

School Strategic Plan for Lilydale Heights College Years 2015 to 2018



Endorsements

Endorsement by School Principal	 Signed Name: Greg Hancock Date: 16/03/2015
Endorsement by School Council	 Signed Name Dominic Colaneri Date 16/03/2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	 Signed... Name.....R Stephens..... Date.....28 April 2015.....
Legislative context for endorsement Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order." Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Training." This template forms the guidelines.	

School Profile

Purpose	<p>At Lilydale Heights College our objective is to develop a learning community of students, parents and staff that :</p> <ul style="list-style-type: none"> • values learning • pursues excellence for all participants in the learning process • enables students to be successful lifelong learners and valuable, confident global citizens <p>We are committed to a dynamic, challenging and contemporary learning environment.</p>
Values	<p>At Lilydale Heights we are committed to our values of mutual respect and responsibility for self and others in learning, creating an educational environment that is safe, supportive and inclusive.</p> <p>These values are reflected in our programs and practices.</p>
Environmental Context	<p>Lilydale Heights College is a single campus co-educational 7 to 12 College located in the northern area of Lilydale.</p> <p>Established in 1970, Lilydale Heights has not only responded positively to, but also anticipated change and as a result has met community needs. The College, which draws its student population from a diverse range of backgrounds, has an effective and supportive College Council and parent body. Teaching and educational support staff is a committed and professional staff team.</p> <p>Lilydale Heights is highly focused on the provision of a contemporary learning environment and to achieve this has a highly developed ICT infrastructure to support learning.</p> <p>The College's fine traditions are exemplified in its Music and Sport Programs, our House system, and a robust Student Leadership development program. The school offers in excess of 70 co-curricular enhancement and enrichment activities. We strongly believe that student connectedness and wellbeing is directly related to involvement in our extensive co-curricular programs.</p> <p>The College focus on learning provides a comprehensive, challenging, academic curriculum and encourages a strong work ethic. Positive work habits are developed in Year Level Teams from Year 7 to 12 and consistently translate into results that maximise students' education options. The general curriculum is well balanced and is structured with a strong emphasis on the use of learning technologies. Special opportunities are provided for students to access an early entry VCE by commencing Units 1 and 2 studies as part of their Year 10 Elective program, with a number of students completing six Unit 3 and 4 studies by the end of Year 12. Two languages other than English are offered (Japanese and Indonesian) advantaging students with the opportunity to experience Asian language and culture. Lilydale Heights College is accredited to enrol international students and we have had a sister-school relationship with Ota Daiichi, Japan since 1996 and with Kunshan Yushan, China since 2012.</p> <p>Lilydale Heights College promotes a safe environment. The College's junior secondary learning focuses on personal learning in response to the particular needs of this transition period from primary schooling. The AusVELS emphasis on interdisciplinary and interpersonal learning is woven into the enacted curriculum. There is a strong focus on building community as the students re-establish themselves in a new environment. The school caters for each distinct cohort of learners with designated school programs</p>

	<p>housed in distinct areas. Students report that they feel safe in the larger College grounds and students engage well with all year levels. In fact, the nature of the College attracts some parents and it does create a community where every student is known and where relationships can be nurtured.</p> <p>The College maintains a beautiful physical environment. We provide an extensive program of extracurricular activities, social events, camps and tours, aids engagement and retention. The College aims to provide learning that balances the academic, cultural, and social expectations, with strong participation and outstanding achievement as primary goals.</p> <p>In summary Lilydale Heights College provides</p> <ul style="list-style-type: none"> • A motivating, sequential and planned curriculum 7 to 10, VCE and VCAL • Vocational Education and Training (VET) Courses in College and Cluster arrangements, ensuring access to breadth of learning • Specialist programs for each year level to match stages of development and to develop individual talents • Highly successful Music Instrumental and Bands programs from year 7 to year 12 with tours and competition opportunities • Highly motivating and popular student run Valleydale Restaurant and Café • Fine Arts and Media courses, including film production and photography • Strong and competitive sports program • Extensive educational and experiential camps and tours program for years 7 to 12` • Japanese and Chinese Sister School Programs • Links with tertiary institutions ensure pathways for students <p>Learning in excellent facilities</p>
Service Standards	<p>The College services the local community in the provision of a comprehensive, challenging, academic secondary school education.</p> <p>The College Council represents parents and encourages our community to uphold the goals of the school and encourages their involvement in the educational development of their children. The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</p> <p>The College provides exemplary and engaging learning and wellbeing programs.</p> <p>The Lilydale Heights College Way – our teaching and learning and wellbeing practices - provide the skills required for our students to function successfully in our complex society and to be lifelong learners. Our practice reflects a coherent and consistently applied learning theory that is directly translated into the physical, cultural, learning, wellbeing and social fabric of the College.</p>

Strategic Direction

GOALS	TARGETS	KEY IMPROVEMENT STRATEGIES																																																																																
Achievement To improve Literacy outcomes for all students at all levels of ability	AUSVELS All teachers assign accurate AUSVELS levels based on multiple sources of assessment and show “at or above expected growth” by AusVELS measure for each class <table><tr><th>AusVELS TEACHER JUDGEMENT</th><th>2013</th><th>2014</th><th>1 Year Mean Growth</th><th>Target</th></tr><tr><td>Year 8 to 9: Reading and Viewing</td><td>7.6</td><td>8.53</td><td>0.93</td><td>1.0</td></tr><tr><td>Year 8 to 9: Writing</td><td>7.45</td><td>8.57</td><td>1.12</td><td>1.15</td></tr><tr><td>Year 9 to 10: Reading and Viewing</td><td>8.72</td><td>9.78</td><td>1.06</td><td>1.10</td></tr><tr><td>Year 9 to 10: Writing</td><td>8.66</td><td>9.74</td><td>1.08</td><td>1.10</td></tr><tr><td>Av. Growth AusVELS Teacher Judgements: Years 8 to 10</td><td></td><td></td><td>1.05</td><td>1.10</td></tr></table> NAPLAN measure <table><tr><th>Measuring matched cohorts</th><th colspan="2">Reading</th><th>Target</th><th colspan="2">Writing</th><th>Target</th><th colspan="2">Numeracy</th><th>Target</th></tr><tr><th>NAPLAN Measure/ 3 year</th><th>2013</th><th>2014</th><th>2015/16</th><th>2013</th><th>2014</th><th>2015/16</th><th>2013</th><th>2014</th><th>2015/6</th></tr><tr><td>NAPLAN Relative High Growth by Domain (year 7 – 9) –</td><td>25.0</td><td>22.7</td><td>=>25</td><td>22.6</td><td>21.3</td><td>=>25</td><td>18.3</td><td>21.1</td><td>=>25</td></tr><tr><td>Year 9 students above NMS (%)</td><td>70.6</td><td>67.8</td><td>=>80</td><td>50</td><td>47.7</td><td>=>60</td><td>60.5</td><td>63.5</td><td>=>70</td></tr><tr><td>Year 9 students at or below NMS (%)</td><td>27.3</td><td>28.7</td><td>=<20</td><td>50.00</td><td>52.3</td><td>=<40</td><td>39.5</td><td>36.5</td><td>=<30</td></tr></table>	AusVELS TEACHER JUDGEMENT	2013	2014	1 Year Mean Growth	Target	Year 8 to 9: Reading and Viewing	7.6	8.53	0.93	1.0	Year 8 to 9: Writing	7.45	8.57	1.12	1.15	Year 9 to 10: Reading and Viewing	8.72	9.78	1.06	1.10	Year 9 to 10: Writing	8.66	9.74	1.08	1.10	Av. Growth AusVELS Teacher Judgements: Years 8 to 10			1.05	1.10	Measuring matched cohorts	Reading		Target	Writing		Target	Numeracy		Target	NAPLAN Measure/ 3 year	2013	2014	2015/16	2013	2014	2015/16	2013	2014	2015/6	NAPLAN Relative High Growth by Domain (year 7 – 9) –	25.0	22.7	=>25	22.6	21.3	=>25	18.3	21.1	=>25	Year 9 students above NMS (%)	70.6	67.8	=>80	50	47.7	=>60	60.5	63.5	=>70	Year 9 students at or below NMS (%)	27.3	28.7	=<20	50.00	52.3	=<40	39.5	36.5	=<30	Build the capacity of teachers to continually improve their teaching practice with a focus on literacy development
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Engagement Increase every student's level of active engagement in learning across the school	<p>School Climate: Academic emphasis <i>Emphasis is placed on the importance of academic success and school norms support learning.</i></p> <table><tr><th colspan="3">School Climate: Academic emphasis</th></tr><tr><td></td><td>2014 Prin/Teach scores</td><td>2018 Prin/Teach target</td></tr><tr><td>Overall score Mean</td><td>341</td><td>430</td></tr><tr><td>Percent endorsement</td><td>34%</td><td>50%</td></tr></table> <p>School Climate: Collective efficacy School staff believes they have the necessary skills, expertise and resources to successfully educate students</p> <table><tr><th>Collective efficacy</th><th>2014 LHC Prin/Teach</th><th>All Secondary Prin/Teach</th><th>2018 LHC Prin/Teach Target</th></tr><tr><td>Overall score (mean)</td><td>375</td><td>397</td><td>440</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>67th percentile</td><td></td><td>437</td><td>✓</td></tr><tr><td>Percent endorsement</td><td>45%</td><td>52%</td><td>55%</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	School Climate: Academic emphasis				2014 Prin/Teach scores	2018 Prin/Teach target	Overall score Mean	341	430	Percent endorsement	34%	50%	Collective efficacy	2014 LHC Prin/Teach	All Secondary Prin/Teach	2018 LHC Prin/Teach Target	Overall score (mean)	375	397	440					67th percentile		437	✓	Percent endorsement	45%	52%	55%					Develop and implement a whole school culture of high expectations and commitment to the importance of student voice and leadership
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	<div>ATTS Factor Mean Scores (5 point scale)</div> <table><tr><th></th><th>2010</th><th>2014</th><th>% difference</th><th>2018 Targets</th></tr><tr><td>Teacher effectiveness</td><td>3.29</td><td>3.62</td><td>10.03</td><td>3.90</td></tr><tr><td>Teacher empathy</td><td>3.26</td><td>3.60</td><td>10.42</td><td>3.96</td></tr><tr><td>Stimulating learning</td><td>2.73</td><td>3.06</td><td>12.08</td><td>3.66</td></tr><tr><td>Learning confidence</td><td>3.46</td><td>3.59</td><td>3.75</td><td>3.94</td></tr><tr><td>Peer connectedness</td><td>3.88</td><td>3.84</td><td>- 1.03</td><td>4.20</td></tr></table> <div>Digital Technologies and the Learning Environment</div> <p>To maintain a 95% or greater participation of Year 7 to 12 students/families in the 1-1 learning program and environment through family purchased computers and /or companion devices in a college supported technology environment</p> <p>To improve practice in matching and utilising appropriate technologies in the range of learning contexts</p> <div>Retention</div> <p>Real retention rate Years 7 to 10 to exceed 80%</p>		2010	2014	% difference	2018 Targets	Teacher effectiveness	3.29	3.62	10.03	3.90	Teacher empathy	3.26	3.60	10.42	3.96	Stimulating learning	2.73	3.06	12.08	3.66	Learning confidence	3.46	3.59	3.75	3.94	Peer connectedness	3.88	3.84	- 1.03	4.20											
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<div>Wellbeing</div> <p>To build student capacity to become more resilient, self-reflective learners and productive school and global citizens</p>	<div>Attendance</div> <table><tr><th>Year Level / Student Absences – Days Per F/T Equivalent</th><th>2010</th><th>2014</th><th>% improvement</th><th>2018 Target</th></tr><tr><td>Year 7</td><td>25</td><td>18</td><td>28</td><td>14</td></tr><tr><td>Year 8</td><td>31</td><td>28</td><td>9</td><td>22</td></tr><tr><td>Year 9</td><td>31</td><td>22</td><td>29</td><td>18</td></tr><tr><td>Year 10</td><td>30</td><td>24</td><td>20</td><td>19</td></tr><tr><td>Year 11</td><td>21</td><td>17</td><td>19</td><td>13</td></tr><tr><td>Year 12</td><td>19.</td><td>15</td><td>21</td><td>12</td></tr><tr><td>Years 7 to 12</td><td>26.5</td><td>21.45</td><td>19</td><td>17</td></tr></table>	Year Level / Student Absences – Days Per F/T Equivalent	2010	2014	% improvement	2018 Target	Year 7	25	18	28	14	Year 8	31	28	9	22	Year 9	31	22	29	18	Year 10	30	24	20	19	Year 11	21	17	19	13	Year 12	19.	15	21	12	Years 7 to 12	26.5	21.45	19	17	<div><div>1. Foster a safe and inclusive environment that supports diversity and positive relationships and promotes empathy and life readiness now and beyond school for all students.</div><div>2. Develop strategies that will improve student attendance.</div></div>
Year Level / Student Absences – Days Per F/T Equivalent	2010	2014	% improvement	2018 Target																																						
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Attitude to School and Parent Survey Measure and Targets

Variable/Score	2010	2014	2018 Target
ATTS: Student morale (7 point scale)	4.6	4.6	4.8
ATTS: School connectedness (5 point scale)	3.25	3.5	3.7
ATTS: Student motivation (5 point scale)	3.97	4.15	4.4
POS: Social Skills(7 point scale)	5.6	5.5	5.9

Measure: Attitudes to School data

Attitudes to School Survey	FACTOR MEAN SCORE: 7 point scale			
	Years 7 to 12	2014	2015	2018
WELLBEING	Student Distress	4.91	5.0	5.2
	Student Morale	4.60	4.65	4.8

Measure: Track Improved Individual Cohort Wellbeing Perceptions:

Those lower than school mean Those above School mean

Year 9 2014

Year 7 2104

Year 11 2014

Year 8 2014

Year 12 2014

Year 10 2014

Measure: Student Wellbeing Attitudes to School data

Student Wellbeing :ATTS		Factor Mean Score: Targets				
	FACTOR NAME	2014	2015	2016	2017	2018
Student Relationships	Classroom Behaviour	2.88	3.0	3.1	3.15	3.20
	Connectedness to Peers	3.84	4.0	4.3	4.33	4.38
	Student Safety	4.32	4.38	4.40	4.44	4.48

Staff Opinion Survey – Collective Efficacy to achieve a Principal/Teacher endorsement of 60% or above

Staff Opinion Survey – Guaranteed and viable curriculum to achieve a Principal/Teacher endorsement of 60% or above

Productivity Through sound financial and Human resources management achieve the strategic intent in Achievement, Engagement and Wellbeing Goals	Staff Opinion Survey –	<u>Collective Responsibility</u>	2018: Principal/Teacher endorsement of 70% or above	Enhance the college's strategic capacity through a distributed and instructional leadership model. Invest in targeted Professional Learning to facilitate high level knowledge transfer of literacy and curriculum planning skills
		<u>Collective Efficacy</u>	2018: Principal/Teacher endorsement of 60% or above	
		<u>Teacher Collaboration</u>	2018: Whole School endorsement of 60% or above	
		<u>Parent and Community Involvement</u>	2018: Whole School endorsement of 55% or above	
	Parent Opinion Survey	<u>Learning Focus</u>	2018: a score of 5.8	
		<u>Stimulating Learning</u>	2018: a score of 5.6	
		<u>General Satisfaction</u>	2018: a score of 6.0	
		<u>Student Safety and School Connectedness</u>	2018: to align to a score of 6.0 by 2018	
		<u>Approachability</u>	2018: a score of 6.0	
	Financial Management Practices		Maintain at 2014 levels	
	Audit Preparation & Practices		Maintain at 2014 levels	
	Solvency and budget position		Maintain at 2014 levels	

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
Achievement Build the capacity of teachers to continually improve their teaching practice including a focus on literacy development for all students	Year 1	<ul style="list-style-type: none"> Develop and trial an agreed differentiated curriculum which enables access and development at all levels of literacy 	<ul style="list-style-type: none"> Capacity of leaders to continually improve teaching and learning of their PLTs is developed through Bastow coaching All staff meet regularly in Year Level Learning Teams and Faculty teams to complete curriculum planning and documentation Progressively documented and updated curriculum for all year levels in all subjects.
		<ul style="list-style-type: none"> Implement Literacy (reading and writing) initiatives for all students 	<ul style="list-style-type: none"> All classes in years 7 and 8 read for 20 minutes a day shared across subject disciplines Years 9 and 10 teachers develop a documented literacy program Senior School teachers document, display and focus on the language of their subjects in VCE and VCAL instruction Selected staff undertake Bastow Literacy course
		<ul style="list-style-type: none"> Implement the agreed “Lilydale Heights Way” instructional model based on relevant research 	<ul style="list-style-type: none"> For every class, Learning Intentions and linked Success Criteria, differentiation, eLearning strategies, formative assessment processes are planned and evident At appropriate points of instruction, common summative common assessment tasks are in use across similar classes
	Year 2	<ul style="list-style-type: none"> Continue to develop and implement the agreed differentiated curriculum 	<ul style="list-style-type: none"> Leaders guide improvement teaching and learning of their PLTs All staff meet regularly in Year Level Learning Teams

			<p>and Faculty teams to complete curriculum planning and documentation</p> <ul style="list-style-type: none"> ▪ Progressively documented and updated curriculum for all year levels in all subjects. ▪ Documented curriculum units reflect refinement of whole school curriculum through horizontal (year Level) and vertical (scope and sequence) alignment.
		<ul style="list-style-type: none"> ▪ Maintain Literacy (reading and writing) initiatives for all students 	<ul style="list-style-type: none"> ▪ Evaluate year 7 and 8 literacy program and link sequence of learning to ▪ Years 7 and 10 Literacy program as it is implemented. ▪ Senior school teachers explicitly teach and reinforce the language of their discipline
		<ul style="list-style-type: none"> ▪ Implement the agreed “Lilydale Heights Way” instructional model based on relevant research 	<ul style="list-style-type: none"> ▪ For every class, Learning Intentions and linked Success Criteria, differentiation, eLearning strategies, formative assessment processes are planned and evident ▪ At appropriate points of instruction, common summative common assessment tasks are in use across similar classes
	Year 3	<ul style="list-style-type: none"> ▪ Continue to develop and implement the agreed differentiated curriculum 	<ul style="list-style-type: none"> ▪ Leaders guide improvement in teaching and learning of their PLTs ▪ Continue to progressively documented and updated curriculum for all year levels in all subjects. ▪ Documented curriculum units reflect refinement of whole school curriculum through horizontal (year Level) and vertical (scope and sequence) alignment.
		<ul style="list-style-type: none"> ▪ Maintain Literacy (reading and writing) initiatives for all students 	<ul style="list-style-type: none"> ▪ Evaluate year 7 and 8 literacy program and link sequence of learning to ▪ Years 7 and 10 Literacy program as it is implemented. ▪ Senior school teachers explicitly teach and reinforce the language of their discipline

		<ul style="list-style-type: none"> Continue Implementation of the agreed “Lilydale Heights Way” instructional model based on relevant research 	<ul style="list-style-type: none"> Learning Intentions and linked Success Criteria, differentiation, eLearning strategies, formative assessment processes are embedded practice Agreed summative assessment processes enable consistent judgements of student work
	Year 4	<ul style="list-style-type: none"> Evaluate the delivery and assessment of a differentiated curriculum. 	<ul style="list-style-type: none"> Comprehensively documented curriculum is aligned vertically and horizontally. Enhanced teacher capacity is demonstrated through differentiated planners and value adding (student outcomes).
		<ul style="list-style-type: none"> Maintain Literacy (reading and writing) initiatives for all students 	<ul style="list-style-type: none"> Evaluate year 7 to 10 literacy program and implementation. Evaluate Senior School teachers’ explicit teaching and its effect on outcomes
		<ul style="list-style-type: none"> Evaluate Implementation of the agreed “Lilydale Heights Way” instructional model 	<ul style="list-style-type: none"> Learning Intentions and linked Success Criteria, differentiation, eLearning strategies, formative assessment processes are embedded practice Agreed summative assessment processes enable consistent judgements of student work
Engagement Develop and implement a whole school culture of high expectations and commitment to the importance of student voice and leadership	Year 1	<ul style="list-style-type: none"> Extend and strengthen the whole college commitment to student voice and leadership 	<ul style="list-style-type: none"> Maintain and enhance existing successful co-curricular programs and activities All staff contribute to the student leadership and academic award program Development of further systems that recognise and reward individual accomplishments
		<ul style="list-style-type: none"> Develop and implement curriculum that encourages students to take responsibility for their learning. 	<ul style="list-style-type: none"> Consolidation of Student Portal for Learning with all teachers uploading learning and assessment tasks on the portal Review and restructure the Middle School curriculum provision in preparation for 2016 Evidence of the link established between Lilydale Heights Way and student focussed learning evident

		<ul style="list-style-type: none"> Establish a communication strategy to promote parents as partners in their child's learning 	<ul style="list-style-type: none"> Organisational communication strategy developed and evaluated All parents log onto Parent portal to review reports and student progress.
	Year 2	<ul style="list-style-type: none"> Extend and strengthen the whole college commitment to student voice and leadership 	<ul style="list-style-type: none"> All staff contribute to the student leadership and academic award program Implement further systems that recognise and reward individual accomplishments
		<ul style="list-style-type: none"> Develop and implement curriculum that encourages students to take responsibility for their learning. 	<ul style="list-style-type: none"> Student Portal enables access to Learning with all teachers uploading learning and assessment tasks on the portal and students have access to learning beyond the classroom Implement restructured middle school curriculum and evaluate impact of changes Lilydale Heights Way and student focussed learning becomes synonymous
		<ul style="list-style-type: none"> Consolidate the communication strategy to promote parents as partners in their child's learning 	<ul style="list-style-type: none"> Organisational communication strategy implemented Increasing numbers of parents log onto Parent portal to review reports, student progress, and attendance data and communicate with teachers.
	Year 3	Continue the whole college commitment to student voice and leadership	<ul style="list-style-type: none"> Maintain and enhance existing successful co-curricular programs and activities All staff contribute to the student leadership and academic award program Continue and enhance systems that recognise and reward individual accomplishments
		<ul style="list-style-type: none"> Continue to implement curriculum that encourages students to take responsibility for their learning. 	<ul style="list-style-type: none"> Student Portal continues to enables access to Learning with all teachers uploading learning and assessment tasks on the portal and students have access to learning beyond the classroom Middle school Curriculum established, implemented and refined to develop pathways and access to

			<ul style="list-style-type: none"> studies Senior school review undertaken Lilydale Heights Way and student focussed learning remain synonymous Improvements in surveys are evident
		<ul style="list-style-type: none"> Monitor communication strategy to promote parents as partners in their child's learning 	<ul style="list-style-type: none"> Organisational communication strategy implementation continues and success measured through POS All parents with internet access log onto Parent portal to review reports, student progress, and attendance data and communicate with teachers.
	Year 4	<ul style="list-style-type: none"> Review success of the whole college commitment to student voice and leadership 	<ul style="list-style-type: none"> Review existing successful co-curricular programs and activities Review effect of staff contribution to the student leadership and academic award program Review systems that recognise and reward individual accomplishments
		<ul style="list-style-type: none"> Review success of implementation of curriculum that encourages students to take responsibility for their learning. 	<ul style="list-style-type: none"> Review use, effectiveness and currency of Student Portal in learning program in and beyond the classroom Review shape and offerings of all school curriculum in the light of middle school restructure Lilydale Heights Way and student focussed learning remain synonymous Improvements in surveys are evident
		<ul style="list-style-type: none"> Review communication strategy established to promote parents as partners in their child's learning 	<ul style="list-style-type: none"> Organisational communication strategy implementation continues and success measured through POS All parents with internet access log onto Parent portal to review reports, student progress, and attendance data and communicate with teachers.

Embed the use of e- Learning across and between all existing levels using current and new technologies.	Year 1	<ul style="list-style-type: none"> Continue developing a comprehensive 1:1 Computing program to extend learning activities beyond classroom and formal learning communities. 	<ul style="list-style-type: none"> Implementation of 1:1 Multi-Device Learning Program for Year 7
			<ul style="list-style-type: none"> Continuation of 1:1 lease program years 9 to senior years
			<ul style="list-style-type: none"> Continuation of 1:1 Parent purchase scheme years 7 and 8
	Year 2	<ul style="list-style-type: none"> Continue developing a comprehensive 1:1 Computing program to extend learning activities beyond classroom and formal learning communities. 	<ul style="list-style-type: none"> Implementation of 1:1 Multi-Device Learning Program for Year 7 and year 10 Students
			<ul style="list-style-type: none"> Continuation of 1:1 lease program senior years
			<ul style="list-style-type: none"> Continuation of 1:1 Parent purchase scheme years 8 and 9
	Year 3	<ul style="list-style-type: none"> Continue developing a comprehensive 1:1 Computing program to extend learning activities beyond classroom and formal learning communities. 	<ul style="list-style-type: none"> Successful integration of new hardware and software across the school to enhance curriculum as evidenced in teaching and learning. Embedded use of digital technologies.
			<ul style="list-style-type: none"> Implementation of 1:1 Multi-Device Learning Program for all students
	Year 4	<ul style="list-style-type: none"> Review the use of e-Learning across and between all levels. 	<ul style="list-style-type: none"> Documented audit of the use of e-Learning across and between all levels.
		<ul style="list-style-type: none"> Review the comprehensive 1:1 Computing program 	<ul style="list-style-type: none"> Successful implementation of the 1:1 Multi-Device Learning Program for all students

Wellbeing Foster a safe and inclusive environment that supports diversity and positive relationships and promotes empathy and life readiness now and beyond school for all students.	Year 1	<ul style="list-style-type: none"> Develop and introduce whole of school values recognition program to reward positive and prosocial behaviours and attitudes Maintain existing successful co-curricular programs and activities 	<ul style="list-style-type: none"> Whole of school rewards program implemented. Familiarise school community especially Parents aware of the program via websites, portal and newsletter International exchanges, Camps and tours, curriculum excursions and wellbeing days are successfully run
	Year 2	<ul style="list-style-type: none"> Full introduction of whole of school values recognition program to reward positive and prosocial behaviours and attitudes Evaluate existing successful co-curricular programs and activities 	<ul style="list-style-type: none"> Whole of school rewards program implemented. School community especially Parents aware of and support, the program International exchanges, Camps and tours, curriculum excursions and wellbeing days are organised to reflect cohort needs Incremental improvement in Attitudes to School Survey and Parent Opinion survey targets.
	Year 3	<ul style="list-style-type: none"> Full introduction of whole of school values recognition program to reward positive and prosocial behaviours and attitudes Maintain viable co-curricular programs and activities and manage expectations of school community 	<ul style="list-style-type: none"> Whole of school rewards program implemented. School community aware of and support, the program International exchanges, Camps and tours, curriculum excursions and wellbeing days are organised to reflect cohort needs and college program Incremental improvement in Attitudes to School Survey and Parent Opinion survey targets.
	Year 4	<ul style="list-style-type: none"> Review whole of school values recognition program to reward positive and prosocial behaviours and attitudes Review co-curricular programs and activities and manage expectations of school community 	<ul style="list-style-type: none"> Whole of school rewards program review undertaken and actions to develop the program identified. School community aware of and support, the program International exchanges, Camps and tours, curriculum excursions and wellbeing days are organised to reflect cohort needs and college program Incremental improvement in Attitudes to School Survey and Parent Opinion survey targets.

2. Develop strategies that will improve student attendance.	Year 1	<ul style="list-style-type: none"> Interrogate attendance data to identify patterns in absences and proactively case manage targeted individuals and groups 	<ul style="list-style-type: none"> Improvement in targeted Year level and/or whole school data Monitored attendance outcomes and case management information for individuals and groups
	Year 2	<ul style="list-style-type: none"> Develop strategies to strengthen home/school partnerships and communication with focus on groups with lower attendance rates. Continue to interrogate attendance data to identify patterns in absences and proactively case manage targeted individuals and groups 	<ul style="list-style-type: none"> Improvement in targeted Year level and/or whole school data Monitored attendance outcomes and case management information for individuals and groups Attendance and/or Learning plans for targeted students
	Year 3	<ul style="list-style-type: none"> Continue to build home/school partnerships to improve attendance Continue to interrogate attendance data to identify patterns in absences and proactively case manage targeted individuals and groups 	<ul style="list-style-type: none"> Improvement in targeted Year level and/or whole school data Monitored attendance outcomes and case management information for individuals and groups Attendance and/or Learning plans for targeted students
	Year 4	<ul style="list-style-type: none"> Review success of actions of last three years and continue those that are successful. 	<ul style="list-style-type: none"> Improvement in targeted Year level and/or whole school data Monitored attendance outcomes and case management information for individuals and groups Attendance and/or Learning plans for targeted students
Productivity Enhance the college's strategic capacity through a distributed and instructional leadership model.	Year 1	<ul style="list-style-type: none"> Complete Leadership Coaching Model through Bastow, document outcomes and implement strategies. The model of leadership is clarified among leaders and articulated to staff 	<ul style="list-style-type: none"> Leadership Learning and coaching model outcomes are documented. Documented leadership roles articulated in leaders' position statement and PDPs. Leaders direct development and trialling of the agreed differentiated curriculum and literacy programs

	Year 2	<ul style="list-style-type: none"> Leadership Team commitment to maintain outcomes of leadership coaching Bastow, outcomes documented and strategies implemented. The mode of leadership is clarified among leaders and articulated to staff 	<ul style="list-style-type: none"> Leadership Learning and coaching model is maintained. Leadership roles articulated in leaders' position statement and PDPs. Leaders direct implementation of the agreed differentiated curriculum and literacy programs Teachers complete a minimum of 3 professional learning sessions including 2 PLVs (Professional Learning Visits) and 1 CVs (Collegiate visits) per term.
		<ul style="list-style-type: none"> 	
	Year 3	<ul style="list-style-type: none"> Peer learning and coaching model is refined. 	<ul style="list-style-type: none"> Teachers complete a minimum of 3 professional learning sessions including 2 PLVs (Professional Learning Visits) and 1 CVs (Collegiate visits) per term.
		<ul style="list-style-type: none"> Teacher feedback on peer learning and the coaching model is elicited. 	<ul style="list-style-type: none"> Percentage endorsement shows incremental improvement in Staff trust.
	Year 4	<ul style="list-style-type: none"> Peer learning is evaluated. 	<ul style="list-style-type: none"> Documented evaluation of PLV and CV embedded into teaching practice. Percentage endorsement shows improvement in Staff trust.
Invest in targeted Professional Learning to facilitate high level knowledge transfer of literacy and curriculum planning skills	Year 1	<ul style="list-style-type: none"> Targeted teachers undertake appropriate Bastow or like courses in Literacy and Curriculum planning. 	<ul style="list-style-type: none"> Evidence of learning from PD is shared and implemented Investigation of a range of curriculum models is undertaken
		<ul style="list-style-type: none"> Provide Teams and individuals with targeted time release for planning, professional collaboration, and literacy and curriculum development. 	<ul style="list-style-type: none"> Documented evidence (minutes, agendas and professional readings). Curriculum models development in evidence

	Year 2	<ul style="list-style-type: none"> Further targeted teachers undertake appropriate Bastow or like courses in Literacy and Curriculum planning to broaden the expertise base 	<ul style="list-style-type: none"> Evidence of learning from PD is shared and implemented in teaching practice: PDP evidence Curriculum models developed and implemented Literacy programs implemented
		<ul style="list-style-type: none"> Provide Teams and individuals with targeted time release for planning, professional collaboration, and literacy and curriculum development. 	<ul style="list-style-type: none"> Documented evidence (minutes, agendas and professional readings).
	Years 3/4	<ul style="list-style-type: none"> Targeted teachers undertake appropriate Literacy and Curriculum planning 	<ul style="list-style-type: none"> Documented evidence (minutes, agendas and professional readings).
		<ul style="list-style-type: none"> Provide Teams and individuals with targeted time release for planning, professional collaboration, and literacy and curriculum development. 	<ul style="list-style-type: none"> Professional collaboration lifts student outcomes as evidenced in achievement targets. Teacher mind shift from viewing distributed leadership as a discrete organisational strategy to a broader view which reflects a diverse range of initiative and practices of collaboration and shared understandings for school improvement. Feedback from teachers indicates that training and collaboration experienced by teachers is professionally rewarding and improves teaching.