyable learning environment has also contributed to the school's excellent results, as has our strategy of enhancing student voice and leadership across the school, and providing a rich extracurricular program. Activities include a comprehensive instrumental music program, drama and music production, public speaking and debating, writers' workshops, a camps program, sports teams and carnivals, a House system, and a range of student clubs.

'Community' is an important part of the school's strength. We actively seek the contributions and participation of families, as well as business and university partners, to create the best possible surroundings for our students to learn and grow. Parent and student satisfaction with the school is at, or close to, the state average for both areas. Parent participation in the life of the school has increased significantly over the last four years, and elections have been required twice in the last three years for parent representatives on School Council. Our Council is dedicated to improving student learning, diligent in its governance responsibilities, and committed to providing quality government school education for the local community.

St Albans Secondary College is proud to be an accredited provider of education for international students. Our reputation for academic excellence has attracted consistently high numbers of students from overseas who complete their secondary education with us. This program enriches our school community and has led to the development of a strong, vibrant parent community in Vietnam, and locally.

The school has committed to a sustained program of facilities upgrading in order to improve the learning and work environment for students and staff. Over recent years the school has constructed a Learning Centre and, a 21st Century Science Centre, resurfaced ball courts and created a synthetic soccer pitch, commenced a program of extensive landscaping, renovated classrooms, senior science laboratories and the student toilets, completed a major upgrade to the staff work area and to the school's library. A \$1.7m Commonwealth funded Trade Training Centre will open to the first intake for VET Certificate III in Hospitality in 2016.

No less significant is the determined work that has been done to build a strong, positive school culture where learning, effort and achievement are valued and recognised. Visitors often comment on the friendly, supportive, caring atmosphere of our school. Students are able to articulate the high expectations that the staff and parents hold for them and they appreciate this. The introduction into the school calendar of rituals that promote a sense of welcome, belonging, and pride in achievements, and the valuing of student voice and leadership, have been important elements in developing this culture.

The Strategic Plan 2016 – 2019 will see the college focussing on:

- deepening instructional practice
- implementing challenging, guaranteed and viable curriculum and assessment
- developing in our students the capabilities for lifelong learning
- accelerating learning growth in all areas with a particular focus on literacy, numeracy and VCE & VCAL
- promoting positive transitions for our students, including into high quality post school pathways
- promoting positive relationships and enhancing student wellbeing
- strengthening our culture of student voice and leadership
- enhancing parent & community partnerships
- developing our staff, including their leadership capacity
- planning for enrolment growth.

Strategic Direction

Achievement	Key improvement strategies	
Goals	1. To significantly improve student achievement in all areas of learning.	1.1 Guarantee teachers consistently and effectively implement the whole-school teaching model.
		1.2 Strengthen the quality and incidence of feedback as part of the lesson so that: <ul style="list-style-type: none"> - teachers have a clear understanding of each student's progress and next steps in relation to the learning intention - each student receives feedback on their learning each lesson.
		1.3 Systematically use feedback from students and colleagues to improve teaching practice.
		1.4 Enhance the use of digital technologies to deepen and enrich learning.
		1.5 Ensure that intellectually rigorous, standards based curriculum and assessments are fully developed, consistently implemented, and appropriately sequenced to VCE.
		1.6 Enhance the quality and breadth of the SEAL program.
	2. To maximise learning growth in writing, reading, numeracy & VCE.	2.1 Strengthen staff skill level and consistency in the use of multiple data sources to inform teaching and learning.
		2.2 Strengthen the whole school approach to the explicit teaching of reading and writing in all subject areas.
		2.3 Implement a whole school approach to teaching academic vocabulary.
		2.4 Implement a strategy to address areas for improvement in the teaching of Mathematics.
		2.5 Develop the capacity of VCE staff to maximise the level of value add in all VCE subjects.
	3. To develop in our students the capabilities required for lifelong learning.	3.1 Develop and implement a whole school approach to teaching students the capabilities for lifelong learning.
		3.2 Develop the capacity of our students to be able to discuss what they are learning and to articulate their next steps.

<p>Targets</p>	<p>By 2019</p> <ul style="list-style-type: none"> ● Two year mean cohort growth in NAPLAN Numeracy at Year 9 to go from 59 points to at/above 65 points. ● Two year mean cohort growth in NAPLAN Reading at Year 9 to go from 46 points to at/above 65 points. ● Two year mean cohort growth in NAPLAN Writing at Year 9 to go from 39 points to at/above 65 points. ● % of students assessed at/above expected level in Year 9 English Semester 1 to be similar to % of students assessed at above expected level in NAPLAN Reading and Writing. ● Reduce the number of students with low growth to: Reading- from 26.5% to 10%; Writing-from 23.8% to 10%; Numeracy- from 14.0% to 5%. ● % ATAR Scores below 50 to go from 28% to at/below 20%. ● VCE All Study mean to go from 30.24 to at/above 32. ● % of 40 plus ATAR Scores to go from 6.3% to at/above 8%. ● VCE English mean to go from 30 to at/above 31. ● Learning Confidence in the Student Survey to go from 3.67 to at/above 4.40. ● Stimulating Learning in the Student Survey to go from 3.19 to at /above 4.40. ● Student Motivation in the Student Survey to go from 4.29 to at or above 4.90. ● Teacher Effectiveness in the Student Survey to go from 3.63 to at/above 4.70. ● Teacher Collaboration in the Staff Survey to go from 53.8 to at/above 65% endorsement. 	
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	Actions	Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1 Key Improvement Strategies		
1.1 Guarantee teachers consistently and effectively implement the whole-school teaching model.	<ul style="list-style-type: none"> ● Identify the non-negotiable elements associated with high quality teaching practice at this school. ● Strengthen teachers' knowledge and skills in order to guarantee consistently high quality teaching practice in every classroom. ● Develop a whole school understanding of the purpose and protocols of open classrooms. ● Implement a systematic approach to open classrooms. 	<ul style="list-style-type: none"> ● The Teaching & Learning Framework and SASC Learning Cycle reflect high quality teaching practice, and provide clear advice on the non-negotiable elements. ● Staff self-assess their confidence in implementing the non-negotiable elements of teaching practice ● Teachers visit each other's classrooms systematically and with a clear understanding of the purpose of open classrooms.
1.2 Strengthen the quality and incidence of feedback as part of the lesson so that: <ul style="list-style-type: none"> - teachers have a clear understanding of each student's progress and next steps in relation to the learning intention - each student receives feedback on their learning each lesson. 	<ul style="list-style-type: none"> ● Identify and implement a range of specific strategies that enable teachers to gain and give feedback on student learning during the lesson. 	<ul style="list-style-type: none"> ● Teachers gain feedback each lesson on students' progress against the Learning Intention. ● Students are beginning to articulate their own progress against the Learning Intention each lesson.
1.3 Systematically use feedback from students and colleagues to improve teaching practice.	<ul style="list-style-type: none"> ● Develop and trial protocols and systems for staff to receive regular feedback on teaching practice from students & colleagues. ● Support staff to collect, analyse and respond to the feedback. ● Develop students understanding of the elements of high quality teaching practice, and the protocols for providing feedback to teachers on their learning experiences. 	<ul style="list-style-type: none"> ● Each teacher collects 2 forms of feedback directly from their students and colleagues. ● Feedback from students and colleagues informs reflection and goal setting about practice through PLT and PDP conversations. ● Students are beginning to provide feedback in relation to the non-negotiable elements of high quality teaching practice.

<p>1.4 Enhance the use of digital technologies to deepen and enrich learning.</p>	<ul style="list-style-type: none"> ● Support staff to use digital technologies to further improve: <ul style="list-style-type: none"> - feedback - collaboration - communication - critical thinking - creativity. 	<ul style="list-style-type: none"> ● Students use digital technology effectively at least once a week in each class. ● Student survey data shows an increase in the effective use of digital technologies.
<p>1.5 Ensure that intellectually rigorous, standards based curriculum and assessments are fully developed, consistently implemented, and appropriately sequenced to VCE.</p>	<ul style="list-style-type: none"> ● Revise the 7-10 curriculum in line with the Victorian Curriculum, with a focus on sequencing and on ensuring that the standards can be covered in the time available. ● Complete the revision of VCE and Year 10 curriculum in line with study design changes. ● Ensure all assessments are assessed against the standards or outcomes, are intellectually rigorous, and explicitly require critical thinking skills. ● Strengthen the robustness of moderation and increase the opportunities for regular moderation within all KLAs, both horizontally and vertically. 	<ul style="list-style-type: none"> ● Each faculty has identified the issues related to sequence, challenge and rigour in the curriculum 7-10 and through to VCE, and begun to implement a plan to address them. ● The curriculum content & structure reflects the Victorian Curriculum, & revised VCE study designs. ● Curriculum documentation is of an increasingly high quality and more readily available to all staff on T Drive. ● All assessment tasks are linked, through rubrics, to the standards/outcomes and incorporate critical thinking. ● Teachers are able to more accurately assess against the standards. ● Teachers engage in regular moderation within and across year levels in each subject area. ● PLT's are focussed on student learning.
<p>1.6 Enhance the quality and breadth of the SEAL program.</p>	<ul style="list-style-type: none"> ● Develop and document the SEAL curriculum. ● Provide professional learning to enhance the knowledge and skills of staff in teaching high ability students. ● Identify and implement extracurricular activities and opportunities to enrich the SEAL Program and develop students in a holistic manner. 	<ul style="list-style-type: none"> ● A high quality SEAL curriculum is developed and documented. ● Staff skills in teaching high ability students are evident in classroom practice.
<p>2.1 Strengthen staff skill level and consistency in the use of multiple data sources to inform teaching and learning.</p>	<ul style="list-style-type: none"> ● Implement the concept and process of 'targeted teaching' (Peter Goss) in the work of the Year 7 to 9 Literacy & Numeracy teams. 	<ul style="list-style-type: none"> ● Relevant data sets are identified and used to monitor and analyse student growth. ● Teachers are increasingly skilled in tracking student progress against the standards, and in knowing when & how to adjust their teaching to improve each student's learning. ● Students are aware of and beginning to articulate their own progress.
<p>2.2 Strengthen the whole school approach to the explicit teaching of reading and writing in all subject areas.</p>	<ul style="list-style-type: none"> ● Implement a scaffolded and sequenced approach to teaching writing & reading in English. ● Improve the consistency of teaching writing and reading of nonfiction texts within each KLA. 	<ul style="list-style-type: none"> ● A sequenced and scaffolded approach to teaching reading and writing is documented and implemented in all English/EAL classes. ● Independent Reading classes are structured around the explicit teaching and practice of the comprehension strategies. ● Teachers explicitly teach the writing genres identified within each KLA. ● Students' work shows evidence of regular writing practice. ● Students are beginning to explicitly and independently use the comprehension strategies to read non-fiction texts.
<p>2.3 Implement a whole school approach to teaching academic vocabulary.</p>	<ul style="list-style-type: none"> ● Provide professional development for all staff on teaching academic vocabulary. 	<ul style="list-style-type: none"> ● Explicit teaching of academic vocabulary is beginning to be evident in all classrooms and curriculum documents. ● Students are beginning to understand and use academic vocabulary appropriately.

<p>2.4 Implement a strategy to address areas for improvement in the teaching of Mathematics.</p>	<ul style="list-style-type: none"> ● Increase the explicit teaching and regular practice of worded style questions in Maths. ● Develop a faculty approach to the explicit teaching and effective use of calculators. ● Develop a faculty approach to explicit teaching of correct Mathematical processes. 	<ul style="list-style-type: none"> ● Teachers explicitly teach the skills required to interpret worded questions. ● Worded questions are included in all assessments for all students. ● Teachers explicitly teach students to effectively use CAS & scientific calculators. ● Students routinely bring calculators to class & are beginning to know how to use them. ● Assessment scales recognise correctly worked solutions. ● Students' workbooks are beginning to reflect a consistent approach to working through solutions.
<p>2.5 Develop the capacity of VCE staff to maximise the level of value add in all VCE subjects.</p>	<ul style="list-style-type: none"> ● Provide professional learning for VCE staff in using a range of data to refine and enhance their teaching practice. 	<ul style="list-style-type: none"> ● VCE staff are becoming more expert in using relevant data to plan for teaching and learning in order to maximise value add.
<p>3.1 Develop and implement a whole school approach to teaching students the capabilities for lifelong learning.</p>	<ul style="list-style-type: none"> ● Develop an agreed set of capabilities to be explicitly taught across the curriculum, using the Victorian Curriculum & NPD 6C's as sources. ● Develop an implementation plan for teaching and assessing the capabilities in 2017. 	<ul style="list-style-type: none"> ● An agreed set of capabilities is developed and placed within the existing curriculum. ● A plan is developed to phase the capabilities into the curriculum from 2017.
<p>3.2 Develop the capacity of our students to be able to discuss what they are learning and to articulate their next steps.</p>	<ul style="list-style-type: none"> ● Focus on the 3 key questions as a common language for staff and students to use to discuss learning progress. ● Consistently implement student reflection as part of each assessment task. 	<ul style="list-style-type: none"> ● Staff and students use the 3 key questions when discussing learning progress. ● Students complete a reflection tool for each assessment task.

Year 2 Key Improvement Strategies		
1.1 Guarantee teachers consistently and effectively implement the whole-school teaching model.	<ul style="list-style-type: none"> Consistently implement the non-negotiable elements associated with high quality teaching practice at this school. 	<ul style="list-style-type: none"> An increase in staff confidence in their self-assessment of the non-negotiable elements of teaching practice.
	<ul style="list-style-type: none"> Monitor and support staff participation in open classrooms using the expected protocols. 	<ul style="list-style-type: none"> Increased numbers of teachers implement the protocols with a clear understanding of the purpose of open classrooms.
1.2 Strengthen the quality and incidence of feedback as part of the lesson so that: <ul style="list-style-type: none"> teachers have a clear understanding of each student's progress and next steps in relation to the learning intention Each student receives feedback on their learning each lesson. 	<ul style="list-style-type: none"> Evaluate the range of specific strategies selected that enable teachers to gain and give feedback on student learning during the lesson and consolidate their use in the classroom. 	<ul style="list-style-type: none"> Feedback strategies are being implemented with observable evidence of improvement in teaching and learning. Students are increasingly able to articulate their areas for improvement and next steps in their learning.
1.3 Systematically use feedback from students and colleagues to improve teaching practice.	<ul style="list-style-type: none"> Evaluate and further implement the protocols and systems that enable staff to receive regular feedback on teaching practice from students & colleagues. Continue to support staff to collect, analyse and respond to the feedback Further develop students understanding of the elements of high quality teaching practice, and the protocols for providing feedback to teachers on their learning experiences. 	<ul style="list-style-type: none"> Each teacher collects 2 forms of feedback directly from their students and colleagues. Feedback from students and colleagues informs reflection and goal setting about practice through PLT and PDP conversations. Students are increasingly able to provide feedback in relation to the non-negotiable elements of high quality teaching practice.
1.4 Enhance the use of digital technologies to deepen and enrich learning.	<ul style="list-style-type: none"> Evaluate staff use of digital technologies to further improve: <ul style="list-style-type: none"> feedback collaboration communication critical thinking creativity. Continue to support staff in their use of digital technologies. 	<ul style="list-style-type: none"> Students use digital technology effectively in classes. Student survey data shows increasingly effective use of digital technologies.

<p>1.5 Ensure that intellectually rigorous, standards based curriculum and assessments are fully developed, consistently implemented, and appropriately sequenced to VCE.</p>	<ul style="list-style-type: none"> ● Continue to revise the 7-10 curriculum in line with the Victorian Curriculum, with a focus on sequencing and on ensuring that the standards can be covered in the time available. ● Implement the revised Year 10 and VCE curriculum ● Evaluate assessments to ensure that these are based on the standards or outcomes, intellectually rigorous, and explicitly require critical thinking skills and revise as needed. ● Continue to strengthen the robustness of moderation and increase the opportunities for regular moderation within all KLAs, both horizontally and vertically. 	<ul style="list-style-type: none"> ● Each faculty has addressed the issues of sequence, challenge and rigour in the 7-10 and VCE curriculum and is implementing an improved curriculum ● The curriculum content & structure reflects the Victorian Curriculum, & revised VCE study designs. ● Curriculum documentation is of a high quality and more readily available to all staff on T Drive. ● All assessment tasks are linked, through rubrics, to the standards/outcomes and incorporate critical thinking. ● Teachers are increasingly able to more accurately assess against the standards. ● Teachers engage in regular and increasingly robust moderation within and across year levels in each subject area. ● PLT's are focussed on student learning.
<p>1.6 Enhance the quality and breadth of the SEAL program.</p>	<ul style="list-style-type: none"> ● SEAL staff implement a guaranteed and viable SEAL curriculum. ● Continue to strengthen the knowledge and skills of staff in teaching high ability students. ● Continue to implement extracurricular activities and opportunities to enrich the SEAL Program and develop students in a holistic manner. 	<ul style="list-style-type: none"> ● SEAL curriculum is documented and implemented in all SEAL classrooms. ● Staff skills in teaching high ability students are increasingly evident in practice.
<p>2.1 Strengthen staff skill level and consistency in the use of multiple data sources to inform teaching and learning.</p>	<ul style="list-style-type: none"> ● Monitor and support the concept and process of 'targeted teaching' (Peter Goss) in the work of the Year 7 to 9 Literacy & Numeracy teams. 	<ul style="list-style-type: none"> ● Relevant data sets are identified and used to monitor and analyse student growth. ● Teachers are becoming increasingly skilled in tracking student progress against the standards, and in knowing when & how to adjust their teaching to improve each student's learning. ● Students are more aware of and better able to articulate their own progress.
<p>2.2 Strengthen the whole school approach to the explicit teaching of reading and writing in all subject areas.</p>	<ul style="list-style-type: none"> ● Continue to strengthen a scaffolded and sequenced approach to teaching writing & reading in English. ● Continue to improve the consistency of teaching writing and reading of nonfiction texts within each KLA. 	<ul style="list-style-type: none"> ● A sequenced and scaffolded approach to teaching reading and writing is documented and implemented in all English/EAL classes. ● Independent Reading classes are structured around the explicit teaching and practice of the comprehension strategies. ● Teachers explicitly teach the writing genres identified within each KLA. ● Students' work shows increasing evidence of regular writing practice. ● Students are more able to explicitly and independently use the comprehension strategies to read non-fiction texts.

2.3 Implement a whole school approach to teaching academic vocabulary.	<ul style="list-style-type: none"> ● Continue to monitor and support all staff on teaching academic vocabulary. 	<ul style="list-style-type: none"> ● Explicit teaching of academic vocabulary is increasingly evident in all classrooms and curriculum documents. ● Students are more able to understand and use academic vocabulary appropriately.
2.4 Implement a strategy to address areas for improvement in the teaching of Mathematics.	<ul style="list-style-type: none"> ● Continue to strengthen the explicit teaching and regular practice of worded style questions in Maths ● Implement the faculty approach to the explicit teaching and effective use of calculators. ● Implement the faculty approach to explicit teaching of correct Mathematical processes. 	<ul style="list-style-type: none"> ● Teachers explicitly teach the skills required to interpret worded questions. ● High quality worded questions are included in all assessments for all students. ● Teachers explicitly teach students to effectively use CAS & scientific calculators. ● Students routinely bring calculators to class & know how to use them. ● Assessment scales recognise correctly worked solutions. ● Students' workbooks reflect a consistent approach to working through solutions.
2.5 Develop the capacity of VCE staff to maximise the level of value add in all VCE subjects.	<ul style="list-style-type: none"> ● Expand the professional learning for VCE staff in using a range of data to refine and enhance their teaching practice. ● Create opportunities for VCE staff to share and model a variety of effective teaching and learning strategies. 	<ul style="list-style-type: none"> ● VCE staff are becoming more expert in using relevant data to plan for teaching and learning in order to maximise value add. ● VCE staff have participated in the sharing and modelling of effective teaching and learning strategies.
3.1 Develop and implement a whole school approach to teaching students the capabilities for lifelong learning.	<ul style="list-style-type: none"> ● Agreed capabilities are embedded into existing curriculum documentation. ● Implement the teaching and assessing of agreed capabilities. 	<ul style="list-style-type: none"> ● There is evidence of agreed capabilities in curriculum documentation. ● Identified capabilities have been assessed and reported on.
3.2 Develop the capacity of our students to be able to discuss what they are learning and to articulate their next steps.	<ul style="list-style-type: none"> ● Continue to strengthen the use of 3 key questions as a common language for staff and students to use to discuss learning progress. ● Continue to develop and strengthen student reflection as part of each assessment task. 	<ul style="list-style-type: none"> ● Staff and students are more skilled at using the 3 key questions when discussing learning progress. ● Students are becoming increasingly skilled at reflection on their assessment tasks.

Year 3 Key Improvement Strategies		
1.1 Guarantee teachers consistently and effectively implement the whole-school teaching model.	<ul style="list-style-type: none"> ● Continue to consistently implement the non-negotiable elements associated with high quality teaching practice at this school. ● Continue to monitor and support staff participation in open classrooms using the expected protocols. 	<ul style="list-style-type: none"> ● An increase in staff confidence in their self-assessment of the non-negotiable elements of teaching practice. ● Increased numbers of teachers implement the protocols with a clear understanding of the purpose of open classrooms.
1.2 Strengthen the quality and incidence of feedback as part of the lesson so that: <ul style="list-style-type: none"> - teachers have a clear understanding of each student's progress and next steps in relation to the learning intention - Each student receives feedback on their learning each lesson. 	<ul style="list-style-type: none"> ● Continue to consolidate the use of a range of specific strategies that enable teachers to gain and give feedback on student learning during the lesson. 	<ul style="list-style-type: none"> ● Feedback strategies are being implemented with observable evidence of improvement in teaching and learning. ● Students are increasingly able to articulate their areas for improvement and next steps in their learning.
1.3 Systematically use feedback from students and colleagues to improve teaching practice.	<ul style="list-style-type: none"> ● Continue to strengthen the use of the protocols and systems that enable staff to receive regular feedback on teaching practice from students & colleagues. ● Continue to support staff to collect, analyse and respond to the feedback. ● Continue to develop students understanding of the elements of high quality teaching practice, and the protocols for providing feedback to teachers on their learning experiences. 	<ul style="list-style-type: none"> ● Each teacher collects 2 forms of feedback directly from their students and colleagues. ● Feedback from students and colleagues informs reflection and goal setting about practice through PLT and PDP conversations. ● Students are able to provide feedback in relation to the non-negotiable elements of high quality teaching practice.
1.4 Enhance the use of digital technologies to deepen and enrich learning.	<ul style="list-style-type: none"> ● Evaluate staff use of digital technologies to further improve: <ul style="list-style-type: none"> - feedback - collaboration - communication - critical thinking - creativity. ● Continue to support staff in their use of digital technologies. 	<ul style="list-style-type: none"> ● Students use digital technology effectively in classes. ● Student survey data shows increasingly effective use of digital technologies.

<p>1.5 Ensure that intellectually rigorous, standards based curriculum and assessments are fully developed, consistently implemented, and appropriately sequenced to VCE.</p>	<ul style="list-style-type: none"> ● Continue to revise the 7-10 curriculum in line with the Victorian Curriculum, with a focus on sequencing and on ensuring that the standards can be covered in the time available. ● Implement the revised Year 10 and VCE curriculum ● Monitor and adjust assessments based on the standards or outcomes which are intellectually rigorous, and explicitly require critical thinking skills ● Continue to strengthen the robustness of moderation and increase the opportunities for regular moderation within all KLAs, both horizontally and vertically. 	<ul style="list-style-type: none"> ● The curriculum content & structure reflects the Victorian Curriculum, & revised VCE study designs. ● Curriculum documentation is of a consistently high quality and more readily available to all staff on T Drive. ● All assessment tasks are linked, through rubrics, to the standards/outcomes and incorporate critical thinking. ● Teachers are able to accurately assess against the standards. ● Teachers engage in regular and increasingly robust moderation within and across year levels in each subject area. ● PLT's are focussed on student learning.
<p>1.6 Enhance the quality and breadth of the SEAL program.</p>	<ul style="list-style-type: none"> ● Evaluate the SEAL curriculum and make changes as necessary. ● Continue to strengthen the knowledge and skills of staff in teaching high ability students. ● Continue to strengthen and expand extracurricular activities and opportunities to enrich the SEAL Program and develop students in a holistic manner. 	<ul style="list-style-type: none"> ● SEAL curriculum is documented and implemented in all SEAL classrooms. ● Staff skills in teaching high ability students are increasingly evident in practice.
<p>2.1 Strengthen staff skill level and consistency in the use of multiple data sources to inform teaching and learning.</p>	<ul style="list-style-type: none"> ● Monitor and support the concept and process of 'targeted teaching' (Peter Goss) in the work of the Year 7 to 9 Literacy & Numeracy teams. 	<ul style="list-style-type: none"> ● Relevant data sets are identified and used to monitor and analyse student growth. ● Teachers are increasingly skilled in tracking student progress against the standards, and in knowing when & how to adjust their teaching to improve each student's learning. ● Students are more aware of and better able to articulate their own progress.
<p>2.2 Strengthen the whole school approach to the explicit teaching of reading and writing in all subject areas.</p>	<ul style="list-style-type: none"> ● Evaluate the scaffolded and sequenced approach to teaching writing & reading in English. ● Evaluate the consistency of teaching writing and reading of nonfiction texts within each KLA. 	<ul style="list-style-type: none"> ● A sequenced and scaffolded approach to teaching reading and writing is documented and implemented in all English/EAL classes. ● Independent Reading classes are structured around the explicit teaching and practice of the comprehension strategies. ● Teachers explicitly teach the writing genres identified within each KLA. ● Students' work shows increasing evidence of regular writing practice. ● Students can explicitly and independently use the comprehension strategies to read non-fiction texts.
<p>2.3 Implement a whole school approach to teaching academic vocabulary.</p>	<ul style="list-style-type: none"> ● Continue to monitor and support all staff on teaching academic vocabulary. 	<ul style="list-style-type: none"> ● Explicit teaching of academic vocabulary is increasingly evident in all classrooms and curriculum documents. ● Students are more able to understand and use academic vocabulary appropriately.
<p>2.4 Implement a strategy to address areas for improvement in the teaching of Mathematics.</p>	<ul style="list-style-type: none"> ● Continue to evaluate and strengthen the explicit teaching and regular practice of worded style questions in Maths. ● Further develop and evaluate the faculty approach to the explicit teaching and effective use of calculators. ● Further develop and evaluate the faculty approach to explicit teaching of correct Mathematical processes. 	<ul style="list-style-type: none"> ● Teachers explicitly teach the skills required to interpret worded questions. ● High quality worded questions are included in all assessments for all students. ● Teachers explicitly teach students to effectively use CAS & scientific calculators. ● Students routinely bring calculators to class & know how to use them. ● Assessment scales recognise correctly worked solutions. ● Students' workbooks reflect a consistent approach to working through solutions.

<p>2.5 Develop the capacity of VCE staff to maximise the level of value add in all VCE subjects.</p>	<ul style="list-style-type: none"> ● Continue to expand and evaluate the professional learning for VCE staff in using a range of data to refine and enhance their teaching practice. ● Create further opportunities for VCE staff to share and model a variety of effective teaching and learning strategies. 	<ul style="list-style-type: none"> ● VCE staff are becoming more expert in using relevant data to plan for teaching and learning in order to maximise value add. ● VCE staff have participated in the sharing and modelling of effective teaching and learning strategies.
<p>3.1 Develop and implement a whole school approach to teaching students the capabilities for lifelong learning.</p>	<ul style="list-style-type: none"> ● Continue to monitor and revise the delivery of the capabilities within the curriculum. ● Continue to implement and evaluate the teaching and assessing of the agreed capabilities. 	<ul style="list-style-type: none"> ● There is evidence of agreed capabilities in curriculum documentation. ● Identified capabilities have been assessed and reported on.
<p>3.2 Develop the capacity of our students to be able to discuss what they are learning and to articulate their next steps.</p>	<ul style="list-style-type: none"> ● Continue to strengthen the use of 3 key questions as a common language for staff and students to use to discuss learning progress. ● Continue to develop and strengthen student reflection as part of each assessment task. 	<ul style="list-style-type: none"> ● Staff and students are more skilled at using the 3 key questions when discussing learning progress. ● Students are becoming increasingly skilled at reflection on their assessment tasks.

Year 4 Key Improvement Strategies		
1.1 Guarantee teachers consistently and effectively implement the whole-school teaching model.	<ul style="list-style-type: none"> • Continue to consistently implement the non-negotiable elements associated with high quality teaching practice at this school. 	<ul style="list-style-type: none"> • Non-negotiable elements of high quality teaching practice are consistently observable in all classrooms, and in students' work.
1.2 Strengthen the quality and incidence of feedback as part of the lesson so that: <ul style="list-style-type: none"> - teachers have a clear understanding of each student's progress and next steps in relation to the learning intention - Each student receives feedback on their learning each lesson. 	<ul style="list-style-type: none"> • Continue to monitor and support staff participation in open classrooms using the expected protocols. • Continue to consolidate the use of a range of specific strategies that enable teachers to gain and give feedback on student learning during the lesson. 	<ul style="list-style-type: none"> • Increased numbers of teachers implement the protocols with a clear understanding of the purpose of open classrooms. • Feedback strategies are being implemented with observable evidence of improvement in teaching and learning. • Students are increasingly able to articulate their areas for improvement and next steps in their learning.
1.3 Systematically use feedback from students and colleagues to improve teaching practice.	<ul style="list-style-type: none"> • Continue to strengthen the use of the protocols and systems that enable staff to receive regular feedback on teaching practice from students & colleagues. • Continue to support staff to collect, analyse and respond to the feedback. • Continue to develop students understanding of the elements of high quality teaching practice, and the protocols for providing feedback to teachers on their learning experiences. 	<ul style="list-style-type: none"> • Each teacher collects 2 forms of feedback directly from their students and colleagues. • Feedback from students and colleagues informs reflection and goal setting about practice through PLT and PDP conversations. • Students are able to provide feedback in relation to the non-negotiable elements of high quality teaching practice.
1.4 Enhance the use of digital technologies to deepen and enrich learning.	<ul style="list-style-type: none"> • Evaluate staff use of digital technologies to further improve: <ul style="list-style-type: none"> - feedback - collaboration - communication - critical thinking - creativity. • Continue to support staff in their use of digital technologies. 	<ul style="list-style-type: none"> • Students use digital technology effectively in classes. • Student survey data shows increasingly effective use of digital technologies.

<p>1.5 Ensure that intellectually rigorous, standards based curriculum and assessments are fully developed, consistently implemented, and appropriately sequenced to VCE.</p>	<ul style="list-style-type: none"> ● Continue to revise the 7-10 curriculum in line with the Victorian Curriculum, with a focus on sequencing and on ensuring that the standards can be covered in the time available. ● Implement the revised Year 10 and VCE curriculum ● Monitor and adjust assessments based on the standards or outcomes which are intellectually rigorous, and explicitly require critical thinking skills ● Continue to strengthen the robustness of moderation and increase the opportunities for regular moderation within all KLAs, both horizontally and vertically. 	<ul style="list-style-type: none"> ● The curriculum content & structure reflects the Victorian Curriculum, & revised VCE study designs. ● Curriculum documentation is of a consistently high quality and more readily available to all staff on T Drive. ● All assessment tasks are linked, through rubrics, to the standards/outcomes and incorporate critical thinking. ● Teachers are able to accurately assess against the standards. ● Teachers engage in regular and increasingly robust moderation within and across year levels in each subject area. ● PLT's are focussed on student learning.
<p>1.6 Enhance the quality and breadth of the SEAL program.</p>	<ul style="list-style-type: none"> ● Document and implement the revised SEAL curriculum. ● Continue to strengthen the knowledge and skills of staff in in teaching high ability students. ● Continue to strengthen and expand extracurricular activities and opportunities to enrich the SEAL Program and develop students in a holistic manner. 	<ul style="list-style-type: none"> ● SEAL curriculum is documented and implemented in all SEAL classrooms. ● Staff skills in teaching high ability students are increasingly evident in practice.
<p>2.1 Strengthen staff skill level and consistency in the use of multiple data sources to inform teaching and learning.</p>	<ul style="list-style-type: none"> ● Monitor and support the concept and process of 'targeted teaching' (Peter Goss) in the work of the Year 7 to 9 Literacy & Numeracy teams. 	<ul style="list-style-type: none"> ● Relevant data sets are identified and used to monitor and analyse student growth. ● Teachers are increasingly skilled in tracking student progress against the standards, and in knowing when & how to adjust their teaching to improve each student's learning. ● Students are more aware of and better able to articulate their own progress.
<p>2.2 Strengthen the whole school approach to the explicit teaching of reading and writing in all subject areas.</p>	<ul style="list-style-type: none"> ● Continue to strengthen and support a scaffolded and sequenced approach to teaching writing & reading in English. ● Maintain a consistent approach to teaching writing and reading of non-fiction texts within each KLA. 	<ul style="list-style-type: none"> ● A sequenced and scaffolded approach to teaching reading and writing is documented and implemented in all English/EAL classes. ● Independent Reading classes are structured around the explicit teaching and practice of the comprehension strategies. ● Teachers explicitly teach the writing genres identified within each KLA. ● Students' work shows increasing evidence of regular writing practice. ● Students can explicitly and independently use the comprehension strategies to read non-fiction texts.
<p>2.3 Implement a whole school approach to teaching academic vocabulary.</p>	<ul style="list-style-type: none"> ● Continue to monitor and support all staff on teaching academic vocabulary. 	<ul style="list-style-type: none"> ● Explicit teaching of academic vocabulary is increasingly evident in all classrooms and curriculum documents. ● Students are more able to understand and use academic vocabulary appropriately.
<p>2.4 Implement a strategy to address areas for improvement in the teaching of Mathematics.</p>	<ul style="list-style-type: none"> ● Continue to evaluate and strengthen the explicit teaching and regular practice of worded style questions in Maths. ● Further develop and evaluate the faculty approach to the explicit teaching and effective use of calculators. ● Further develop and evaluate the faculty approach to explicit teaching of correct Mathematical processes. 	<ul style="list-style-type: none"> ● Teachers explicitly teach the skills required to interpret worded questions. ● High quality worded questions are included in all assessments for all students. ● Teachers explicitly teach students to effectively use CAS & scientific calculators. ● Students routinely bring calculators to class & know how to use them. ● Assessment scales recognise correctly worked solutions. ● Students' workbooks reflect a consistent approach to working through solutions.

<p>2.5 Develop the capacity of VCE staff to maximise the level of value add in all VCE subjects.</p>	<ul style="list-style-type: none"> ● Continue to expand and evaluate the professional learning for VCE staff in using a range of data to refine and enhance their teaching practice. ● Create further opportunities for VCE staff to share and model a variety of effective teaching and learning strategies. 	<ul style="list-style-type: none"> ● VCE staff are becoming more expert in using relevant data to plan for teaching and learning in order to maximise value add. ● VCE staff have participated in the sharing and modelling of effective teaching and learning strategies.
<p>3.1 Develop and implement a whole school approach to teaching students the capabilities for lifelong learning.</p>	<ul style="list-style-type: none"> ● Continue to monitor and revise the delivery of the capabilities within the curriculum. ● Continue to implement and evaluate the teaching and assessing of the agreed capabilities. 	<ul style="list-style-type: none"> ● There is evidence of agreed capabilities in curriculum documentation. ● Identified capabilities have been assessed and reported on.
<p>3.2 Develop the capacity of our students to be able to discuss what they are learning and to articulate their next steps.</p>	<ul style="list-style-type: none"> ● Continue to strengthen the use of 3 key questions as a common language for staff and students to use to discuss learning progress. ● Continue to develop and strengthen student reflection as part of each assessment task. 	<ul style="list-style-type: none"> ● Staff and students are more skilled at using the 3 key questions when discussing learning progress. ● Students are becoming increasingly skilled at reflection on their assessment tasks.

Engagement		Key improvement strategies
Goals	1. To ensure all students are supported in their transitions into, within and beyond the college, and into appropriate high quality post school pathways.	1.1 Enhance pathways opportunities for students within and beyond the school, including by leveraging business and community partnerships.
		1.2 Extend enrichment opportunities for students both within and beyond the classroom.
		1.3 Enhance student transitions into and through the school.
		1.4 Further improve the quality and challenge of the VCAL/VET program.
		1.5 Strengthen the Managed Individual Pathways program.

Targets	<p>By 2019</p> <ul style="list-style-type: none"> • Average number of days absent to go from 13.51 to be at/below 10. • Transitions variable in Parent Survey to go from 51st percentile to be between 75th and 90th percentile as measured against other secondary schools. • % of students in education/training after Year 12 to go from 90% to be at/above 93%. 	
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	Actions	Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1 Key Improvement Strategies		
1.1 Enhance pathways opportunities for students within and beyond the school, including by leveraging business and community partnerships.	<ul style="list-style-type: none"> Develop processes and partnerships to further improve pathways for PSD students, especially beyond Year 10. 	<ul style="list-style-type: none"> Identified Year 10 students on PSD program have an agreed, quality pathway. Improved partnerships with companies and organisations supporting VCAL students on the PSD program.
	<ul style="list-style-type: none"> Implement VCAL (Foundation) as needed for specific students, including PSD students. 	<ul style="list-style-type: none"> Identified Year 11 VCAL students have successfully completed VCAL Foundation level.
	<ul style="list-style-type: none"> Implement programs for other students at risk, such as African boys, Maori/Pasifika students, refugees etc. 	<ul style="list-style-type: none"> A mentoring program for students at risk is implemented.
	<ul style="list-style-type: none"> Further strengthen the SEAL Program and pathway post Year 8. 	<ul style="list-style-type: none"> Pathway for SEAL students beyond Year 8 is documented and implemented.
	<ul style="list-style-type: none"> Investigate opportunities to develop new business and community partnerships. 	<ul style="list-style-type: none"> Increased representation at the Business and Community Partnerships Committee meetings.
	<ul style="list-style-type: none"> Increase participation in the Business and Community Partnerships Committee. 	
1.2 Extend enrichment opportunities for students both within and beyond the classroom.	<ul style="list-style-type: none"> Investigate, trial and evaluate a peer mentoring program for high achieving Year 9 students using senior students. 	<ul style="list-style-type: none"> Small scale peer mentoring program implemented at Year 9.
	<ul style="list-style-type: none"> Develop and implement a program for high achieving Year 9 students to visit tertiary institutions. 	<ul style="list-style-type: none"> Selected Year 9 high achieving students participate in a visit to a tertiary institution.
1.3 Enhance student transitions into and through the school.	<ul style="list-style-type: none"> Further develop, implement and evaluate a program for the induction of new students. 	<ul style="list-style-type: none"> All students new to the school participate in an enhanced induction program.
	<ul style="list-style-type: none"> Develop improved processes to support student transitions between sub schools. 	<ul style="list-style-type: none"> An improved Sub School transition program is implemented and evaluated.
	<ul style="list-style-type: none"> Implement changes to improve transitions for Grade 6 to Year 7, particularly during Term 1 Year 7. 	<ul style="list-style-type: none"> Revised Year 7 Transition program implemented.
1.4 Further improve the quality and challenge of the VCAL/VET program.	<ul style="list-style-type: none"> Implement the delivery of Certificate III in Hospitality for Year 11 students. 	<ul style="list-style-type: none"> Partnership programs are implemented at Year 11 and 12 VCAL. Year 1 of Cert III in Hospitality is successfully delivered.
	<ul style="list-style-type: none"> Investigate providing access to a wider range of internal VET programs for VCAL students. 	<ul style="list-style-type: none"> Further school based VET subjects are added to Brimbank cluster times as appropriate.
	<ul style="list-style-type: none"> Investigate implementing more school based new apprenticeships. 	<ul style="list-style-type: none"> Increased number of school based new apprenticeships is offered.
	<ul style="list-style-type: none"> Develop and implement processes to support staff teaching VCAL. 	<ul style="list-style-type: none"> All staff new to teaching VCAL have participated in a mentoring program.
1.5 Strengthen the Managed Individual Pathways program.	<ul style="list-style-type: none"> Enhance the use of electronic record keeping monitoring students at risk. 	<ul style="list-style-type: none"> All Year 10 students have an electronic MIPs plan.
	<ul style="list-style-type: none"> Implement electronic MIPs plans to improve access for both students and parents. 	
	<ul style="list-style-type: none"> Develop guidelines for VCE students about desirable subject combinations. 	<ul style="list-style-type: none"> Students' subject choices are supported by guidelines regarding optimal subject combinations.

Year 2 Key Improvement Strategies		
1.1 Enhance pathways opportunities for students within and beyond the school, including by leveraging business and community partnerships.	<ul style="list-style-type: none"> ● Evaluate processes and partnerships implemented to further improve pathways for PSD students, especially beyond Year 10, and implement changes as needed. ● Evaluate VCAL (Foundation) program, and implement changes as needed. ● Evaluate programs implemented for other students at risk, such as African boys, Maori/Pasifika students, refugees etc. Modify or implement new programs as needed. ● Continue to evaluate the SEAL Program and pathway post Year 8. Modify as needed. ● Further strengthen new business and community partnerships. ● Maintain increased participation in the Business and Community Partnerships Committee. 	<ul style="list-style-type: none"> ● All Year 10 students on PSD program have an agreed quality pathway. ● Identified Year 11 VCAL students have successfully completed VCAL Foundation level. ● Pathway for SEAL students beyond Year 8 is implemented. ● Further increased representation at the Business and Community Partnerships Committee meetings. ● Further improved partnerships with companies and organisation supporting VCAL student on the PSD program. ● Foundation level VCAL evaluated and enhanced. ● Mentoring program for students at risk evaluated and expanded.
1.2 Extend enrichment opportunities for students both within and beyond the classroom.	<ul style="list-style-type: none"> ● Expand the peer mentoring program for selected Year 9 students using senior students. ● Evaluate the program for high achieving Year 9 students to visit tertiary institutions. Modify and improve as needed. 	<ul style="list-style-type: none"> ● Peer mentoring program at Year 9 evaluated, and expanded and improved. ● Enhanced program implemented.
1.3 Enhance student transitions into and through the school.	<ul style="list-style-type: none"> ● Continue to improve the program for the induction of new students. ● Continue to develop, implement and evaluate improved processes to support student transitions between sub schools. ● Evaluate the improvements made to the transition program for Grade 6 to Year 7, particularly during Term 1 Year 7. Make further changes as needed. 	<ul style="list-style-type: none"> ● All students new to the school participate in a high quality induction program. ● Improved Sub School transition program is implemented. ● Enhanced Year 7 Transition program implemented.
1.4 Further improve the quality and challenge of the VCAL/VET program.	<ul style="list-style-type: none"> ● Implement the delivery of Certificate III in Hospitality for Year 12 students. ● Implement selected internal VET programs for VCAL students. ● Evaluate school based new apprenticeships. Modify program as needed. ● Further develop and implement processes to support staff teaching VCAL. 	<ul style="list-style-type: none"> ● Further improved partnership programs are implemented at Year 11 and 12 VCAL. ● Year 1 of Cert III in Hospitality is evaluated. ● Year 2 of Cert III in Hospitality is successfully delivered. ● Further school based VET subjects are added to Brimbank cluster times as appropriate. ● Increased number of school based new apprenticeships is offered. ● All staff new to teaching VCAL have participated in an enhanced mentoring program.

1.5 Strengthen the Managed Individual Pathways program.	<ul style="list-style-type: none"> • Evaluate and further enhance the use of electronic record keeping monitoring students at risk. 	<ul style="list-style-type: none"> • All Year 9 and 10 students have an electronic MIPS plan. • Students' subject choices are further supported by guidelines regarding optimal subject combinations.
	<ul style="list-style-type: none"> • Continue to implement electronic MIPS plans to improve access for both students and parents. Evaluate implementation to date. 	
	<ul style="list-style-type: none"> • Evaluate guidelines developed for VCE students about desirable subject combinations. Modify as needed. 	

Year 3 Key Improvement Strategies		
1.1 Enhance pathways opportunities for students within and beyond the school, including by leveraging business and community partnerships.	<ul style="list-style-type: none"> ● Further enhance processes and partnerships to further improve pathways for PSD students, especially beyond Year 10. ● Look for further opportunities to strengthen the VCAL (Foundation) program. ● Continue to provide programs for students at risk as needed. ● Monitor SEAL Program and respond to identified needs. ● Continue to look for opportunities to enhance business and community partnerships. ● Continue to pursue opportunities to increase participation in the Business and Community Partnerships Committee. 	<ul style="list-style-type: none"> ● All Year 10 students on PSD program have an agreed quality pathway. Further improved partnerships with companies and organisation supporting VCAL student on the PSD program. ● Mentoring program continues to be enhanced. ● Business and Community Partnerships Committee meetings are well attended. ●
1.2 Extend enrichment opportunities for students both within and beyond the classroom.	<ul style="list-style-type: none"> ● Continue to evaluate, enhance and expand the peer mentoring program for selected Year 9 students using senior students. ● Continue to enhance the program for high achieving Year 9 students to visit tertiary institutions. 	<ul style="list-style-type: none"> ● Peer mentoring program at Year 9 continues to be expanded and improved. ● Selected Year 9 high achieving students participate in an improved program at tertiary institutions.
1.3 Enhance student transitions into and through the school.	<ul style="list-style-type: none"> ● Continue to improve the program for the induction of new students. ● Continue to develop, implement and evaluate improved processes to support student transitions between sub schools. ● Further evaluate and modify the transition program for Grade 6 to Year 7. 	<ul style="list-style-type: none"> ● All students new to the school participate in a high quality induction program. ● Sub School transition program is evaluated and improved. <p style="margin-left: 20px;">Enhanced Year 7 Transition program implemented.</p>
1.4 Further improve the quality and challenge of the VCAL/VET program.	<ul style="list-style-type: none"> ● Evaluate the delivery of Certificate III in Hospitality. ● Evaluate the implemented internal VET subjects offered. ● Continue to monitor and evaluate the school based new apprenticeships. ● Ensure all staff new to VCAL participate in a quality mentoring program. 	<ul style="list-style-type: none"> ● Quality partnership programs are implemented at Year 11 and 12 VCAL. ● Year 2 of Cert III in Hospitality is evaluated and improvements made.. ● Quality suite of school based VET subjects are offered in the Brimbank cluster. ● Increased number of school based new apprenticeships is offered. ● All staff new to teaching VCAL have participated in an enhanced mentoring program.
1.5 Strengthen the Managed Individual Pathways program.	<ul style="list-style-type: none"> ● Continue to implement electronic MIPs plans for Year 11 students to improve access for both students and parents. Evaluate implementation to date. 	<ul style="list-style-type: none"> ● All Year 9, 10 and 11 students have an electronic MIPs plan.

Year 4 Key Improvement Strategies		
1.1 Enhance pathways opportunities for students within and beyond the school, including by leveraging business and community partnerships.	<ul style="list-style-type: none"> ● Continue to evaluate and enhance processes and partnerships to further improve pathways for PSD students, especially beyond Year 10. ● Look for further opportunities to strengthen the VCAL (Foundation) program. ● Continue to provide programs for students at risk as needed. ● Monitor SEAL Program and respond to identified needs. ● Continue to look for opportunities to enhance business and community partnerships. ● Continue to pursue opportunities to increase participation in the Business and Community Partnerships Committee. 	<ul style="list-style-type: none"> ● All Year 10 students on PSD program have an agreed quality pathway. Further improved partnerships with companies and organisation supporting VCAL student on the PSD program. ● Mentoring program continues to be enhanced. ● Business and Community Partnerships Committee meetings are well attended.
1.2 Extend enrichment opportunities for students both within and beyond the classroom.	<ul style="list-style-type: none"> ● Continue to evaluate, enhance and expand the peer mentoring program for selected Year 9 students using senior students. ● Continue to enhance the program for high achieving Year 9 students to visit tertiary institutions. 	<ul style="list-style-type: none"> ● Peer mentoring program at Year 9 continues to be expanded and improved. ● Selected Year 9 high achieving students participate in an improved program at tertiary institutions.
1.3 Enhance student transitions into and through the school.	<ul style="list-style-type: none"> ● Continue to improve the program for the induction of new students. ● Continue to develop, implement and evaluate improved processes to support student transitions between sub schools. ● Further evaluate and modify the transition program for Grade 6 to Year 7. 	<ul style="list-style-type: none"> ● All students new to the school participate in a high quality induction program. ● Sub School transition program is evaluated and improved. Enhanced Year 7 Transition program implemented.
1.4 Further improve the quality and challenge of the VCAL/VET program.	<ul style="list-style-type: none"> ● Continue to monitor and evaluate the school based new apprenticeships. ● Ensure all staff new to VCAL participate in a quality mentoring program. 	<ul style="list-style-type: none"> ● Enhanced quality partnership programs are implemented at Year 11 and 12 VCAL. ● Quality suite of school based VET subjects are offered in the Brimbank cluster. ● Increased number of school based new apprenticeships is offered. ● All staff new to teaching VCAL have participated in an enhanced mentoring program.
1.5 Strengthen the Managed Individual Pathways program.	<ul style="list-style-type: none"> ● Continue to implement electronic MIPs plans for Year 11 students to improve access for both students and parents. Evaluate implementation to date. 	<ul style="list-style-type: none"> ● All Year 9, 10 and 11 students have an electronic MIPs plan.

Wellbeing		Key improvement strategies
Goals	1. To significantly improve student relationships & wellbeing.	1.1 Strengthen the provision of a safe, orderly and supportive environment that is proactive in responding to student learning and wellbeing needs.
	2. To further strengthen the culture of student voice and leadership across the school.	1.2 Optimise the potential of the House System to advance student wellbeing through opportunities for students to connect, be valued, experience achievement and lead others. 2.1 Extend opportunities for student leadership and voice in the school.
	3. To engage parents and families more fully in their child's education.	3.1 Leverage partnerships with external agencies to enhance service provision for students and relationships with parents & families.

Targets	<p>By 2019</p> <ul style="list-style-type: none"> • Connectedness to Peers in the Student Survey to go from 3.98 to be at/above 4.2. • Connectedness to School in the Student Survey to go from 3.57 to be at/above 3.9. • Student Safety in the Student Survey to go from 4.33 to be at/above 4.6. • Teacher Empathy in the Student Survey to go from 3.66 to be at/above 3.9. • Classroom Behaviour in the Student Survey to go from 3.22 to be at/above 3.5. • Student Morale in the Student Survey to go from 4.71 to be at/above 4.9. • Parent Input in the Parent Survey to go from 63.1% to be at/above 66%. • Social Skills in the Parent Survey to go from 25.0% to be at/above 45%. 	
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	Actions	Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1 Key Improvement Strategies		
1.1 Strengthen the provision of a safe, orderly and supportive environment that is proactive in responding to student learning and wellbeing needs.	<ul style="list-style-type: none"> ● Implement and evaluate a revised suite of programs which addresses and promotes key protective factors for student wellbeing. 	<ul style="list-style-type: none"> ● Students participate in a range of Proactive Programs that promote key protective factors. ● Staff and YLC's are aware of the protective factors & of how they can optimise these in their work.
	<ul style="list-style-type: none"> ● Ensure that the Case Management process provides comprehensive monitoring of 'at risk' students. 	<ul style="list-style-type: none"> ● All students at risk are monitored and supported by appropriate intervention strategies through an effective Case Management process.
	<ul style="list-style-type: none"> ● Develop and implement a culture of and whole school approach to recognising positive student behaviours and contributions to the school and community. 	<ul style="list-style-type: none"> ● Students who demonstrate positive behaviours and commitment to the school community are recognised & celebrated more widely and systematically.
	<ul style="list-style-type: none"> ● Develop and implement a whole school mental health strategy. 	<ul style="list-style-type: none"> ● Teachers and parents have an improved awareness of the signs and impact of mental health issues and of strategies to support students.
	<ul style="list-style-type: none"> ● Develop and implement strategies to assist staff in building positive & constructive relationships with students. 	<ul style="list-style-type: none"> ● Students have a more positive view of teacher empathy. ● Teachers are more skilled and confident in managing challenging student behaviour. ● Increased communication through SAMS reporting behavioural and wellbeing concerns.
	<ul style="list-style-type: none"> ● Plan for the full implementation of Respectful Relationships in line with the Victorian Curriculum. 	<ul style="list-style-type: none"> ● All students in Years 8 & 9 have participated in Respectful Relationships education.
	<ul style="list-style-type: none"> ● Implement strategies to manage traffic flow within the school corridors. 	<ul style="list-style-type: none"> ● Student movement in the corridors contributes to an improved sense of safety.
1.2 Optimise the potential of the House System to advance student wellbeing through opportunities for students to connect, be valued, experience achievement and lead others.	<ul style="list-style-type: none"> ● Promote the role of the Houses & House leaders in school events to staff & students. 	<ul style="list-style-type: none"> ● All major school events have a link to the Houses. ● All House captains have taken a leadership role in a school event. ● The visibility and responsibility of Houses & House leaders have significantly increased.
	<ul style="list-style-type: none"> ● Increase the opportunities for leadership & responsibility for all House leaders. 	
2.1 Extend opportunities for student leadership and voice in the school.	<ul style="list-style-type: none"> ● Develop and implement an integrated, coherent structure for student leadership and voice across the school. 	<ul style="list-style-type: none"> ● The leadership roles & responsibilities for SRC & House leaders are clearly defined, promoted and increased in relation to school events.
	<ul style="list-style-type: none"> ● Develop a community service focus for our SRC & Houses to engage with. 	<ul style="list-style-type: none"> ● All SRC and House leaders are involved in a community service program.

<p>3.1 Leverage partnerships with external agencies to enhance service provision for students and relationships with parents & families.</p>	<ul style="list-style-type: none"> • Further develop the partnership with Edmund Rice & Jesuit Social Services in terms of programs for parents & families. 	<ul style="list-style-type: none"> • Increased parent numbers attending the English classes. • One cultural evening has been held. • One key partnership is established in an identified area of student wellbeing.
	<ul style="list-style-type: none"> • Investigate the implementation of a therapeutic program for refugee & PSD students. 	<ul style="list-style-type: none"> • Funding secured for a trial program for at least one term. • Twenty students have participated in art/music therapy sessions with positive impact.

Year 2 Key Improvement Strategies		
1.1 Strengthen the provision of a safe, orderly and supportive environment that is proactive in responding to student learning and wellbeing needs.	<ul style="list-style-type: none"> Evaluate the revised suite of programs which addresses and promotes key protective factors for student wellbeing. 	<ul style="list-style-type: none"> Students continue to participate in a range of Proactive Programs that promote key protective factors. Staff and YLC's are increasingly aware of the protective factors & of how they can optimise these in their work.
	<ul style="list-style-type: none"> Monitor and support the Case Management process to ensure comprehensive monitoring of 'at risk' students. 	<ul style="list-style-type: none"> All students at risk are monitored and supported by appropriate intervention strategies through an effective Case Management process.
	<ul style="list-style-type: none"> Evaluate the whole school approach to recognising positive student behaviours and contributions to the school and community. Modify where necessary. 	<ul style="list-style-type: none"> Students who demonstrate positive behaviours and commitment to the school community are recognised & celebrated more widely and systematically.
	<ul style="list-style-type: none"> Evaluate the whole school mental health strategy. Modify and improve as needed. 	<ul style="list-style-type: none"> Teachers and parents have an improved awareness of the signs and impact of mental health issues and of strategies to support students.
	<ul style="list-style-type: none"> Continue to implement the strategies to assist staff in building positive & constructive relationships with students and monitor and changes in relevant student data. 	<ul style="list-style-type: none"> Students have a more positive view of teacher empathy.
	<ul style="list-style-type: none"> Respectful Relationships Program fully implemented in accordance with Victorian Curriculum requirements. 	<ul style="list-style-type: none"> Teachers are more skilled and confident in managing challenging student behaviour.
	<ul style="list-style-type: none"> Evaluate strategies and modify where necessary. 	<ul style="list-style-type: none"> Increased communication through SAMS reporting behavioural and wellbeing concerns. All students in Years 8 & 9 have participated in Respectful Relationships education. Student movement in the corridors contributes to an improved sense of safety.
1.2 Optimise the potential of the House System to advance student wellbeing through opportunities for students to connect, be valued, experience achievement and lead others.	<ul style="list-style-type: none"> Promote the role of the Houses & House leaders in school events to staff & students. 	<ul style="list-style-type: none"> All major school events have a link to the Houses.
	<ul style="list-style-type: none"> Increase the opportunities for leadership & responsibility for all House leaders. 	<ul style="list-style-type: none"> All House captains have taken a leadership role in a school event. The visibility and responsibility of Houses & House leaders have significantly increased.
2.1 Extend opportunities for student leadership and voice in the school.	<ul style="list-style-type: none"> Monitor and enhance the integrated and coherent structure for student leadership and voice across the school. 	<ul style="list-style-type: none"> Student leadership and voice is promoted by an integrated, coherent structure across the school.
	<ul style="list-style-type: none"> Refine and strengthen the community service focus of the SRC and Houses. 	<ul style="list-style-type: none"> All SRC and House leaders are involved in a community service program.

3.1 Leverage partnerships with external agencies to enhance service provision for students and relationships with parents & families.	<ul style="list-style-type: none"> • Further develop the partnership with Edmund Rice & Jesuit Social Services in terms of programs for parents & families. 	<ul style="list-style-type: none"> • Increased parent numbers attending the English classes. • One cultural evening has been held. • An additional key partnership is established in an identified area of student wellbeing.
	<ul style="list-style-type: none"> • Evaluate and modify the therapeutic program if implemented in Year 1. 	<ul style="list-style-type: none"> • Trial is expended to a full year program if initially funded • Student participation numbers have increased.

Year 3 Key Improvement Strategies		
1.1 Strengthen the provision of a safe, orderly and supportive environment that is proactive in responding to student learning and wellbeing needs.	<ul style="list-style-type: none"> Continue to evaluate and strengthen the revised suite of programs which addresses and promotes key protective factors for student wellbeing. 	<ul style="list-style-type: none"> Students continue to participate in a range of Proactive Programs that promote key protective factors. Staff and YLC's are increasingly aware of the protective factors and optimise these in their work.
	<ul style="list-style-type: none"> Evaluate the effectiveness of the Case Management process to ensure comprehensive monitoring of 'at risk' students. 	<ul style="list-style-type: none"> All students at risk are monitored and supported by appropriate intervention strategies through an effective Case Management process.
	<ul style="list-style-type: none"> Monitor and support the whole school approach to recognising positive student behaviours and contributions to the school and community. 	<ul style="list-style-type: none"> Students who demonstrate positive behaviours and commitment to the school community are recognised & celebrated widely and systematically.
	<ul style="list-style-type: none"> Continue to monitor and enhance the whole school mental health strategy. 	<ul style="list-style-type: none"> Teachers and parents have an improved awareness of the signs and impact of mental health issues and of strategies to support students.
	<ul style="list-style-type: none"> Evaluate the strategies, modify where necessary and monitor impact on relevant student data 	<ul style="list-style-type: none"> Students have a more positive view of teacher empathy.
	<ul style="list-style-type: none"> Monitor and support the Respectful Relationships Program to effectively deliver the relevant aspects of the Victorian Curriculum. 	<ul style="list-style-type: none"> Teachers are more skilled and confident in managing challenging student behaviour.
		<ul style="list-style-type: none"> Increased communication through SAMS reporting behavioural and wellbeing concerns.
<ul style="list-style-type: none"> All students in have participated in Respectful Relationships education in accordance with Victorian curriculum requirements. Student movement in the corridors contributes to an improved sense of safety. 		
1.2 Optimise the potential of the House System to advance student wellbeing through opportunities for students to connect, be valued, experience achievement and lead others.	<ul style="list-style-type: none"> Promote the role of the Houses & House leaders in school events to staff & students. 	<ul style="list-style-type: none"> All major school events have a link to the Houses.
	<ul style="list-style-type: none"> Monitor and enhance the opportunities for leadership & responsibility for all House leaders. 	<ul style="list-style-type: none"> All House captains have established roles in designated school events. The visibility and responsibility of Houses & House leaders have significantly increased.
2.1 Extend opportunities for student leadership and voice in the school.	<ul style="list-style-type: none"> Evaluate and further strengthen the developed structure for student leadership and voice across the school. 	<ul style="list-style-type: none"> Student leadership and voice is promoted by an integrated, coherent structure across the school.
	<ul style="list-style-type: none"> Monitor and support the community service focus of the SRC and Houses. 	<ul style="list-style-type: none"> All SRC and House leaders are involved in a community service program.
3.1 Leverage partnerships with external agencies to enhance service provision for students and relationships with parents & families.	<ul style="list-style-type: none"> Further develop the partnership with Edmund Rice & Jesuit Social Services in terms of programs for parents & families. 	<ul style="list-style-type: none"> Parent numbers attending the English classes meet expectations. One cultural evening has been held. Key partnerships are evaluated in the area of student wellbeing and modified where necessary.
	<ul style="list-style-type: none"> Monitor and support the program 	<ul style="list-style-type: none"> Therapeutic program is embedded as a key school program. Student data demonstrates positive impact of the program.

Year 4 Key Improvement Strategies		
1.1 Strengthen the provision of a safe, orderly and supportive environment that is proactive in responding to student learning and wellbeing needs.	<ul style="list-style-type: none"> • Continue to evaluate and strengthen the revised suite of programs which addresses and promotes key protective factors for student wellbeing. 	<ul style="list-style-type: none"> • Students continue to participate in a range of Proactive Programs that promote key protective factors. • Staff and YLC's are increasingly aware of the protective factors and optimise these in their work.
	<ul style="list-style-type: none"> • Evaluate the effectiveness of the Case Management process to ensure comprehensive monitoring of 'at risk' students. 	<ul style="list-style-type: none"> • All students at risk are monitored and supported by appropriate intervention strategies through an effective Case Management process.
	<ul style="list-style-type: none"> • Evaluate the whole school approach to recognising positive student behaviours and contributions to the school and community. Modify where necessary. 	<ul style="list-style-type: none"> • Students who demonstrate positive behaviours and commitment to the school community are recognised & celebrated widely and systematically.
	<ul style="list-style-type: none"> • Continue to monitor and enhance the whole school mental health strategy. 	<ul style="list-style-type: none"> • Teachers and parents have an improved awareness of the signs and impact of mental health issues and of strategies to support students.
	<ul style="list-style-type: none"> • Evaluate the strategies, modify where necessary and monitor impact on relevant student data 	<ul style="list-style-type: none"> • Students have a more positive view of teacher empathy.
	<ul style="list-style-type: none"> • Monitor and support the Respectful Relationships Program to effectively deliver the relevant aspects of the Victorian Curriculum. 	<ul style="list-style-type: none"> • Teachers are more skilled and confident in managing challenging student behaviour.
1.2 Optimise the potential of the House System to advance student wellbeing through opportunities for students to connect, be valued, experience achievement and lead others.	<ul style="list-style-type: none"> • Promote the role of the Houses & House leaders in school events to staff & students. • Monitor and enhance the opportunities for leadership & responsibility for all House leaders. 	<ul style="list-style-type: none"> • All major school events have a link to the Houses. • All House captains have established roles in designated school events. • The visibility and responsibility of Houses & House leaders have significantly increased.
2.1 Extend opportunities for student leadership and voice in the school.	<ul style="list-style-type: none"> • monitor and support the developed structure for student leadership and voice across the school. • Monitor and support the community service focus of the SRC and Houses. 	<ul style="list-style-type: none"> • Student leadership and voice is promoted by an integrated, coherent structure across the school. • All SRC and House leaders are involved in a community service program.
3.1 Leverage partnerships with external agencies to enhance service provision for students and relationships with parents & families.	<ul style="list-style-type: none"> • Monitor and support the partnership with Edmund Rice & Jesuit Social Services in terms of programs for parents & families. 	<ul style="list-style-type: none"> • Parent numbers attending the English classes meet expectations. • One cultural evening has been held. • Key partnerships in the area of student wellbeing are monitored and supported.
	<ul style="list-style-type: none"> • Monitor and support the program. 	<ul style="list-style-type: none"> • Therapeutic program is embedded as a key school program. • Student data demonstrates positive impact of the program.

Productivity		Key improvement strategies
Goals	1. To establish a school culture which values and supports growth in staff capacity.	1.1 Develop a strong culture of feedback amongst staff. 1.2 Develop and implement a professional learning program which is aligned to school directions and focused on staff needs and improving their capacity in relation to core roles. 1.3 Enhance the induction and mentoring processes.
	2. To develop the leadership capabilities of existing and aspiring leaders.	2.1 Develop structures and processes to build the leadership capacity of current and aspiring leaders, within the teaching and ES staff.
	3. To improve school organisational and communication practices in order to optimise student learning.	3.1 Develop the culture, processes and structures which consolidate the protection of teaching time. 3.2 Continue to implement the school's electronic management system
	4. To ensure the integrity, quality and continuity of school culture, planning and provision in the context of population growth.	4.1 Ensure College processes, structures, facilities and infrastructure provision accommodate the expanding student and staff population, while maintaining the positive school culture.

Targets	<p>By 2019</p> <ul style="list-style-type: none"> ● Shielding and Buffering in the Staff Survey to go from 39.8% to be at/above 60% endorsement. ● Staff trust in Colleagues in the Staff Survey to go from 69.1% to be at/above 75% endorsement. ● Professional Learning Feedback in the Staff Survey to go from 52.0% to be at/above 60 % endorsement. ● Renewal of Knowledge and Skills in the Staff Survey to go from 66/7% to be at/above 75% endorsement. ● Applicability of PD in the Staff Survey to go from 55.8% to be at/above 65% endorsement. 	
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	Actions	Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1 Key Improvement Strategies		
1.1 Develop a strong culture of feedback amongst staff.	<ul style="list-style-type: none"> ● Involve the whole staff in discussions about what it means to have a culture of feedback and why it is beneficial. ● Investigate structures for providing formal feedback to all staff. 	<ul style="list-style-type: none"> ● All staff have an increased knowledge of the benefits of feedback and of formal structures for feedback. ● Feedback procedures for all developed for implementation in 2017.
1.2 Develop and implement a professional learning program which is aligned to school directions and focused on staff needs and improving their capacity in relation to core roles.	<ul style="list-style-type: none"> ● Involve the whole staff in discussions about professional growth and professional learning. ● Gain feedback from staff about their professional learning needs and develop a coherent PL program. ● Incorporate leadership development as part of the PDP process. ● Commence implementation of new ES PDP process. 	<ul style="list-style-type: none"> ● Improved staff perception of the applicability of the professional learning program. ● Staff have a clear understanding of their goals, and how PL will support them. ● The PDP process is used to support staff professional learning needs. ● Staff have identified leadership needs in their PDPs, and professional learning provided as needed. ● A revised ES PDP Program is implemented for a trial group and evaluated.
1.3 Enhance the induction and mentoring processes.	<ul style="list-style-type: none"> ● Implement a refined induction and mentoring program for new staff. ● Develop and implement an agreed set of draft guidelines and protocols for mentoring. ● Implement a systematic approach to providing formal feedback to new and contract staff, and to staff new to leadership positions. 	<ul style="list-style-type: none"> ● Induction program is positively evaluated by new staff and their mentors ● Improved mentoring is provided for new staff as well as staff new to leadership positions. ● Formal feedback is provided to all new and contract staff and staff new to leadership positions in a timely and supportive manner.
2.1 Develop structures and processes to build the leadership capacity of current and aspiring leaders, within the teaching and ES staff.	<ul style="list-style-type: none"> ● Design and implement an invitational leadership development program for aspiring leaders. ● Design and implement a leadership development program for existing leaders. 	<ul style="list-style-type: none"> ● Identified aspiring leaders have participated in leadership development activities. ● All Leading Teachers participate in a leadership development program.
3.1 Develop the culture, processes and structures which consolidate the protection of teaching time.	<ul style="list-style-type: none"> ● Implement, monitor and evaluate the recommendations from the College Activities Working Party. 	<ul style="list-style-type: none"> ● Protection of classroom learning time is improved.
3.2 Continue to implement the school's electronic management system	<ul style="list-style-type: none"> ● Develop an implementation plan for the College's electronic student management system, including identified new modules. 	<ul style="list-style-type: none"> ● Students, parents and staff are using an increased range of options on the portal.

<p>4.1 Ensure College processes, structures, facilities and infrastructure provision accommodate the expanding student and staff population, while maintaining the positive school culture.</p>	<ul style="list-style-type: none">• Develop a medium term strategy for human and physical resources.	<ul style="list-style-type: none">• Staffing, financial and physical resources planning is proactive and addresses the changing needs of the school.
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Year 2 Key Improvement Strategies		
1.1 Develop a strong culture of feedback amongst staff.	<ul style="list-style-type: none"> ● Further improve our culture of feedback. ● Implement processes for providing formal feedback across the school. 	<ul style="list-style-type: none"> ● All staff have an increased knowledge of the benefits of feedback and of formal structures for feedback. ● Increased numbers of staff are involved in a program of formalised feedback.
1.2 Develop and implement a professional learning program which is aligned to school directions and focused on staff needs and improving their capacity in relation to core roles.	<ul style="list-style-type: none"> ● Further strengthen the culture of the College as a Professional Learning Community. ● Evaluate and improve the process for gaining feedback from staff of their Professional Learning needs. ● Strengthen leadership development support as part of the PDP process. ● Implement fully the new ES PDP process. 	<ul style="list-style-type: none"> ● Further improved staff perception of the applicability of the professional learning program. ● The PDP process is further used to support staff career aspirations and professional learning needs. ● All existing leaders have identified their leadership development needs and a plan is in place to address these. ● A revised ES PDP Program is implemented for all staff.
1.3 Enhance the induction and mentoring processes.	<ul style="list-style-type: none"> ● Evaluate the refined induction program for new staff, and modify as needed. ● Evaluate and enhance the agreed guidelines and protocols for mentoring. ● Evaluate the systematic approach to providing formal feedback to new and contract staff, and to staff new to leadership positions, and modify as needed. 	<ul style="list-style-type: none"> ● Improved Induction Program is positively evaluated by new staff and their mentors. ● Further improved mentoring is provided for new staff as well as staff new to leadership positions. ● Formal feedback is provided to all new and contract staff and staff new to leadership positions in a timely and supportive manner.
2.1 Develop structures and processes to build the leadership capacity of current and aspiring leaders, within the teaching and ES staff.	<ul style="list-style-type: none"> ● Implement Year 2 of the invitational leadership development program for aspiring leaders. ● Implement Year 1 of program for a new cohort. ● Implement Year 2 of the leadership development program for existing leaders. 	<ul style="list-style-type: none"> ● Identified aspiring leaders have participated in Year 2 of a leadership development program. ● All Leading Teachers have participated in Year 2 of a leadership development program.
3.1 Develop the culture, processes and structures which consolidate the protection of teaching time.	<ul style="list-style-type: none"> ● Continue to monitor the impact of disruptions on the teaching program, and implement changes as needed. 	<ul style="list-style-type: none"> ● Protection of classroom learning time continues to improve.
3.2 Continue to implement the school's electronic management system	<ul style="list-style-type: none"> ● Continue to implement the College's electronic student management system, including identified new modules. 	<ul style="list-style-type: none"> ● Students, parents and staff are using an increased range of options on the portal.

<p>4.1 Ensure College processes, structures, facilities and infrastructure provision accommodate the expanding student and staff population, while maintaining the positive school culture.</p>	<ul style="list-style-type: none">• Continue to monitor implement a medium term strategy for human and physical resources.	<ul style="list-style-type: none">• Staffing, financial and physical resources planning is proactive and addresses the changing needs of the school.
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Year 3 Key Improvement Strategies		
1.1 Develop a strong culture of feedback amongst staff.	<ul style="list-style-type: none"> ● Evaluate and improve process for providing feedback across the school. ● 	<ul style="list-style-type: none"> ● All staff have an increased knowledge of the benefits of feedback and of formal structures for feedback. ● All staff are involved in a program of formalised feedback.
1.2 Develop and implement a professional learning program which is aligned to school directions and focused on staff needs and improving their capacity in relation to core roles.	<ul style="list-style-type: none"> ● Continue to evaluate and improve the process for gaining feedback from staff of their Professional Learning needs. 	<p>Staff continue to have a high perception of the applicability of the professional learning program.</p> <ul style="list-style-type: none"> ●
	<ul style="list-style-type: none"> ● Continue to strengthen leadership development support as part of the PDP process. 	<ul style="list-style-type: none"> ● The PDP process is further used to support staff career aspirations and professional learning needs.
	<ul style="list-style-type: none"> ● Evaluate and improve the ES PDP process. 	<ul style="list-style-type: none"> ● All existing leaders have identified their leadership development needs and a plan is in place to address these.
	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● A revised ES PDP Program is implemented for all staff.
1.3 Enhance the induction and mentoring processes.	<ul style="list-style-type: none"> ● Continue to evaluate and refine the refined induction program for new staff, and modify as needed. 	<ul style="list-style-type: none"> ● Improved Induction Program is implemented.
	<ul style="list-style-type: none"> ● Further evaluate and enhance the agreed guidelines and protocols for mentoring. 	<ul style="list-style-type: none"> ● Further improved mentoring is provided for new staff as well as staff new to leadership positions.
	<ul style="list-style-type: none"> ● Further evaluate the systematic approach to providing formal feedback to new and contract staff, and to staff new to leadership positions, and modify as needed. 	
2.1 Develop structures and processes to build the leadership capacity of current and aspiring leaders, within the teaching and ES staff.	<ul style="list-style-type: none"> ● Implement Year 3 of the invitational leadership development program for aspiring leaders. ● Implement Year 2 of program for a new cohort. 	<ul style="list-style-type: none"> ● Identified aspiring leaders have participated in Year 3 of a leadership development program.
	<ul style="list-style-type: none"> ● Implement Year 3 of the leadership development program for existing leaders. 	<ul style="list-style-type: none"> ● All Leading Teachers have participated in Year 3 of a leadership development program.
3.1 Develop the culture, processes and structures which consolidate the protection of teaching time.	<ul style="list-style-type: none"> ● Continue to monitor the impact of disruptions on the teaching program, and implement changes as needed. 	<ul style="list-style-type: none"> ● Protection of classroom learning time continues to improve.
3.2 Continue to implement the school's electronic management system	<ul style="list-style-type: none"> ● Continue to implement the College's electronic student management system, including identified new modules. 	<ul style="list-style-type: none"> ● Students, parents and staff are using an increased range of options on the portal.

<p>1.4 Ensure College processes, structures, facilities and infrastructure provision accommodate the expanding student and staff population, while maintaining the positive school culture.</p>	<ul style="list-style-type: none">• Continue to monitor implement a medium term strategy for human and physical resources.	<ul style="list-style-type: none">• Staffing, financial and physical resources planning is proactive and addresses the changing needs of the school.
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Year 4 Key Improvement Strategies		
1.1 Develop a strong culture of feedback amongst staff.	<ul style="list-style-type: none"> • Further evaluate and improve process for providing feedback across the school. 	<ul style="list-style-type: none"> • All staff have an increased knowledge of the benefits of feedback and of formal structures for feedback. • All staff are involved in a program of formalised feedback.
1.2 Develop and implement a professional learning program which is aligned to school directions and focused on staff needs and improving their capacity in relation to core roles.	<ul style="list-style-type: none"> • Continue to evaluate and improve the process for gaining feedback from staff of their Professional Learning needs. 	Staff continue to have a high perception of the applicability of the professional learning program. <ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> • Continue to strengthen leadership development support as part of the PDP process. 	<ul style="list-style-type: none"> • The PDP process is further used to support staff career aspirations and professional learning needs.
	<ul style="list-style-type: none"> • Continue to evaluate and improve the ES PDP process. 	<ul style="list-style-type: none"> • All existing leaders have identified their leadership development needs and a plan is in place to address these. • A revised ES PDP Program is implemented for all staff.
1.3 Enhance the induction and mentoring processes.	<ul style="list-style-type: none"> • Continue to evaluate and refine the refined induction program for new staff, and modify as needed. 	<ul style="list-style-type: none"> • Improved Induction Program is implemented.
	<ul style="list-style-type: none"> • Further evaluate and enhance the agreed guidelines and protocols for mentoring. 	<ul style="list-style-type: none"> • Further improved mentoring is provided for new staff as well as staff new to leadership positions.
	<ul style="list-style-type: none"> • Further evaluate the systematic approach to providing formal feedback to new and contract staff, and to staff new to leadership positions, and modify as needed. 	
2.1 Develop structures and processes to build the leadership capacity of current and aspiring leaders, within the teaching and ES staff.	<ul style="list-style-type: none"> • Implement Year 4 of the invitational leadership development program for aspiring leaders. • Implement Year 3 of program for a new cohort. 	<ul style="list-style-type: none"> • Identified aspiring leaders have participated in Year 4 of a leadership development program.
	<ul style="list-style-type: none"> • Implement Year 4 of the leadership development program for existing leaders. 	<ul style="list-style-type: none"> • All Leading Teachers have participated in Year 3 of a leadership development program.
3.1 Develop the culture, processes and structures which consolidate the protection of teaching time.	<ul style="list-style-type: none"> • Continue to monitor the impact of disruptions on the teaching program, and implement changes as needed. 	<ul style="list-style-type: none"> • Protection of classroom learning time continues to improve.
3.2 Continue to implement the school's electronic management system	<ul style="list-style-type: none"> • Continue to implement the College's electronic student management system, including identified new modules. 	<ul style="list-style-type: none"> • Students, parents and staff are using an increased range of options on the portal.

<p>4.1 Ensure College processes, structures, facilities and infrastructure provision accommodate the expanding student and staff population, while maintaining the positive school culture.</p>	<ul style="list-style-type: none">• Continue to monitor implement a medium term strategy for human and physical resources.	<ul style="list-style-type: none">• Staffing, financial and physical resources planning is proactive and addresses the changing needs of the school.
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