

# School Strategic Plan for St Albans Secondary College 2012 Western Region 2012-2015

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ST ALBANS  
SECONDARY COLLEGE

Ms Kerrie Dowsley

<p>Endorsement by School Principal</p>	<hr/> <p>Ms Kerrie Dowsley</p> <p>Date</p>
<p>Endorsement by School Council</p>	<hr/> <p>Name</p> <p>Date</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<hr/> <p>Name</p> <p>Date</p>

## School Profile

<b>Vision</b>	<p>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.</p>
<b>Values</b>	<p>At St Albans Secondary College, we hold these values and guiding principles:</p> <ul style="list-style-type: none"> <li>• We show leadership by taking responsibility and being committed to our vision and each other.</li> <li>• We demonstrate respect, tolerance and fairness to each other.</li> <li>• We show integrity at all times by being open and honest.</li> <li>• We take pride in our achievements and strive for academic excellence.</li> <li>• We value critical thinking, creativity and risk taking in our learning.</li> </ul>
<b>Environmental Context</b>	<p>St Albans Secondary College is a 7-12 co-educational school located 18 km to the northwest of the Central Business District of Melbourne within the City of Brimbank. The College 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 1026. Consistently strong enrolment figures allow the school to maintain flexibility in both staffing &amp; curriculum, and thus to effectively address the educational directions valued by the whole school community. St Albans Secondary College successfully focuses on the academic, social and personal development of its students.</p> <p>The College is committed to the delivery of a challenging, high quality and inclusive curriculum, complemented by challenging programs in the performing &amp; creative arts, sport &amp; physical development and information &amp; communications technologies.</p> <p>The curriculum is organised into key learning areas, and a comprehensive range of VCE and VET studies, together with a VCAL program are offered at the senior years. St Albans Secondary College is an accredited provider offering courses for Certificate III in Information Technology, Certificate II in Business Management &amp; Certificate III in Concept Development for Clothing - Fashion.</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. 655 students come from non-English speaking backgrounds, covering 49 different nationalities. The school has a Student Family Occupation index of 0.78 with 60% of the students receiving EMA or Youth Allowance.</p> <p>A highly successful International Students Program has enriched the school community over the last few years.</p> <p>The College recognises its responsibility to the community to provide a safe, secure and supportive environment where students can learn and feel valued and respected as individuals. The College maintains a well disciplined learning environment supported by a sub school structure and an experienced Student Wellbeing team.</p> <p>St Albans Secondary College is a community where staff and parents work together with and for the benefit of students. Staff are deeply committed to the academic progress and welfare of students.</p>

We are proud of our successes over recent years in areas including VCE results, literacy & numeracy, student attendance, and destination data for exit students as well as the significant improvements made to transform the physical environment over recent years.

St Albans Secondary College is committed to further improvement in student learning outcomes through a personalised approach to education to enhance each student's potential and their opportunity for successful pathways.

Throughout the 2012-2015 Strategic Plan period, the College will need to proactively and positively address a range of educational, social, environmental and organisational changes and challenges which will impact on our priorities and programs.

#### Educational:

- The implementation of the Ultranet and 1:1 learning technologies
- The introduction of the Australian Curriculum
- The challenge of further improving students' literacy and numeracy levels
- Developing a differentiated approach to reaching and assessment
- Establishing the Trade Training Centre and the Hospitality course
- Embedding a consistent, observable whole school approach to teaching practice.

#### Social & Demographic:

- Managing the impact of increasing enrolments
- The needs of refugee students and those who have experienced interrupted schooling
- The projected decline in International Student enrolment.

#### Environmental:

- The provision of safe, pleasant internal and external environments for students and staff
- Maintenance of the school's buildings and infrastructure
- The need to move ahead with significant upgrade projects. Eg. library redevelopment, the provision of adequate study facilities for senior students
- Completing the Master Planning process.

#### Organisational:

- Maintaining and developing a positive school culture
- Managing the impact of recent and retirements of experienced staff
- Succession planning to ensure that knowledge and experience are passed on and new staff are supported and developed, particularly in relation to leadership
- Supporting staff to increase their engagement with the school's vision and directions.

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ol style="list-style-type: none"> <li>1. Maximise the achievement levels of all students from Years 7-12 in all areas of learning.</li> <li>2. Increase student achievement in literacy and numeracy.</li> <li>3. Further improve teacher effectiveness.</li> <li>4. Implement the standards – based Australian curriculum.</li> <li>5. Create a supportive and sustainable culture of professional growth and interaction for all staff.</li> </ol>	<p><b>By 2015</b></p> <ul style="list-style-type: none"> <li>• Two year mean cohort growth in NAPLAN Numeracy at Year 9 to be at/above one VELS level.</li> <li>• Two year mean cohort growth in NAPLAN Reading at Year 9 to be at/above one VELS level.</li> <li>• Two year mean cohort growth in NAPLAN Writing to be at/above one VELS level.</li> <li>• % ATAR Scores below 50 to be at/below 35%.</li> <li>• VCE All Study mean to be at/above 31.</li> <li>• % of 40 plus ATAR Scores to be at/above state mean.</li> <li>• VCE English mean to be at/above 30.</li> <li>• Learning Confidence in the Student Survey to be at/above 3.80.</li> <li>• Employee Development to be at/above 60%.</li> <li>• Appraisal &amp; Recognition to be at/above 56%.</li> <li>• Ownership to be at/above 69%.</li> <li>• Professional Interaction to be at/above 66%.</li> <li>• Empathy to be at/above 68%</li> <li>• Clarity to be at/above 70%</li> <li>• Empowerment to at/above 61%</li> <li>• Classroom Behaviour to be at/above 80%</li> </ul>	<p><b>Improve student learning through a shared understanding of high quality teaching practice, curriculum design, assessment and feedback.</b></p> <ul style="list-style-type: none"> <li>• Implement a guaranteed, viable and differentiated curriculum within each year level across all Learning Areas, which is based on the standards.</li> <li>• Improve teaching practice through: <ul style="list-style-type: none"> <li>- The whole school implementation of a research based lesson structure</li> <li>- The incorporation of identified high yield instructional strategies into lessons</li> <li>- Explicit ongoing feedback related to learning being received from and given to students.</li> </ul> </li> <li>• Strengthen the use of varied assessment practices, and ensure that assessment is based on the standards and incorporates higher order thinking.</li> <li>• Create learning environments which consistently reflect the current curriculum, which stimulate and enhance student learning, and in which expectations for student learning are explicit and high.</li> <li>• Implement a Year 10-12 Action Plan to further improve student outcomes in VCE.</li> <li>• Further improve the literacy &amp; numeracy levels of all students through the explicit teaching of identified literacy strategies in all classrooms and the implementation of the Numeracy Improvement Strategy.</li> <li>• Teachers use ICT &amp; online learning resources in their classrooms where appropriate.</li> </ul> <p><b>Improve opportunities for collegiate professional growth and interaction.</b></p> <ul style="list-style-type: none"> <li>• Establish a culture of classroom observations focussed on student learning.</li> <li>• Develop a culture of collaboration which enhances clarity of, and engagement with the college's key directions.</li> </ul>

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Student Engagement and Wellbeing</b>	<ol style="list-style-type: none"> <li>1. Enhance the provision of a safe, supportive &amp; inclusive school environment that builds strong, positive relationships with students and the wider community.</li> <li>2. Strengthen the existing culture of student voice, and enhance the opportunities for student responsibility and leadership development across the school.</li> <li>3. Increase student connectedness to the school.</li> </ol>	<p><b>By 2015</b></p> <ul style="list-style-type: none"> <li>• Student absences to be at/below 11 days per student at all year levels.</li> <li>• Student Safety in Student Survey to be at/above 4.37.</li> <li>• Connectedness to Peers in Student Survey to be at/above 4.13.</li> <li>• Average lateness to be at or below 0.35% per day</li> <li>• Connectedness to School in Student Survey to be at/above 3.8.</li> <li>• Individual Learning Plans (ILP's) for all PSD, Koorie, out of home care students are available electronically.</li> <li>• Classroom Behaviour to be at/above 3.5</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the learning environment and facilities to enhance student safety and wellbeing.</li> <li>• Identify and enhance the school wide and year level proactive programs, policies and processes that address student attendance, behaviour and wellbeing, connectedness and academic achievement.</li> <li>• Design and implement a house system.</li> <li>• Design and implement learning and wellbeing programs which address the specific needs of students who are at risk of disengaging from school.</li> <li>• Further strengthen parent participation and engagement in school life.</li> <li>• Strengthen the program of student leadership across the school.</li> <li>• Expand and enhance the extra-curricular and enrichment programs to ensure that all students have access to a broad range of activities, and that all high achieving students are included in a program which provides them with opportunities to be challenged and extended beyond the classroom.</li> </ul>

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	Goals	Targets	Key Improvement Strategies
<b>Student Pathways and Transitions</b>	<ol style="list-style-type: none"> <li>1. Enhance and further develop the transition and orientation programs across the College.</li> <li>2. Maximise student achievement.</li> <li>3. Further improve students' access to high quality post compulsory pathways.</li> </ol>	<p><b>By 2015</b></p> <ul style="list-style-type: none"> <li>• Transitions variable in Parent Opinion Survey to be at or above 5.60.</li> <li>• % satisfactory completion of VCAL to be at or above 95%.</li> <li>• % students undertaking at least 1 unit of competence in VET to be at or above 26%.</li> <li>• Real retention 7 to 12 to be at or above 67%.</li> <li>• MIP's plans for all students are available electronically.</li> </ul>	<ul style="list-style-type: none"> <li>• Further strengthen the Managed Individual Pathways (MIP's) program through the timely use of all appropriate data to inform students' pathways decisions, improved communication between groups involved in supporting pathways planning, and the electronic documentation of all MIP's plans.</li> <li>• Ensure a more strategic approach to the implementation of the VET program to increase enrolments and improve student outcomes.</li> <li>• Strengthen all college transition programs, in particular parent and student participation in Grade 5/6 transition, the orientation programs, and the induction practices that support students who enrol after the beginning of Year 7.</li> <li>• Strengthen the community, and industry links programs to maximise students' access to appropriate programs.</li> <li>• Improve processes to maximise student entry to tertiary placement.</li> <li>• Evaluate and enhance the VCAL program structure &amp; curriculum to further improve outcomes for VCAL students.</li> </ul>

## School Strategic Planner 2012-2015: Indicative Planner

### Student Learning

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Improve student learning through a shared understanding of high quality teaching practice, curriculum design, assessment and feedback.</p>			
<p>1. Implement a guaranteed, viable and differentiated curriculum within each year level across all Learning Areas, which is based on the standards.</p>	<p><b>Year 1</b> (2012)</p>	<ul style="list-style-type: none"> <li>• All KLA's develop and publish curriculum timelines for each subject Yrs 7-12.</li> </ul> <p><b>Phase 1 Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• Choose an appropriate template for curriculum documentation of the Australian Curriculum.</li> <li>• LACs develop an understanding of the new curriculum &amp; of the process for documenting it.</li> <li>• KLA's develop subject scope and sequence document 7-10.</li> <li>• KLA's develop 7-10 curriculum planners and redesign assessments to ensure they are based on the new standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester 1 completed by end Feb 2012.</li> <li>• Semester 2 completed by end May 2012.</li> </ul> <p><b>Phase 1 Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• Year 7 – 10 Scope &amp; Sequence documents completed.</li> <li>• Year 7-10 Curriculum planners completed and related assessment tasks developed.</li> </ul>
	<p><b>Year 2</b> (2013)</p>	<p><b>Phase 1 Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• KLA to develop subject scope and sequence document for years 11 &amp; 12.</li> <li>• KLA's develop 11 - 12 curriculum planners in teams and redesign assessments to ensure they are based on the new standards.</li> </ul> <p><b>Phase 2 Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• LACs develop an understanding of the new curriculum &amp; of the process for documenting it.</li> <li>• KLA's develop subject scope and sequence document for years 7-10.</li> <li>•</li> <li>• KLA's develop year 7-10 curriculum planners in teams and redesign assessments to ensure they are based on the new standards.</li> <li>• Develop a curriculum evaluation process.</li> </ul>	<p><b>Phase 1 Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• Year 11 &amp; 12 Scope &amp; Sequence documents completed.</li> <li>• Year 11 &amp; 12 Curriculum planners are completed and related assessment tasks developed.</li> </ul> <p><b>Phase 2 Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• Year 7 – 10 Scope &amp; Sequence documents completed.</li> <li>• Year 7-10 Curriculum planners completed and related assessment tasks developed.</li> </ul> <p><b>Curriculum Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Curriculum evaluation has commenced.</li> </ul>

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Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
	Year 3 (2014)	<p><b>Phase 2 Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• KLA's develop subject scope and sequence document 11 &amp; 12.</li> <li>• KLA's develop 11-12 Curriculum planners in teams and redesign assessments to ensure they are based on the new standards.</li> </ul> <p><b>Phase 3 Learning areas:</b></p> <ul style="list-style-type: none"> <li>• LACs develop an understanding of the new curriculum &amp; of the process for documenting it.</li> <li>• KLA's develop subject scope and sequence document for years 7-10.</li> <li>• KLA's develop year 7-10 Curriculum planners and redesign assessments to ensure they are based on the new standards.</li> </ul>	<p><b>Phase 2 Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• Year 11 &amp; 12 Scope &amp; Sequence documents completed.</li> <li>• Year 11 &amp; 12 Curriculum planners are completed and related assessment tasks developed.</li> </ul> <p><b>Phase 3 Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• Year 7 – 10 Scope &amp; Sequence documents completed.</li> <li>• Year 7-10 Curriculum planners completed and related assessment tasks developed.</li> </ul>
	Year 4 (2015)	<p><b>Phase 3 Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• KLA's develop subject scope and sequence document 11 &amp; 12.</li> <li>• KLA's develop 11-12 Curriculum planners and redesign assessments to ensure they are based on the new standards.</li> </ul>	<p><b>Phase 3 Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• Year 11 &amp; 12 Scope &amp; Sequence documents completed.</li> <li>• Year 11 &amp; 12 Curriculum planners are completed and related assessment tasks developed.</li> </ul>
<p>2. Improve teaching practice through:</p> <ul style="list-style-type: none"> <li>- The whole school implementation of a research based lesson structure</li> <li>- The incorporation of identified high yield instructional strategies into lessons</li> <li>- Explicit ongoing feedback related to learning being received from and given to students.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>• Consolidate work of Instructional Practice volunteer group A.</li> <li>• Begin Instructional Practice volunteer group B.</li> <li>• Develop teacher skills in: <ul style="list-style-type: none"> <li>- Using the learning cycle</li> <li>- Engaging students with the learning intention at the beginning and end of lessons</li> <li>- Using the instructional strategies in planning and teaching</li> <li>- Providing effective feedback.</li> </ul> </li> <li>• Implement a Learning Intention score sheet.</li> <li>• Develop a set of guidelines and practices for effective feedback to students.</li> <li>• All Learning Managers focus on developing student self-assessment and self-reflection strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• 25 to 30 staff are actively involved in working together to improve teaching practice.</li> <li>• Teachers use the learning cycle in every lesson.</li> <li>• Teachers actively engage students with the Learning Intention at the beginning and end of each lesson.</li> <li>• All teachers will have an IDP goal specifically related to setting and reviewing the learning intention.</li> <li>• Teachers begin to use the instructional strategies in planning and teaching.</li> <li>• All students use Learning Intention scoresheets.</li> <li>• Agreed guidelines and practices for effective feedback to students are developed and being implemented.</li> <li>• Each Year 7 – 9 student participates in two individual goal setting interviews with their Learning Manager in Terms 1 and 3.</li> </ul>

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### Student Learning

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Implement a 'buddy' system between volunteer group A and B staff and other staff to further develop teacher skills in using the instructional strategies in lesson planning and teaching.</li> <li>• Continue the provision of PD for teachers to use the learning cycle.</li> <li>• Continue to develop teacher skills in using high yield instructional strategies in lesson planning and teaching.</li> <li>• Consolidate the use of the guidelines and practices for effective feedback to students.</li> <li>• Trial 'in-class' tracking of student progress against the standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use the lesson cycle and the high yield instructional strategies in lesson planning and teaching.</li> <li>• Agreed guidelines &amp; practices for effective feedback are being implemented with observable evidence of improvement.</li> <li>• A trial of in-class tracking has occurred and processes have been developed for the implementation in the following year.</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Continue to increase the opportunity for students to gain feedback on their understanding using appropriate high-yield instructional strategies.</li> <li>• Implement a system of 'in-class' tracking of student progress against the standards.</li> <li>• Continue to implement the agreed guidelines and processes for feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use the lesson cycle and the high yield instructional strategies in lesson planning and teaching.</li> <li>• A trial of in-class tracking has occurred and processes have been developed for the implementation in the following year.</li> <li>• Agreed guidelines &amp; practices for effective feedback are being implemented with observable evidence of improvement.</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Continue to implement the agreed guidelines and processes for feedback.</li> <li>• Extend the system of 'in-class' tracking of student progress against the standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Agreed guidelines &amp; practices for effective feedback are being implemented with observable evidence of improvement.</li> <li>• A trial of in-class tracking has occurred and processes have been developed for the implementation in the following year.</li> </ul>

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Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
3. Strengthen the use of varied assessment practices, and ensure that assessment is based on the standards and incorporates higher order thinking.	Year 1 (2012)	<ul style="list-style-type: none"> <li>• Teachers follow the documented process for building a class learning profile in the first week of each semester.</li> <li>• Update the Assessment &amp; Reporting Handbook to include process for standards based assessment that also incorporates higher order thinking.</li> <li>• Skill LACs in developing assessment tasks based on the standards and which incorporate higher order thinking.</li> <li>• LACs skill their KLA in developing assessment tasks based on the standards and which incorporate higher order thinking.</li> <li>• KLA's review Year 7 – 10 assessment tasks to ensure they are based on the standards and incorporate higher order thinking.</li> <li>• Develop a set of guidelines and practices for effective record keeping.</li> <li>• Investigate a system of electronic record keeping (including the Ultranet).</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher has developed a learning profile for each of their classes in the first week of each semester</li> <li>• An updated Assessment &amp; Reporting Handbook is published.</li> <li>• Semester 1 &amp; 2 assessment tasks 7 – 10 are based on the standards and incorporate higher order thinking.</li> <li>• Published guidelines and documented examples of sound practices for effective record keeping by the end of term 3.</li> <li>• A system of electronic record keeping is identified by the end of 2012.</li> </ul>
	Year 2 (2013)	<ul style="list-style-type: none"> <li>• Trial the identified system of electronic record keeping.</li> <li>• KLA's continue to review Year 7 – 10 assessment tasks to ensure they incorporate higher order thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer staff trial the identified system of electronic record keeping and recommendations published.</li> <li>• Semester 1 assessment tasks 7 – 10 incorporate higher order thinking.</li> </ul>
	Year 3 (2014)	<ul style="list-style-type: none"> <li>• Implement the identified system of electronic record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff use the identified system of electronic record keeping.</li> </ul>
	Year 4 (2015)	<ul style="list-style-type: none"> <li>• Evaluate and consolidate the identified system of electronic record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• System reviewed for continuing implementation.</li> </ul>
4. Create learning environments which consistently reflect the current curriculum, which stimulate and enhance student learning, and in which expectations for student learning are explicit and high.	Year 1	<ul style="list-style-type: none"> <li>• Develop and begin implementation of a whole school Teaching Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Policy ratified and implementation commenced.</li> </ul>

Student Learning

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
5. Implement a Year 10-12 Action Plan to further improve student outcomes in VCE.	<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Establish a VCE Action Team to lead the Action Plan.</li> <li>• Review the scope and sequence, content, assessments and course pathways for all Year 10-12 subjects.</li>   <li>• Establish Years 10 – 12 teams within each KLA to enable teachers to share knowledge &amp; align courses and assessments.</li>   <li>• Teachers of single VCE subjects participate in moderation with teachers at another school.</li> <li>• Discussion of VCE subject data between AP and each VCE teacher, and between AP and LAC's.</li>   <li>• Strengthen the strategy to support and extend high achieving students:                             <ul style="list-style-type: none"> <li>- Enhance &amp; expand the Year 12 VCE Enrichment Program</li> <li>- Develop a program to extend high achieving students at Year 11</li> <li>- Review offerings and selection process for the acceleration at Years 10 – 12.</li> </ul> </li> <li>• Investigate establishing a mentor/advisory program for Year 12 students.</li> <li>• Maintain a VCE staff support program.</li>   <li>• Improve Year 12 students' use of study periods.</li> </ul>	<ul style="list-style-type: none"> <li>• VCE Action team established and priorities agreed</li> <li>• A structured pathway system through Years 10 &amp; 12 that enables students to achieve their potential is established.</li> <li>• Content and assessments are adjusted to reflect VCE study Designs.</li> <li>• Assessment tasks include higher order thinking &amp; literacy skills.</li> <li>• <b>Milestones:</b></li> <li>• Improved professional conversations &amp; effective use of team meetings.</li> <li>• Course aligned and VCE expectations made explicit.</li> <li>• Each teacher of single subject attends at least one moderation session.</li> <li>• Data discussion held. Teaching practice strategies discussed and plans for improvement where necessary agreed and monitored on a regular basis.</li>   <li>• A documented enrichment program implemented at both Yr 11 and 12.</li> <li>• Selection process established that includes an assessment of the student's ability.</li>   <li>• Program investigated &amp; options considered for implementation.</li> <li>• All VCE teachers have participated in the program &amp; received support as needed.</li> <li>• A new study room is established.</li> <li>• Study skills support is provided for all Yr 12 students.</li> </ul>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Develop a Yr 10 -12 course handbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Course handbook published for 2013 course selection.</li> </ul>

Student Learning

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>6. Further improve the literacy &amp; numeracy levels of all students through the explicit teaching of identified literacy strategies in all classrooms and the implementation of the Numeracy Improvement Strategy.</p>	<p><b>Year 1</b></p>	<p>Improve the teaching of reading throughout the school by:</p> <ul style="list-style-type: none"> <li>• Defining and documenting the range of reading strategies to be implemented across the school.</li> <li>• Strengthen the use of the comprehension strategies when introducing text.</li> <li>• Provide support for Lit Prac teachers (Yr 8) to implement reciprocal teaching.</li> <li>• Reinvigorate the whole school focus on teaching vocabulary.</li> <li>• Create a print –rich environment including word-walls in Y7 homerooms, junior science classes, Nindethana, VCE classes and specialist rooms.</li> <li>• Embed literature circles in Y7 ISE / ESL and Y9 Eng / ESL.</li> </ul> <p>Implement a structured approach to independent reading at Y7 ISE / ESL, and Y8&amp;9 Eng / ESL including a focus on reading strategies and reading conferences.</p> <p>Improve the teaching of writing throughout the school by:</p> <ul style="list-style-type: none"> <li>• Publishing a text-types manual for each KLA including exemplars and generic literacy descriptors in rubrics.</li> <li>• Build the capacity of students to write for sustained periods in Y7 and 8 classes beyond English/ESL.</li> </ul> <ul style="list-style-type: none"> <li>• Phase 1 Australian Curriculum subjects identify the literacy components of their curricula.</li> </ul> <p>Library:</p> <ul style="list-style-type: none"> <li>• Design the library renovation.</li> </ul> <p>Expand participation in extra-curricular literacy activities:</p> <ul style="list-style-type: none"> <li>• Focus on Yr 9 and 10, eg poetry competitions, reading challenge etc.</li> </ul> <p>Data:</p> <ul style="list-style-type: none"> <li>• All Yr 7, 8 and 9 English, ESL, ISE and Literate Practices teachers actively prepare student for NAPLAN and use the item analysis to inform curriculum and teaching.</li> </ul> <p>Numeracy:</p> <ul style="list-style-type: none"> <li>• Implement the Numeracy Improvement Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Document outlining reading strategies developed by end of Term 1.</li> <li>• Teachers use the strategies when introducing text. (Coaches, KLA's).</li> <li>• All Yr 8 Literate Practice teachers use reciprocal teaching strategies (Lit Prac team).</li> <li>• Teachers ensure academic vocab is explicitly taught (KLA's, whole staff, coaches).</li> <li>• Y7 homerooms, junior science classes, Nindethana, VCE classes and specialist rooms are all print rich (KLA's).</li> <li>• Teachers use Literature circles routinely in Y7 ISE / ESL and Y9 Eng / ESL (Eng/ESL KLA).</li> <li>• A structured approach is developed for independent reading by the end of Semester 1, and at Y7 ISE / ESL, and Y8&amp;9 Eng / ESL use this approach by the end of Sem 2 (Consultant, Eng/ESL KLA).</li> </ul> <ul style="list-style-type: none"> <li>• Text types manual published, including literacy in the rubrics</li> <li>• Students in Year 7 and 8 participate in sustained writing across the KLAs.</li> </ul> <ul style="list-style-type: none"> <li>• All Phase 1 subjects have identified the literacy components by the end of Sem 2.</li> </ul> <ul style="list-style-type: none"> <li>• Library renovation is designed by the end of Sem 1.</li> <li>• Increase in the number of Yr 9 and 10 students participating in extra curricula literacy activities.</li> </ul> <ul style="list-style-type: none"> <li>• NAPLAN data is unpacked and used to inform teaching by teachers of Yr 7, 8 and 9 English, ESL, ISE and Yr 8 Lit Prac soon after results are available.</li> </ul> <ul style="list-style-type: none"> <li>• All benchmarks have been reached.</li> </ul>

Student Learning

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Further improve the literacy &amp; numeracy levels of all students through the explicit teaching of identified literacy strategies in all classrooms and the implementation of the Numeracy Improvement Strategy.</p>	<p><b>Year 2</b></p>	<p>Improve the teaching of reading throughout the school by:</p> <ul style="list-style-type: none"> <li>• Embed Reading literacy strategies, including reciprocal teaching and vocabulary.</li> <li>• Whole school focus on teaching vocabulary.</li> <li>• Creating a print –rich environment including word-walls in GPCs.</li> <li>• Expand literature circles to Yr 10 Eng/ESL.</li> <li>• Embed the structured approach to independent reading at Y7 ISE / ESL, and Y8&amp;9 Eng / ESL including a focus on reading strategies and reading conferences.</li> <li>• Develop teacher capacity to use reading conferences to differentiate instruction.</li> </ul> <p>Improve the teaching of writing throughout the school by:</p> <ul style="list-style-type: none"> <li>• Embed the use of the text type manual and literacy criteria in the rubric.</li> <li>• Train teachers to teach specific writing genres, with a focus on Yr 7 and 8.</li> <li>• Build the capacity of students to write for sustained periods in Y7 IS(E) / ESL, Y8 English and ESL and Literate Practices.</li> </ul> <ul style="list-style-type: none"> <li>• Phase 1 Australian Curriculum subjects incorporate the literacy components of their curricula.</li> <li>• Phase 2 Australian Curriculum subjects identify the literacy components of their curricula.</li> </ul> <p>Library:</p> <ul style="list-style-type: none"> <li>• Redevelop the library.</li> </ul> <p>Continue to expand participation in extra-curricular literacy activities:</p> <p>Data:</p> <ul style="list-style-type: none"> <li>• All English, ESL, ISE and Year 8 Literate Practices teachers actively prepare students for NAPLAN and use the item analysis to inform curriculum and teaching.</li> </ul> <p>Numeracy:</p> <ul style="list-style-type: none"> <li>• Continue to implement the Numeracy Improvement Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers use the identified literacy strategies.</li> <li>• All teachers teach academic vocabulary.</li> <li>• All GPCs are a print rich environment.</li> <li>• Literature circles are used in Yr 10 Eng/ESL.</li> <li>• The structured approach to independent reading is embedded.</li> <li>• Teachers at Yr 7 and 8 use reading conferences to differentiate instruction.</li> <li>• All teachers use the text type manual and rubric.</li> <li>• Teachers at Yr 9 and 10 teach specific writing genres.</li> <li>• Students in Yr 7 and 8 have the opportunity for sustained writing in all KLA'S.</li> <li>• Phase 1 subjects have incorporated literacy components into curriculum documentation.</li> <li>• Phase 2 subjects have identified the literacy components.</li> <li>• Library is redeveloped.</li> <li>• Use of NAPLAN data is embedded.</li> <li>• All benchmarks are achieved.</li> </ul>

Student Learning

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Further improve the literacy &amp; numeracy levels of all students through the explicit teaching of identified literacy strategies in all classrooms and the implementation of the Numeracy Improvement Strategy.</p>	<p><b>Year 3</b></p>	<p>Improve the teaching of reading throughout the school by:</p> <ul style="list-style-type: none"> <li>• Embed Reading literacy strategies, including reciprocal teaching and vocabulary.</li> <li>• Whole school focus on teaching vocabulary.</li> <li>• Ensure there is a print –rich environment including word-walls in all classrooms.</li> <li>• Embed the use of literature circles in all Eng/ESL classes.</li> <li>• Maintain the structured approach to independent reading at Y7 ISE / ESL, and Y8&amp;9 Eng / ESL including a focus on reading strategies and reading conferences.</li> <li>• Continue to develop teacher capacity to use reading conferences to differentiate instruction.</li> </ul> <p>Improve the teaching of writing throughout the school by:</p> <ul style="list-style-type: none"> <li>• Embed the use of the text type manual and literacy criteria in the rubric.</li> <li>• Train teachers to teach specific writing genres, with a focus on Yr 9 and 10.</li> <li>• Build the capacity of students to write for sustained periods in other KLA's at Yr 7 and 8.</li> </ul> <ul style="list-style-type: none"> <li>• Phase 2 Australian Curriculum subjects incorporate the literacy components of their curricula.</li> <li>• Phase 3 Australian Curriculum subjects identify the literacy components of their curricula.</li> </ul> <p>Library:</p> <ul style="list-style-type: none"> <li>• Evaluate the use of the new library space.</li> <li>• Continue to expand participation in extra-curricular literacy activities:</li> </ul> <p>Data:</p> <ul style="list-style-type: none"> <li>• All English, ESL, ISE and Year 8 Literate Practices teachers actively prepare students for NAPLAN and use the item analysis to inform curriculum and teaching.</li> </ul> <p>Numeracy:</p> <ul style="list-style-type: none"> <li>• Implement the Numeracy Improvement Strategy at Yrs 7 – 10.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff use the identified literacy strategies.</li> <li>• All classrooms are a print rich environment.</li> <li>• Literature circles are used in all Eng/ESL classes.</li> <li>• Structured approach to reading is evaluated and modified as needed.</li> <li>• All staff using reading conferences use them to differentiate instruction.</li> <li>• All staff use the text type manual and rubrics.</li> <li>• All teachers teach specific writing genres in all subjects Yr 7 to 10.</li> <li>• Students have an opportunity for sustained writing in all KLA's at Yr 9.</li> <li>• Phase 2 subjects incorporate literacy components into curriculum documentation.</li> <li>• Phase 3 subjects have identified their literacy components.</li> <li>• The library space has been evaluated.</li> <li>• NAPLAN data is routinely used to inform planning and teaching.</li> <li>• All benchmarks are achieved.</li> </ul>

Student Learning

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Further improve the literacy &amp; numeracy levels of all students through the explicit teaching of identified literacy strategies in all classrooms and the implementation of the Numeracy Improvement Strategy.</p>	<p><b>Year 4</b></p>	<p>Improve the teaching of reading throughout the school by:</p> <ul style="list-style-type: none"> <li>• Embed Reading literacy strategies, including reciprocal teaching and vocabulary.</li> <li>• Whole school focus on teaching vocabulary.</li> <li>• Ensure there is a print –rich environment including word-walls in all classrooms.</li> <li>• Embed the use of literature circles in all Eng/ESL classes.</li> <li>• Maintain the structured approach to independent reading at Y7 ISE / ESL, and Y8&amp;9 Eng / ESL including a focus on reading strategies and reading conferences.</li> <li>• Continue to develop teacher capacity to use reading conferences to differentiate instruction.</li> </ul> <p>Improve the teaching of writing throughout the school by:</p> <ul style="list-style-type: none"> <li>• Embed the use of the text type manual and literacy criteria in the rubrics.</li> <li>• Ensure teachers teach specific writing genres in all KLA's Yr 7 to 10.</li> <li>• Build the capacity of students to write for sustained periods in all KLA's at Yr 9 and 10.</li> <li>• Phase 3 Australian Curriculum subjects incorporate the literacy components of their curricula.</li> </ul> <p>Library:</p> <ul style="list-style-type: none"> <li>• Use evaluation results to improve the use of the new library space.</li> <li>• Continue to expand participation in extra-curricular literacy activities:</li> </ul> <p>Data:</p> <ul style="list-style-type: none"> <li>• All English, ESL, ISE and Literate Practices teachers actively prepare students for NAPLAN and use the item analysis to inform curriculum and teaching.</li> </ul> <p>Numeracy:</p> <p>Implement the Numeracy Improvement Strategy at Yrs 7 – 10.</p>	<ul style="list-style-type: none"> <li>• New staff are provided with PD to implement the literacy strategies.</li> <li>• All teachers teach academic vocabulary.</li> <li>• All classrooms are print rich.</li> <li>• All Eng/ESL teachers use literature circles.</li> <li>• All teachers use the structured approach to independent reading in Yr 7 to 9 Eng/ESL.</li> <li>• All Eng teachers use reading conferences to differentiate instruction.</li> <li>• All teachers use the text type manual and literacy criteria in the rubrics.</li> <li>• All teachers in all KLA's 7 to 10 teach writing genres.</li> <li>• All students at Yr 10 have the opportunity for sustained writing in all KLA'S.</li> <li>• Phase 3 subjects incorporate the literacy components in to their curriculum documents.</li> <li>• All benchmarks are achieved.</li> </ul>

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### Student Learning

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
7. Teachers use ICT & online learning resources in their classrooms where appropriate.	<b>Year 1</b>	<ul style="list-style-type: none"> <li>Supporting staff to effectively use netbooks in their classroom by incorporating available technologies into curriculum planning.</li> <li>Phase 1 curriculum/resources are made available on-line via the Ultranet.</li> <li>Develop teacher skills in using the Ultranet i.e. Collaborative Spaces for sharing of ideas on use of netbooks.</li> <li>Introduce the Ultranet to parents.</li> </ul>	<ul style="list-style-type: none"> <li>Staff use electronic resources linked to student eBooks in class.</li> <li>College curriculum planner is used to reflect the use of netbooks and technology.</li> <li>All Phase 1 KLAs have student work on the Ultranet.</li> <li>A College Collaborative Space has been created with pages for each KLA to share resources and ideas.</li> <li>10% of parents have logged into the Ultranet.</li> </ul>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>The use of technology is embedded into the curriculum planning process across all year levels.</li> <li>Phase 1 continue and Phase 2 begin to make resources available in the Ultranet.</li> <li>As Phase 1 KLAs develop their assessment tasks they are presented in the Ultranet.</li> <li>Continue to develop teacher skills in using the Collaborative Spaces for communicating with students and peers e.g. wikis, blogs.</li> <li>Continue to increase parent participation in the Ultranet.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers routinely use technology in their classrooms.</li> <li>The range of on-line resources and material continues to grow.</li> <li>Phase 1 KLA assessment tasks are in the Ultranet.</li> <li>On-going Ultranet PD provided to all staff using 'expert' staff in each KLA.</li> <li>20% of parents have logged into the Ultranet.</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>Expand and consolidate the use of technology to deliver curriculum and enhance student learning.</li> <li>Phase 1 and 2 continue and Phase 3 begin to make resources available in the Ultranet.</li> <li>Expand the use of the Ultranet for personalised Learning Tasks.</li> <li>Continue to increase parent participation in the Ultranet.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers routinely use technology in their classrooms.</li> <li>Phase 1, 2 and 3 provide resources and enhance student learning via the Ultranet.</li> <li>KLAs use Learning Tasks with their students</li> <li>30% of parents have logged into the Ultranet.</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>Teacher of years 7 to 10 and where appropriate in VCE use technology deliver the curriculum and enhance student learning.</li> <li>Phase 1, 2 and 3 continue and Phase 4 begin to make updated resources available in the Ultranet.</li> <li>Continue to expand the use of the Ultranet for personalised Learning Tasks.</li> <li>Continue to increase parent participation in the Ultranet.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers in years 7 to 12 routinely use technology in their classrooms where appropriate.</li> <li>All teaching and learning material is available on-line via the Ultranet.</li> <li>KLAs use personalise Learning Tasks with their students</li> <li>40% of parents have logged into the Ultranet.</li> </ul>

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### Student Learning

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><b>Improve opportunities for collegiate professional growth and interaction.</b></p> <p>8. Establish a culture of classroom observations focussed on student learning.</p>	Year 1	<ul style="list-style-type: none"> <li>Develop and implement a plan for a classroom observations program based, initially, on voluntary participation.</li> </ul>	<ul style="list-style-type: none"> <li>Plan for classroom observations is implemented.</li> <li>The volunteer group participates in classroom observations.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Expand the classroom observation program to more staff.</li> <li>All new/returning staff participate in the classroom observation program as part of Induction.</li> </ul>	<ul style="list-style-type: none"> <li>Staff participation in classroom observations increases.</li> <li>The Classroom observation process is a key element of the school's Induction Program</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Expand the classroom observation program to more staff.</li> <li>All new/returning staff participate in the classroom observation program as part of Induction.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation is embedded as a practice used by at least 80% of staff.</li> <li>The Classroom observation process is a key element of the school's Induction Program</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Classroom observations are embedded as expected college practice</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation is embedded as a practice used by all staff.</li> <li>The Classroom observation process is a key element of the school's Induction Program</li> </ul>
<p>9. Develop a culture of collaboration which enhances clarity of, and engagement with the college's key directions.</p>	Year 1	<ul style="list-style-type: none"> <li>Work with an expert facilitator to address issues identified in the Staff Opinion Survey.</li> <li>Re-organise KLA meeting structures to facilitate more planning and collaborative work in KLA meeting time.</li> </ul>	<ul style="list-style-type: none"> <li>An Action Plan is developed and implementation has commenced</li> <li>KLA meetings are structured to provide time for planning and collaboration.</li> <li>The school provides at least 2 KLA facilitated Professional Learning Modules a year.</li> </ul>
	Year 2, 3 & 4	<ul style="list-style-type: none"> <li>To be informed by the Action Plan developed in Year 1.</li> </ul>	<ul style="list-style-type: none"> <li>As per the Action Plan Benchmarks.</li> </ul>

## School Strategic Planner 2012-2015: Indicative Planner

### Student Engagement & Wellbeing

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<b>Build the capacity of teachers to implement a cohesive school wide approach to teaching and learning.</b>			
1. Further develop the learning environment and facilities to enhance student safety and wellbeing.	<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Investigate the provision of a dedicated Year 7 passive area with implementation scheduled for Semester 2 if agreed.</li> <li>• Develop the Living Out of Home &amp; Diversity policies and implementation strategies.</li>   <li>• Maintain a strong staff focus on the Student Management Policy though:               <ul style="list-style-type: none"> <li>- PD on the policy for new/returning staff</li> <li>- Strengthening the support relationship between mentors and mentorees</li> <li>- Presentations on selected aspects of the policy at Staff Meetings.</li> </ul> </li> <li>• Increase student input into facilities projects that enhance the learning and physical environment.</li> </ul>	<ul style="list-style-type: none"> <li>• A decision on a dedicated passive Year 7 area has been acted on.</li> <li>• The Diversity and Living Out of Home policies have been ratified by School Council and implementation has commenced.</li>   <li>• Improved classroom management practices and behaviour as measured on the staff &amp; student Surveys.</li> <li>• Improved level of support with classroom behaviour for new &amp; returning staff.</li>   <li>• Student input is considered in the development of facilities plans.</li> </ul>
	<b>Years 2, 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>• Maintain a strong staff focus on the Student Management Policy though:               <ul style="list-style-type: none"> <li>- PD on the policy for new/returning staff.</li> <li>- Presentations on selected aspects of the policy at Staff Meetings.</li> <li>- Strengthening the support relationship between mentors and mentorees</li> </ul> </li> <li>• Continue implementation of the Diversity Policy.</li> <li>• Continue to provide opportunities for student input into facilities projects that enhance the learning and physical environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved classroom management practices and behaviour as measured on the staff &amp; student Surveys.</li>   <li>• Benchmarks as outlined in the implementation strategy of the Diversity Policy.</li> <li>• Student input is considered in the development of facilities plans.</li> </ul>

Student Engagement & Wellbeing

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>2. Identify and enhance the school wide and year level proactive programs, policies and processes that address student attendance, behaviour and wellbeing, connectedness and academic achievement.</p>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Document and implement an agreed strategy of proactive programs across the whole school to address specifics in the Student Attitude to Schools Survey.</li> <li>• Extend the SMS Messaging initiative to include all Year Levels.</li> <li>• Implement the RAM Late Book application for all levels to improve student attendance tracking.</li> <li>• Improve student punctuality by modifying the consequences for lateness.</li> <li>• Literacy, Numeracy and Wellbeing data is tabled to inform discussions at Sub School and class teacher meetings.</li> <li>• Further strengthen the Learning Managers' program through:                             <ul style="list-style-type: none"> <li>- Provision of a LM Support Book for Year 7.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Proactive Programs are implemented at all year levels.</li> <li>• All student absences are initially processed through the SMS Messaging Service.</li> <li>• Late Book is effectively used to record the location of students out of class.</li> <li>• Improved student attendance and punctuality.</li> <li>• The discussion of relevant data is a key feature at all classroom teacher meetings.</li> <li>• All Learning Managers at Year 7 use the support book to plan and resource classes.</li> </ul>
	<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Document an agreed strategy of proactive programs across the whole school.</li> <li>• Continue to use the SMS Messaging service.</li> <li>• Refine the use of the RAM Late Book application for all levels to improve student attendance tracking.</li> <li>• Continue to improve student punctuality.</li> <li>• Further strengthen the Learning Managers' program through:                             <ul style="list-style-type: none"> <li>- Provision of a LM Support Book for Years 8 &amp; 9</li> <li>- Resourcing LM's to have individual student interviews with their classes T1 &amp; 3.</li> </ul> </li> <li>• Literacy, Numeracy and Wellbeing data is tabled to inform discussions at Sub School and class teacher meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Proactive Programs are implemented at all year levels.</li> <li>• Student attendance and location when out of class is effectively monitored.</li> <li>• Student punctuality is improved.</li> <li>• All Learning Managers at Year 7 - 9 use the support book to plan and resource specific classes with their students.</li> <li>• Students are engaged in 2 individual interviews with their Learning Manager every year.</li> <li>• The discussion of relevant data is a key feature at all classroom teacher meetings.</li> </ul>

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### Student Engagement & Wellbeing

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>Continue to refine an agreed strategy of proactive programs across the whole school in response to student data.</li> <li>Continue to use the SMS Messaging service and RAM Late Book application, and evaluate the system.</li> <li>Continue use of Literacy, Numeracy and Wellbeing data.</li> <li>Evaluate Learning Managers Support Book (Yrs 7-9) and make any modifications necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Proactive Programs are implemented at all year levels.</li> <li>Student attendance and punctuality is at or better than expected levels.</li> <li>Evaluation recommendations are implemented.</li> <li>The discussion of relevant data is a key feature at all classroom teacher meetings and at specified staff and KLA meetings.</li> <li>A revised version of the Learning Managers Support Book is published.</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>Continue to refine an agreed strategy of proactive programs across the whole school in response to student data.</li> <li>Continue the use of Literacy, Numeracy and Wellbeing data.</li> </ul>	<ul style="list-style-type: none"> <li>Proactive Programs are implemented at all year levels.</li> <li>The discussion of relevant data is a key feature at all classroom teacher meetings and at specified staff and KLA meetings.</li> </ul>
3. Design and implement a house system.	<b>Year 1</b>	<ul style="list-style-type: none"> <li>Design a whole school House System in Semester One and create a 3 Phase implementation strategy.</li> <li>Consider the introduction of a POR to coordinate the program.</li> <li>Implement Phase 1 in Semester 2.</li> </ul>	<ul style="list-style-type: none"> <li>Information on the House System has been distributed to the school community.</li> <li>Recommendation implemented.</li> <li>Phase 1 of the House System is implemented in Semester 2.</li> </ul>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>Implement Phase 2 in Semester 1.</li> <li>Implement Phase 3 in Semester 2.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 2 is implemented.</li> <li>Phase 3 is implemented.</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>Extend the application of the House System to incorporate new activities.</li> </ul>	<ul style="list-style-type: none"> <li>There is an increase in the type and number of activities associated with the House System.</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>Evaluate the House System.</li> </ul>	<ul style="list-style-type: none"> <li>Recommendations from the House System evaluation are implemented.</li> </ul>

Student Engagement & Wellbeing

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>4. Design and implement learning and wellbeing programs which address the specific needs of students who are at risk of disengaging from school.</p>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Develop an entry level assessment tool for new students from WELs run by the ESL Department.</li> <li>• Establish a Refugee Action Group to coordinate:                             <ul style="list-style-type: none"> <li>- Link refugee students with community, sporting clubs and other outside agencies</li> <li>- PD staff on the educational needs of refugees and students with disrupted schooling</li> <li>- Provide targeted PD to identified staff</li> <li>- Investigate changes to curriculum offerings to cater for students with disrupted schooling</li> <li>- Introduce a business mentoring program at Year 7 and 8.</li> </ul> </li> <li>• Ensure that Koorie, out of home care and funded PSD students have an ILP and access available support.</li>   <li>• Investigate options for improving the After School Study Group and implement recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• All students from WELs will complete an entry level assessment session run by the ESL department.</li> <li>• Refugee students are provided with information relating to community groups</li> <li>• Staff have a better understanding of the backgrounds and needs of refugee students.</li> <li>• Implement recommendations for any changes to curriculum programs for refugee students are implemented.</li> <li>• At least one group from each level at Year 7 &amp; 8 participate in mentoring.</li> <li>• ILPs are available electronically and used by staff to inform curriculum assessment and reporting.</li> <li>• Funding initiatives for students at risk are fully implemented.</li> <li>• Information detailing available support has been communicated to all Koorie and PSD funded students and their families.</li> <li>• Koorie student progress is more effectively tracked.</li> <li>• An Action Plan on improving the After School Study Group structure and practice is implemented during Term 2.</li> <li>• Increased participation in the after school study group.</li> </ul>

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### Student Engagement & Wellbeing

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Continue to run the Orientation Program for students from WELS.</li> <li>• Refugee Action Group continues to:               <ul style="list-style-type: none"> <li>- Link refugee students with community, sporting clubs and other outside agencies</li> <li>- PD staff on the educational needs of refugees and students with disrupted schooling</li> <li>- Provide targeted PD to identified staff</li> <li>- Investigate changes to curriculum offerings to cater for students with disrupted schooling</li> <li>- Extend the mentoring program at Year 7 and 8.</li> </ul> </li> <li>• Ensure that Koorie, out of home care and funded PSD students have an ILP and access available support.</li> <li>• Continue to promote and improve the after school study group.</li> </ul>	<ul style="list-style-type: none"> <li>• All students from WELs participate in an Orientation Program run by the ESL Department.</li> <li>• Increased student participation in the community/sporting activities.</li> <li>• Staff information sessions on refugee needs are provided.</li> <li>• Refugee students are provided with information relating to community groups.</li> <li>• Staff have a better understanding of the backgrounds and needs of refugee students.</li> <li>• At least one group from each level at Year 7 &amp; 8 participate in mentoring.</li> <li>• Koorie student progress is more effectively tracked.</li> <li>• Funding initiatives for students at risk are fully implemented.</li> <li>• Increased participation in the after school study group.</li> </ul>
	<b>Year 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>• Continue to resource the Orientation Program.</li> <li>• Evaluate PD provision for staff with refugee students and implement recommendations.</li> <li>• Continue to provide targeted support to eligible students through the Refugee Action Group.</li> <li>• Evaluate After School Study Group strategy and make necessary modifications.</li> </ul>	<ul style="list-style-type: none"> <li>• All students from WELs participate in an Orientation Program.</li> <li>• PD provided to staff who teach refugee students is improved.</li> <li>• Refugee students are supported through established processes and procedures.</li> <li>• Refer to evaluation recommendations.</li> </ul>

## School Strategic Planner 2012-2015: Indicative Planner

### Student Engagement & Wellbeing

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
5. Further strengthen parent participation and engagement in school life.	<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Use SMS texting of parents to promote school events and advise of student absence and/or lateness.</li> <li>• Increase parent participation in extra-curricular activities.</li> <li>• Run a once a semester 'Meet the Principal' type events covering topics as identified.</li> <li>• Build on existing events for parents to better showcase school programs.</li> <li>• Increase the percentage of returns for the Parent Opinion Survey.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a decrease in the unexplained absences recorded on Cases 21.</li> <li>• Parent participation in extra-curricular activities has increased.</li> <li>• Two successful information evenings are held with the Principal.</li> <li>• An event/program calendar is developed and publicised.</li> <li>• The percentage of surveys returned is at or above 80%.</li> </ul>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Investigate opportunities to further improve parent communication through SMS Messaging.</li> <li>• Continue to offer a parent events program.</li> <li>• Establish a parents' Hospitality/Food Preparation Program in the TTC.</li> </ul>	<ul style="list-style-type: none"> <li>• The use of the SMS messaging System is modified in line with the recommendation(s).</li> <li>• An event/program calendar is developed and publicised.</li> <li>• An introductory program is run in semester 2.</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Continue use of the SMS Messaging System and evaluate for use in Year 4.</li> <li>• Evaluate current Parent Participation levels and develop an improved strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Major school events are communicated to parents through SMS updates.</li> <li>• Recommendations from the evaluations are implemented.</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Continue to run parent event and hospitality programs</li> <li>• Refer to recommendations from Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents participate in school events across a range of activities.</li> </ul>

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### Student Engagement & Wellbeing

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
6. Strengthen the program of student leadership across the school.	Year 1	<ul style="list-style-type: none"> <li>• Strengthen the profile of the SRC within the school.</li> <li>• Strengthen the profile of the School Captains &amp; Vice-Captains with the student body.</li> <li>• Provide opportunities for individual development of students through:                             <ul style="list-style-type: none"> <li>- Training in Public Speaking</li> <li>- Attendance at key external leadership events.</li> </ul> </li> <li>• Expand the role of Class Captains in running Year Level Assemblies (yrs 7 – 9) and provide them with feedback on their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Captains (Years 7-9) lead classroom discussions 4 times a term to provide information and seek feedback from classmates.</li> <li>• All candidates for School Captain/Vice Captain positions complete a written application and deliver a speech to their peers prior to the elections.</li> <li>• Increased involvement of School Captains &amp; Vice-Captains in school events.</li> <li>• Student participation in external Leadership development and Public Speaking opportunities is increased.</li> <li>• All Class Captains are invited to lead a Year level Assembly and receive criteria based feedback on their performance.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Continue to build leadership skills of SRC members and provide opportunities to raise the SRC profile in the school.</li> <li>• Ensure that all Year Level Assemblies are run by School/Class Captains or nominated SRC representatives.</li> <li>• Continue to strengthen the profile and of the School Captains &amp; Vice Captains with the student body.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased SRC leadership of key student events at the school.</li> <li>• A permanent SRC office/meeting room is established.</li> <li>• All Year Level Assemblies are run by student representatives who receive feedback on their performance.</li> <li>• Increased involvement of School Captains &amp; Vice Captains in school events.</li> </ul>
	Year 3 & 4	<ul style="list-style-type: none"> <li>• Continue to build leadership skills of SRC members and provide opportunities to raise the SRC profile in the school.</li> <li>• Ensure that all Year Level Assemblies are run by School/Class Captains or nominated SRC representatives.</li> </ul>	<ul style="list-style-type: none"> <li>• SRC members participate in leadership training and lead identified school events/activities.</li> <li>• All Year Level Assemblies are run by student representatives.</li> <li>• School Captains/Vice-Captains are involved in key school events.</li> </ul>

Student Engagement & Wellbeing

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>7. Expand and enhance the extracurricular and enrichment programs to ensure that all students have access to a broad range of activities, and that all high achieving students are included in a program which provides them with opportunities to be challenged and extended beyond the classroom.</p>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Refine selection process for year 7-9 high achievers groups. Ensure that the group meets regularly and takes increasing responsibility for the meeting organisation.</li> <li>• Develop a plan for the high achievers group.</li> <li>• Operate a debating Program across years 7-9 which competes against other schools.</li> <li>• Investigate the inclusion of debating within the English (Yrs 7 &amp; 8) curriculum. Implementation in 2013 if agreed.</li> <li>• Investigate a program to offer lunchtime music enrichment via:                             <ul style="list-style-type: none"> <li>- Performances from visiting groups from a variety of music genres.</li> </ul> </li> <li>• A broad cultural and educational enrichment program is established and offered to students 7-10.</li> <li>• Promote the culture of extra-curricular opportunity through the provision of a broad and varied program.</li> <li>• Raise the profile of the extra-curricular activities with staff, parents and students.</li> <li>• Investigate opportunities where Student Enrichment &amp; Student Leadership can work on joint projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Students in the high achievers group assume set responsibilities in the running of their meetings.</li> <li>• The High Achievers Group has an Action Plan for 2012</li> <li>• Students from years 7 – 9 participate in an interschool debating program.</li> <li>• Recommendations relating to the inclusion of debating in the Yr 7 &amp; 8 English curriculum are adopted for implementation in 2013.</li> <li>• A program of lunchtime music enrichment activities are offered in Semester 2.</li> <li>• Students from Years 7 – 10 are nominated to participate in a varied cultural and educational enrichment program.</li> <li>• The extra-curricular activity program is promoted with staff, students and parents. What are the benchmarks? What will we see?</li> <li>• Students can select from a range of extra-curricular activities</li> <li>• Extra-curricular activities are offered by KLA's and individual staff.</li> <li>• The Student Enrichment &amp; Leadership Coordinators develop a Joint Projects Action Plan for 2013.</li> </ul>
	<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Implement Student Enrichment &amp; Student Leadership projects Action Plan.</li> <li>• Improve the cultural and enrichment program.</li> <li>• Continue to raise the profile of the extra-curricular activities with staff, parents and students.</li> <li>• Enhance the music enrichment program.</li> <li>• Continue to develop the capacity of the high achievers group to self manage.</li> <li>• See recommendations on debating from Year 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in activities jointly run by student Enrichment and Student Leadership.</li> <li>• Students from Years 7 – 10 are nominated to participate in a varied cultural and educational enrichment program.</li> <li>• Students can select from a range of extra-curricular activities.</li> <li>• An increased number of activities offered through the music enrichment program.</li> <li>• The high achievers group demonstrates an increased level of self organisation with staff support.</li> </ul>

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### Student Engagement & Wellbeing

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
	Year 3	<ul style="list-style-type: none"> <li>• Evaluate all Enrichment Programs and implement recommendations.</li> <li>• Strengthen Student Enrichment &amp; Student Leadership projects Action Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to recommendations.</li> <li>• Students will choose from increased numbers of/improved student activities.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Refer to recommendations Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to recommendations Year 3.</li> </ul>

Student Pathways & Transitions

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>1. Further strengthen the Managed Individual Pathways (MIP's) program through the timely use of all appropriate data to inform students' pathways decisions, improved communication between groups involved in supporting pathways planning, and the electronic documentation of MIP's plans.</p>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• MIPS information included on SMT, including risk codes and confirmation of MIPS plan.</li> <li>• Ensure exit information is included on SMT.</li> <li>• Document MIPS timelines and processes that incorporate all processes associated with the placing of students in appropriate pathways and courses, including students at risk, acceleration, VCAL, VCE, alternative pathways etc.</li> <li>• Ensure all students who receive a '0' on NAPLAN have a reason recorded, and are given another appropriate screening test as required.</li> <li>• Introduce electronic MIPS plans.</li> <li>• Introduce resume writing/interview skills/telephone skills as part of the work experience process so that all students are involved (possibly in Yr 9).</li> <li>• Investigate the introduction of a bridging course for students enrolling from the language centre.</li> <li>• Review exit process to include MIPS team.</li> <li>•</li> <li>• Ensure that all new students who enrol in Yr 9 or later develop a MIPS plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are more easily tracked as MIPS and exit data is included on the SMT</li> <li>• Students have more timely support to enter appropriate pathways due to improved processes and documentation.</li> <li>• All students have a Reading level recorded on the SMT.</li> <li>• Year 9 students have some form of electronic MIPS plan.</li> <li>• Year 9 students participate in resume writing and interview skills workshops and program</li> <li>• Plan for the introduction of a bridging course is finalised.</li> <li>• All student exits other than those to the school system have MIPS involvement and exit destination recorded.</li> <li>• All new students after Yr 9 have a documented MIPS plan.</li> </ul>
	<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Review the use of the MIPS referral form.</li> <li>• Evaluate exit process.</li> <li>• Review new student MIPS process.</li> <li>• Evaluate resume etc process.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of MIPS referral form evaluated, and recommendations implemented.</li> <li>• Evaluation of exit processes carried out.</li> <li>• Evaluation of refugee monitoring carried out.</li> <li>• Implementation and evaluation of resume skills carried out.</li> </ul>
	<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Review the MIPS timeline and process document.</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline and processes document reviewed and modified.</li> </ul>

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### Student Pathways & Transitions

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
2. Ensure a more strategic approach to the implementation of the VET program to increase enrolments and improve student outcomes.	<b>Year 1</b>	<ul style="list-style-type: none"> <li>Plan for the implementation of scored VET programs such as Sport and Recreation and Community Services.</li> <li>Plan the Hospitality Trade Training Centre.</li> <li>Promote the VET program to parents.</li> </ul>	<ul style="list-style-type: none"> <li>Plan to implement scored VET subjects developed.</li> <li>TTC planned and construction begins.</li> <li>Students and parents have a greater understanding of the VET offerings.</li> </ul>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>Implement onsite VET offerings in the Brimbank cluster.</li> <li>Construction of the Hospitality TTC.</li> <li>Investigate offering VET Hospitality to the local community.</li> </ul>	<ul style="list-style-type: none"> <li>Students participate in a wider range of onsite VET offerings.</li> <li>TTC constructed.</li> <li>VET Hospitality offerings to local community investigated and timeline developed.</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>Evaluate VET offerings onsite.</li> <li>Implement VET Hospitality.</li> <li>Implement VET Hospitality out of hours to the local community.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of new VET offerings.</li> <li>VET Hospitality implemented to students/cluster and local community.</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>Review Hospitality programs and use of the TTC.</li> </ul>	<ul style="list-style-type: none"> <li>VET Hospitality offerings reviewed.</li> </ul>
3. Strengthen all college transition programs, in particular parent and student participation in Grade 5/6 transition, the orientation programs, and the induction practices that support students who enrol after the beginning of Year 7.	<b>Year 1</b>	<ul style="list-style-type: none"> <li>Introduce an induction program for new students and their parents who enrol after the beginning of Yr 7, which may include tours, luncheons, buddies, information evenings etc.</li> <li>Develop a primary to secondary school Transition Policy and review current practices with staff, student and parent input.</li> <li>Review and modify the orientation programs offered to all students throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>Students new to the College participate in a documented induction program.</li> <li>Improved transition program for students into Year 7 implemented, particularly Grade 5 involvement.</li> <li>Students participate in improved orientation programs.</li> </ul>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>Review induction process for new students.</li> <li>Review primary to secondary school transition policy.</li> </ul>	<ul style="list-style-type: none"> <li>Induction program for new students reviewed and recommendations implemented.</li> <li>Primary to secondary school transition policy reviewed and modified.</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>Review methods of handover of student information from primary to secondary school.</li> </ul>	<ul style="list-style-type: none"> <li>Handover process reviewed and recommendations developed.</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>Review and strengthen student and parent participation in the transition program.</li> </ul>	<ul style="list-style-type: none"> <li>Review participation in transition and implement recommendations.</li> </ul>

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### Student Pathways & Transitions

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
4. Strengthen the community, and industry links programs to maximise students' access to appropriate programs.	Year 1	<ul style="list-style-type: none"> <li>• Ensure community/business links participation is included on the SMT in the MIPS section.</li> <li>• Evaluate the Business Partnerships Committee.</li> <li>• Further develop links with outside agencies such as WCIG, Apprenticeships Group Australia etc.</li> <li>• Review the Beacon program to ensure resources are fairly distributed.</li> <li>• Evaluate current programs offered together with current business and community partners, such as Goldman Sachs, Deloitte and Smith Family to ensure their value and fair spread amongst students.</li> <li>• Investigate building a relationship with SCOPE using the VCAL program.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who participate in business/community links programs have this information recorded on SMT.</li> <li>• Business Partnerships Committee is operating more effectively.</li> <li>• Links to outside organisations increased.</li> <li>• All students have an equitable opportunity to participate in Beacon, ABCN and other programs</li> <li>• Recommendations for the building of relationship with SCOPE developed.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Review of organisation of the school's community, business and tertiary links program.</li> <li>• Strengthen links to local businesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Community , business and tertiary links program reviewed</li> <li>• Increased participation of local businesses in school activities.</li> </ul>
5. Improve processes to maximise student entry to tertiary placements.	Year 1	<ul style="list-style-type: none"> <li>• Investigate ways to increase student participation in tertiary courses during Yr 12.</li> <li>• Increase the awareness of scholarships and tertiary access schemes.</li> <li>• Improve communication with students about the importance of change of preference times.</li> <li>• Conduct student visits to tertiary institutions, based on interest.</li> <li>• Modify process of VTAC applications to bring forward estimation of ATAR scores.</li> <li>• Investigate ways to improve the support for r 12 students in sitting the UMAT.</li> <li>• Implement a student portfolio at Years 7 and 11.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation into 1<sup>st</sup> year university course participation carried out.</li> <li>• Number of students applying for scholarships and access schemes increased.</li> <li>• Increased number of students attend the school during change of preference time.</li> <li>• More students participate in visits to tertiary institutions.</li> <li>• Students predict ATAR scores early enough to assist them to make realistic choices.</li> <li>• UMAT support process in place.</li> <li>• Students in Year 7 and 11 begin to develop their student portfolio.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Review the student visits to tertiary institutions, based on interest.</li> <li>• Review revised VTAC process.</li> </ul>	<ul style="list-style-type: none"> <li>• Review increased tertiary institutions visits for effectiveness.</li> <li>• Revised VTAC procedures reviewed and modified as needed.</li> </ul>

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### Student Pathways & Transitions

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
6. Evaluate and enhance the VCAL program structure & curriculum to further improve outcomes for VCAL students.	<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Ensure revised VCAL procedures as per the VCAL Policy and Procedures are followed.</li> <li>• Improve the understanding of students of the purpose of VCAL.</li> <li>• Increase the professional interaction of VCAL staff with other VCAL providers, especially staff new to VCAL.</li> <li>• Increase opportunities for professional interaction between VCAL team members.</li> <li>• Ensure curriculum documentation is complete.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of VCAL policy and procedures.</li> <li>• Students and parents have a greater understanding of VCAL.</li> <li>• New staff in the VCAL program have opportunities to visit and liaise with other VCAL providers.</li> <li>• VCAL processes to share professional practices improved, eg meeting schedule.</li> <li>• Entire VCAL curriculum documented.</li> </ul>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Implement changes to improve the VCAL program.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes to VCAL program fully implemented.</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Evaluate improved VCAL program.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes to VCAL program evaluated.</li> </ul>