

School Strategic Plan for Warragul Regional College 8827 2016 - 2019

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed..... Name..... Date.....</p> <p><i>Cameron Nicholls</i> <i>9/12/2015</i></p>
<p>Endorsement by School Council</p>	<p>Signed..... Name..... Date.....</p> <p><i>Mercy Dawey</i> <i>9/12/2015</i></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

<p>Purpose</p>	<p>Warragul Regional College will be the school of choice for our community because we will develop talents, nurture curiosity and empower individuals to follow their passion. To do this we will be more like a garden than a factory – we will customise the learning experience for each student. We believe learning is growing.</p>
<p>Values</p>	<p>The College has four core values:</p> <p><i>Community:</i> We take care of each other <i>Achievement:</i> We strive for excellence <i>Respect:</i> We respect people and property <i>Effort:</i> We work hard</p>
<p>Environmental Context</p>	<p>Warragul Regional College is a medium sized rural secondary college catering for 770 students in years 7 – 12 with 51 teachers and 30 education support staff. In terms of socio-economic status (SES) the majority of families are from the low-mid SES band with 47% of parents in the lowest SES quartile and 6% in the highest SES quartile. The student population has gender mix of 388 females and 382 males. The College is set on 50 acres of beautifully landscaped gardens and as it is sited on one of the highest points of the township. The College is known as “The School on the Hill” and celebrated its centenary in 2011.</p> <p>Warragul is 100 kilometres from Melbourne in one of the fastest growth areas of the State. The College competes for students with four government and four independent secondary schools within a twenty minute drive of Warragul making the educational ‘market’ one of the most competitive in country Victoria. Despite this competition the college has been increasing in size at a time when most other secondary schools are stagnant or declining in student numbers.</p>

In 2014 the college acquired the adjoining property from Apprenticeships Group Australia on behalf of the West Gippsland Trade Training Alliance partners – officially opened as the Baw Skills Centre. As lead school of the Trade Training Centre, the College has invested significant time overseeing the project in order to grow both VET and post school pathways in traditional trades for our students as well as for students across West Gippsland. This initiative has seen the College lead a number of allied projects to enhance offerings for local students including the Bachelor of Arts program (delivered in partnership with Federation University) and a Trade Pathways program initiative aimed at Year 9 students across the district.

Service Standards

A Highly Reliable School Model

In order to achieve our vision of nurturing individuals rather than delivering curriculum, Warragul Regional College (WRC) is seeking to become a highly reliable school based on the research of Robert Marzano (*The Highly Reliable School, 2013*). Marzano describes a highly reliable school as one which has the following characteristics:



	<p>The College is seeking to become a highly reliable school by ensuring that we create a collaborative culture, we ensure high quality teaching based on the WRC Instructional Model, that we have a guaranteed and viable curriculum that is team based, documented and regularly reviewed, and finally that we have strong processes for measuring learning growth and use this data to inform improvements in practices for individuals, curriculum teams and the wider college.</p>
	<p>Warragul Regional College is a medium sized rural secondary college catering for 770 students in years 7 – 12 with 51 teachers and 30 education support staff. In terms of socio-economic status (SES) the majority of families are from the low-mid SES band with 47% of parents in the lowest SES quartile and 6% in the highest SES quartile. The student population has gender mix of 388 females and 382 males. The College is set on 50 acres of beautifully landscaped gardens and as it is sited on one of the highest points of the township. The College is known as “The School on the Hill” and celebrated its centenary in 2011.</p> <p>Warragul is 100 kilometres from Melbourne in one of the fastest growth areas of the State. The College competes for students with four government and four independent secondary schools within a twenty minute drive of Warragul making the educational ‘market’ one of the most competitive in country Victoria. Despite this competition the college has been increasing in size at a time when most other secondary schools are stagnant or declining in student numbers.</p> <p>In 2014 the college acquired the adjoining property from Apprenticeships Group Australia on behalf of the West Gippsland Trade Training Alliance partners – officially opened as the Baw Skills Centre. As lead school of the Trade Training Centre, the College has invested significant time overseeing the project in order to grow both VET and post school pathways in traditional trades for our students as well as for students across West Gippsland. This initiative has seen the College lead a number of allied projects to enhance offerings for local students including the Bachelor of Arts program (delivered in partnership with Federation University) and a Trade Pathways program initiative aimed at Year 9 students across the district.</p>

Strategic Direction

Achievement

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

While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.

Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

In order to realise the College vision students will exceed expected learning growth.

Targets

Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

25% more students will reach the highest levels of achievement* by the end of the strategic plan.

*highest levels of achievement may include:

- highest NAPLAN bands at each year level
- 35+ Study scores in VCE
- 'Excellent' results on CATs
- results against State and National standards above expected level

VCE Gender Ability Adjusted Study Scores will exceed zero in 90% of VCE subjects

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

1. Key Improvement Strategy: We will develop staff as high quality teachers

2. Key Improvement Strategy: We will develop a process for unit design that guarantees a personalised, viable and engaging curriculum.

3. Key Improvement Strategy: We will develop a common approach to explicitly teach writing across the curriculum.

4. Key Improvement Strategy: We will develop Response to Intervention (RTI) for students identified as having low levels of performance in writing

During the period of the Strategic Plan, increase the average percentage of VCE study scores, above 35, from 14% to 18%.

Increase the percentage of students in Years 7-10 that reach the highest levels of achievement (A's and B's) to 25% by the end of the strategic plan.

Reduce the percentage of Year 9 students achieving low growth against NAPLAN Numeracy from 28% (2015) to 25%

Reduce the percentage of Year 9 students achieving low growth against NAPLAN Writing from 42% (2015) to less than 25%

Increase the percentage of Year 9 students achieving high growth against NAPLAN Numeracy from 23% (2015) to 30%

Increase the percentage of Year 9 students achieving high growth against NAPLAN Writing from 16% (2015) to 25%

Theory of action (optional)

The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.

Because teacher quality has the greatest in-school influence on student outcomes, the College will develop high quality teachers who produce high rates of student learning growth.

Because student performance is improved when students are active participants in the learning

process we will develop a process for unit design that guarantees a personalised, viable and engaging curriculum.

Because improving the quality of student writing is a high leverage strategy that will impact student results in all areas of the curriculum, the College will adopt a common approach to teaching writing.

Because many of our students enter the College with writing skills well below the expected level of achievement, the College will provide additional and specialist and intensive support through Response to Intervention in order to close the learning gap for these students.

	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>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.</p>
<p>Year 1</p>	<p>KIS 1: Implementation of the Instructional Model the Art and Science of Teaching</p> <ul style="list-style-type: none"> The College will develop structures to support a whole-staff focus on learning goals, tracking student progress and celebrating success. <p>KIS 1: Develop a coherent plan for professional learning including alignment to Professional Development Plans</p> <ul style="list-style-type: none"> Develop a plan for professional learning that includes an opt-in, personalised professional development program relating to the Instructional Model. Teams will collaborate to develop clearly stated learning goals supported by proficiency scales or rubrics that describe levels of performance relative to the learning goal. Teachers will track student progress on one or more learning goals using a formative approach to assessment. 	<ul style="list-style-type: none"> Learning Goals documented in Scope and Sequence are evidenced in classroom practice Attendance records and products of learning evidence staff participation in professional development Elements of instructional model included on staff Professional development plans Students, when asked will be able to state the Learning Goal for a unit or lesson Evidence of processes for monitoring student learning growth.

	<p>KIS 1: Peer coaches trained to model, observe and provide effective feedback to support implementation of the instructional model</p> <ul style="list-style-type: none"> • The College will appoint Peer Coaches to support staff in the implementation of the Instructional Model and build their capacity in modelling practice, observation, coaching and providing effective feedback. • The College will build the capacity of peer coaches to develop protocols and methodology for coaching practice • Coaches will provide support to staff to implement elements of the Instructional Model <p>KIS 1: Classroom observations</p> <ul style="list-style-type: none"> • Implementation of classroom observations in order to support staff by identifying patterns of practice 	<ul style="list-style-type: none"> • A documented coaching protocol and methodology • Records of coaching conversations evidence professional support in relation to the instructional model. • Success measures for coaches aligned to staff performance and development plans and the instructional model • Documentation of patterns of practice related to the instructional model
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KIS 1: External/network delivered professional development

New and returning staff will be provided with external/network delivered professional development as part of induction in the Instructional Model

KIS 3: Developing a common understanding of the language for writing instruction (FLAP).

- Staff will participate in professional development to build understanding of the key terms and language of the College's common model of writing instruction (FLAP).
- The College will support Curriculum Team Leaders to develop academic vocabulary (L) across the curriculum.

KIS 4: Develop structure that support targeted teaching for identified students

- The College will implement Response to Intervention (RTI) in the form of specialist literacy support and withdrawal for identified students

- A documented common model for Writing instruction (FLAP)

- Documentation of academic word lists
- Students will identify and use academic vocabulary across the curriculum
- Students will develop personalised academic vocabulary lists

- Identified students will receive specialist literacy support.

	<p>KIS 4: Build the capacity of literacy support staff</p> <ul style="list-style-type: none"> The College will develop tools to identify students in need of literacy intervention 	<ul style="list-style-type: none"> RTI students' growth will be monitored and measured
<p>Year 2</p>	<p>KIS 1: Implementation of the Instructional Model the Art and Science of Teaching</p> <ul style="list-style-type: none"> Whole-staff focus on; Content Specific elements of the Instructional Model as well as an opt-in personalised professional development program. Opt in study groups will Build Teacher capacity to: <ol style="list-style-type: none"> Help students effectively interact with new knowledge Help students generate and test hypotheses about new knowledge. Help students practice and deepen their understanding of new knowledge <p>KIS 2: Develop and Implement a common approach to unit design based on the model Understanding by Design (UBD)</p> <ul style="list-style-type: none"> Develop a package of support including professional development, time and resources to support implementation 	<ul style="list-style-type: none"> Attendance records and products of learning evidence staff participation in professional development Evidence from surveys, self-reflections, peer observations and records from the work of opt-in professional development. Observations of classroom practice aligned with content specific elements of the instructional model

	<p>KIS 2: Develop a process to identify team readiness to engage in UbD work</p> <p>KIS 3: Building teacher capacity in the instruction of Writing using the FLAP mode</p> <ul style="list-style-type: none"> The College will build the capacity of teams to include writing in Common Assessment Tasks with a focus on the Form (F) Audience (A) and Purpose (P) in Writing. The College will build the capacity of students to understand aspects of the FLAP model: Form (F) Language (L) Audience (A) and Purpose (P) in Writing. 	<ul style="list-style-type: none"> Early adopters share success from trial including sample units and processes PLT logs evidence the documentation and implementation of assessment tasks with a focus on the Form (F) Purpose (P) and Audience (A) in Writing. Students will be able to articulate the language of the FLAP model
<p>Year 3</p>	<p>KIS 1: Implementation of the Instructional Model the Art and Science of Teaching</p> <ul style="list-style-type: none"> The College will support teachers with strategies from the instructional model designed to engage students and stimulate their learning. Opt in study groups will Build Teacher capacity to: Engage students 	<ul style="list-style-type: none"> Attendance records and products of learning evidence staff participation in professional development Evidence from surveys, self-reflections, peer observations and records from the work of opt-in professional development.

- Recognise and acknowledge adherence and lack of adherence to classroom rules and procedures
- Establish and maintain effective relationships with students.
- Communicate high expectations for all students.

KIS 3: Embedding instruction in Writing in each curriculum area

- Embed the FLAP model to ensure writing is explicitly delivered in each curriculum area.

Implementing instructional strategies to improve writing across the curriculum

- Strategies for the explicit instruction in Writing in each curriculum area will be developed
- The College will explore the academic vocab in each curriculum area across the curriculum.

KIS 4: Build the capacity of all teachers to support tier 2 intervention in all classrooms

- Observations of classroom practice aligned with content specific elements of the instructional model
- Students will set learning goals through individual learning plans
- Common Assessment Tasks across the curriculum accommodate the FLAP model and include explicit Writing Tasks
- Teachers will be able to demonstrate and provide evidence of where, why and how the FLAP model has been deliberately used to deliver writing instruction.
- A documented academic vocabulary in each area of the curriculum.
- Evidence of increased teacher capacity to support low-literacy student in regular classes

Year 4

KIS 1: Implementation of the Instructional Model the Art and Science of Teaching

- The College will bring together the work on the instructional model to develop a common model of instruction
- The College will align Professional Practice expectations in Professional Development Plans with the instructional model

KIS 4: Resource learning programs to target intensive literacy teaching including time, human, material

Develop processes to identify students that will benefit most from intervention

KIS 3: Develop systems with feeder schools for tracking student performance in writing

- The College will support teams to embed the FLAP model in curriculum documentation

- Best Practice guides in each area of the instructional model.
- The College has a documented curriculum based on a common approach to unit design
- Staff Professional Development Plans will be aligned with the Instructional Model
- Evidence from surveys, self-reflections, peer observations and records from the work of opt-in professional development will indicate that 90% of teachers will have:
- Evaluated personal performance
- Developed and implemented a professional growth plan
- The FLAP model is reflected in:
 - Scope and Sequence Documents
 - Common Assessment Tasks
 - Unit Design

Engagement

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

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

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

Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

We will engage students and connect them to the College to achieve the College vision

Targets

Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

Student Attitude to School Surveys data:

- Increase Stimulating Learning for all students from 54.7% to 75.0%
- Increase Stimulating Learning for boys from 46.7% to 65.0%
- Increase Student Motivation for all students from 46.7% to 70.0 %
- Increase Student Motivation for boys from 26.5% to 60.00 %

Key improvement strategies

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- 5. Key Improvement Strategy:** We will support teachers to use inquiry cycle to create more innovative, relevant and engaging curriculum.
- 6. Key Improvement Strategy:** We will design and develop Personalised Learning Programs for all students.
- 7. Key Improvement Strategy:** We will develop programs to empower students to be genuine stakeholders in their learning.

<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<ul style="list-style-type: none"> • If we increase the levels of Stimulating Learning, this will lead to an increase in Student Engagement and Student Motivation. • To allow students to follow their passion we will implement a curriculum of choice. • If we gradually release responsibility of control to students in the College, student engagement will increase. 	
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>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.</p>
<p>Year 1</p>	<p>Curriculum Delivery</p> <ul style="list-style-type: none"> • Research and Planning of Year 9 Curriculum <p>Personal Learning Programs</p> <ul style="list-style-type: none"> • Implement PLPs (MIPs and ILPs) for Year 9 and Year 10 students <p>Student Surveys</p> <ul style="list-style-type: none"> • Implement, monitor and manage student surveys aligned with Instructional Model <p>Student Leadership</p> <ul style="list-style-type: none"> • Implement training for student leaders • Develop Roles for student leadership 	<ul style="list-style-type: none"> • Documentation of Year 9 Program • Beginning of implementation of Year 9 for 2017, course selections • Personal Learning Programs implemented in Years 9 & 10 • Student Surveys operating through COMPASS to • Documentation of student leadership • Increased number of students involved in student leadership programs

<p>Year 2</p>	<p>Curriculum Delivery</p> <ul style="list-style-type: none"> • Implement Year 9 Program <p>Personal Learning Programs</p> <ul style="list-style-type: none"> • Implement PLPs (MIPs and ILPs) for Year 8 and VCE students. • Inform staff of roles to guide students to maintain and manage student PLPs <p>Student Surveys</p> <ul style="list-style-type: none"> • Adopt improvement strategies in staff Professional Practice Performance & Development program <p>Student Leadership</p> <ul style="list-style-type: none"> • Develop student leaders recognition program 	<ul style="list-style-type: none"> • Improved Attitudes to School Data – stimulating learning and student motivation • Personal Learning Programs implemented in Years 8 to VCE • Student Surveys operating through COMPASS Use data to inform teacher practice • Documentation of student leader’s recognition program. • Increased number of students involved in student leadership
<p>Year 3</p>	<p>Curriculum Delivery</p> <ul style="list-style-type: none"> • Examine Year 7-12 Curriculum, including parent, staff and student focus groups to inform <p>Personal Learning Programs</p> <ul style="list-style-type: none"> • Implement PLPs (MIPs and ILPs) for all students at WRC <p>Student Surveys</p> <ul style="list-style-type: none"> • Review and amend student surveys (if required) <p>Student Leadership</p>	<ul style="list-style-type: none"> • Documented information from Year 7-12 programs • Improved Attitudes to School Data – stimulating learning and student motivation • Personal Learning Programs implemented in Years 7-12 • Student Surveys data operating through COMPASS • Number of staff reflecting on student data through P&D program

	<ul style="list-style-type: none"> • Develop measurement tools for student leadership engagement (student voice) • Development marketing plan for student leadership 	<ul style="list-style-type: none"> • Documentation of student leadership marketing plan • Increased number of students involved in student leadership
<p>Year 4</p>	<p>Curriculum Delivery</p> <ul style="list-style-type: none"> • Adopt agreed 7-12 curriculum delivery processes and procedures <p>Personal Learning Programs</p> <ul style="list-style-type: none"> • Fully implemented coordinated PLP <p>Student Surveys</p> <ul style="list-style-type: none"> • Refine student surveys to ensure sustainable program <p>Student Leadership</p> <ul style="list-style-type: none"> • Measure impact on student empowerment 	<ul style="list-style-type: none"> • Improved Attitudes to School Data – stimulating learning and student motivation • PLP program fully implemented • Increased reflection included on student PLPs • Student Surveys operating through COMPASS • All teaching staff using student survey data to inform Professional Practice improvements. • Growth in number of student involved in student leadership • Fully implemented Student Leaders Recognition Program

Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

Key improvement strategies

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Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

We will develop a culture of collaboration to realise the College vision.

Targets

Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

From the Staff Survey we will:

Improve Teacher Collaboration from 61.92 to 69.32 (75th percentile)
 Improve Staff Psychological Safety from 54.16 to 69.33 (75th percentile)
 Improve Teacher Trust in students and parents from 66.68 to 70.45 (75th percentile)
 Improve teacher trust in colleagues from 75.48 to 77.68 (75th percentile)
 From the Student Survey we will:
 Improve Student Connectedness to school from 59.8 to 75th Percentile
 Improve Peer Connectedness from 42nd to 60th percentile
 Improve teacher empathy from 52nd to 75th percentile

8. Key Improvement Strategy: We will develop a collaborative culture underpinned by the framework of School Wide Positive Behaviour.

9. Key Improvement Strategy: We will develop initiatives that will improve staff wellbeing.

<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>We will utilise the school wide positive behaviour support framework to develop from a safe to a collaborative culture by providing opportunities and advocating for students and staff empowerment, resilience and self-worth. This will be achieved by focusing on:</p> <ul style="list-style-type: none"> Inclusiveness Social / Emotional Learning Empowerment Staff Wellbeing Mindfulness/Growth Mindsets 	
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>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.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Development of social / emotional curriculum • Introduction of Mindfulness (staff) • Introduction to Safe School Coalition (formation of Stand Out Group) • Introduction of smorgasbord of proactive programs • Staff Tracking of Traffic Light learning and wellbeing for identified students embedded with year levels / SSS / Aides etc. • Scope development of a staff wellbeing strategy and program • Trial of Mindfulness (students) - small VCE cohort 	<ul style="list-style-type: none"> • Social/Emotional curriculum documented and communicated to all staff • Stand Out group formed and regular meeting times established • Proactive program choices communicated to Year Level Teams • Easily usable and transferrable tracking systems implemented • Staff Wellbeing strategy scoped and potential program developed • Mindfulness trial undertaken with student sample of VCE students

<p>Year 2</p>	<ul style="list-style-type: none"> • Pilot Staff Wellbeing Strategy • Student leadership (refer to engagement) • Trial of social / emotional curriculum • Trial student involvement in Traffic Light learning and wellbeing • Review results of student mindfulness trial. Develop strategies to utilise in Home Groups • Implementation of smorgasbord of Proactive programs 	<ul style="list-style-type: none"> • Monitoring of student uptake of proactive programs/feedback from Year level Teams regarding relevance and effectiveness of programs • Staff/Student feedback for social/emotional curriculum • Students able to articulate academic/wellbeing progress using Traffic Light system
<p>Year 3</p>	<ul style="list-style-type: none"> • Implement Staff Wellbeing Strategy • Inquiry cycle of social/emotional curriculum • Review of monitoring tools for tracking of student learning and wellbeing • Implementation of Mindfulness in Home Group • Review of impact of Mindfulness strategy (Staff) 	<ul style="list-style-type: none"> • Upward trend in Staff Psychological Safety • Social/Emotional curriculum refinements/modifications documented • Tracking tools refined if needed and embedded • Student focus groups re: impact of Mindfulness • Decrease in Red Compass entries around managing emotions
<p>Year 4</p>	<ul style="list-style-type: none"> • Review Staff Wellbeing Strategy • Review social/emotional curriculum • Review impact of Mindfulness strategy (Students) 	<ul style="list-style-type: none"> • Staff Survey • Improve Teacher Collaboration to 75th percentile • Improve Staff Psychological Safety to 75 percentile • Improve Teacher Trust to 75th percentile • Improve Student Connectedness to school to 75th Percentile • Improve Peer Connectedness to 60th percentile • Improve teacher empathy to 75th percentile

Productivity

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

We will deliver a human resource plan that provides the college with strong and stable leadership supported with the right mix of teaching skill required to deliver the College vision.

We will deliver a physical resource plan which will provide facilities that support the vision and new ideas of our learning community as well as catering for projected population growth.

Targets

Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

Successful enablement of Achievement, Engagement and Wellbeing Key Improvement Strategies by delivery of:

- Leadership Succession Plan
- Curriculum Succession Plan
- School Master plan informed by the College vision and supported by the community

Theory of action (optional)

The Theory of Action explains the rationale behind the key

By investing in the development of our leadership and staff, we will move closer to our

Key improvement strategies

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10.

Key Improvement Strategy: We will develop leadership capacity of staff middle and emerging leaders.

11.

Key Improvement Strategy: We will develop a financial model which supports the delivery of the strategic plan.

12.

Key Improvement Strategy: We will develop a facilities master plan.

improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.	goal of becoming a High Reliability School. We will have the skill and the will to deliver adaptive change to meet the College vision.	
<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>		
Year 1	<ul style="list-style-type: none"> • Stabilise Leading Teachers/roles, identify leadership skill gaps and provide training and coaching • Invest in Change Management training and tools • Leading Teachers to undertake school wide projects as sub teams and identify rising stars • Network externally for potential future leaders • Develop curriculum investment versus demand financial model(Curriculum Investment Model – CIM) • Raise funds for master planning • Undertake analysis of influence of Pedagogy planning on future facilities 	<p>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.</p> <ul style="list-style-type: none"> • First level emerging leaders identified and provided with 2 year individualised training and coaching plan • High potential external resources identified and contacted • List of external target staff created • Quantum of financial investment in curriculum versus student demand understood • Funds available for master planning • Pedagogy influence on master plan understood
Year 2	<ul style="list-style-type: none"> • Undertake year one of leadership program with identified first generation leaders • Identify second generation future leadership internally and address skill shortages. • Network externally for potential future leaders 	<ul style="list-style-type: none"> • Second level emerging leaders identified and provided with 2 year individualised training and coaching plan • 2 – 3 first generation leaders attend Bastow • High potential external resources targeted and hired against retirements

	<ul style="list-style-type: none"> • Refine CIM and test • Undertake curriculum investment forecast for ensuing year and assess impact and evaluate change requirement • Undertake master planning • Undertake year two of leadership program with identified first generation leaders • Create higher duties experiences for rising stars in the Leading Teacher team • Nominate primary responsibility for a key school wide adaptive change project to best performing first generation leader/s • Undertake year one of leadership program with identified second generation leaders • Network externally for potential future leaders • Target school wide curriculum investment versus student demand and reorganise/recruit for growth in new pathways • Agitate for facilities upgrade against master plan 	<ul style="list-style-type: none"> • CIM refined and forecasting potential understood • Master Plan complete
<p>Year 3</p>		<ul style="list-style-type: none"> • First generation high potential leaders emerge • Key school wide adaptive project delivered • 2 – 3 second generation leaders attend Bastow • High potential external resources targeted and hired against retirements • Base curriculum demand versus supply balanced and quantifiable (CIM). Outcomes tracked against pathways results. Relationship between curriculum investment versus pathways outcomes clearer • Political acknowledgement of negative impact of facilities on student learning and school growth
<p>Year 4</p>	<ul style="list-style-type: none"> • Highest potential staff achieve promotion • Undertake year two of leadership program with identified second generation leaders • Escalate experience for highest potential staff through higher duties experiences. 	<ul style="list-style-type: none"> • 1 internal resource to AP ranks • Second generation high potential leaders emerge • Key school wide adaptive project delivered • Achieve significant facilities funding

	<ul style="list-style-type: none"> • Nominate primary responsibility for a key school wide adaptive change project to best performing first generation leader/s • Further refine CIM: Curriculum demand/supply/pathways relationships. Invest in new future pathways • Agitate for facilities upgrade against master plan 	
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