

# School Strategic Plan for Auburn High School School number - 7526 2016 – 2019



## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed: </p> <p>Name: Maria Karvouni</p> <p>Date: 17<sup>th</sup> December 2015</p>
<p>Endorsement by School Council</p>	<p>Signed: </p> <p>Name: Ilias Mastoris</p> <p>Date: 17<sup>th</sup> December 2015</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: </p> <p>Name: Bob Stephens</p> <p>Date: 18<sup>th</sup> December 2015</p>



## School Profile

<p><b>Purpose</b></p>	<p>Auburn High School’s core purpose is underpinned by the motto ‘Thinking Beyond’ with the key aim of achieving high quality educational outcomes for all students. A key focus of the school is to encourage curiosity and creativity within a global perspective. Through high quality learning we aim to create global citizens who are successful in their lives and careers and to equip them with the skills and attributes to form positive relationships. We are guided by the Educational Goals for Young Australians.</p> <ul style="list-style-type: none"> <li>▪ Goal 1: Australian schooling promotes equity and excellence</li> <li>▪ Goal 2: All young Australians become successful learners, confident and creative individuals and active and informed citizens</li> </ul> <p><i>(Melbourne Declaration on Educational Goals for Young Australians 2008)</i></p>
<p><b>Values</b></p>	<p>Our School Values – DARE represented by Diversity, Aspiration, Respect and Excellence are embodied in our everyday practices. We formally acknowledge our school values twice a year in assemblies, and recognise the importance of students modelling these by presenting DARE awards.</p> <p>A major focus of the school has been on creating a positive culture and one where learning is valued. The new student leadership structure involves a House system providing extensive leadership opportunities for students across Years 7-12. Student leadership and voice is an important aspect of our school both within their academic and extracurricular programs. To further develop a positive culture that values learning, all students from Years 7-10 undertake ‘Essentials For Life / Personal Learning’ as a unity of study. This subject involves the explicit teaching of social, emotional and cognitive skills to students. This is further supported by work of teachers in their other subjects, in our extracurricular activities and in our partnership work with the community.</p>
<p><b>Environmental Context</b></p>	<p>Auburn High School is a co-educational 7 to 12 College, located in Hawthorn East, with a culturally and linguistically diverse student population serving the communities of Yarra, Boroondara and Stonnington. The school opened in January 2014 following the closure of Hawthorn Secondary College. It has an SFO of 0.39 and a student population of around 380. The school has had increasing enrolments at Year 7 from the year it has opened. There are 55 staff employed which includes the Principal, 1 Assistant Principal, 3 Leading Teachers, 35 teaching staff and 15 Education Support staff.</p> <p>The school is structured around a number of curricula specialisations and programs: French Binational, Advanced Chinese, Select Entry Accelerated Learning (SEAL), and Science, Engineering, Mathematics and Technology (STEM). As well as offering a broad general curriculum, the school offers extensive sport and extracurricular clubs and programs that are provided during lunchtime and after school. Staff with appropriate skills have been selected to deliver these</p>

programs and we are well on our way in establishing Auburn High School as a new and outstanding choice for students and their families.

The work of teachers at Auburn High School sits within a Teaching and Learning Framework where staff are expected to model the four R's: to foster Relationships with the school community, to establish and maintain Rigour through the setting of high expectations, to provide Relevant and contemporary teaching and learning practices and to be Responsive in their teaching.

Auburn High School is the only Victorian government secondary school to be offering a Binational French program. The French program is internationally recognised and offers students a creative, dynamic and modern approach to language learning. The curriculum specialisations specific to Auburn High School, attract students from outside the area and have been very successful. There is also a large and successful International Student Program which operates in Years 10-12.

As Auburn High School is a relaunched school in an existing facility, there is strong need to ensure that the school appears well maintained, presentable and welcoming to the community. Funds need to be allocated for this.

The great work that has begun to deliver challenging learning to all students will need to continue. This will involve a focus on building teacher capacity, using evidence based research strategies and using data extensively to inform our practice. The work we have begun on establishing an instructional model has been important as we are a new school with many new staff to the profession, and we need to develop a consistent approach to our teaching and learning.

We are working on a partnership with the University of Melbourne (UMNOS) to deliver this goal where teachers work together, and provide feedback to each other on their professional practice. Further partnerships with Universities and Rotary clubs and Boroondara council, need to be further developed to support both staff and student development.

## Strategic Direction Summary

Area	Goal	Key Improvement Strategy
<b>Achievement</b>	To maximise individual student learning growth across all curriculum areas and year levels with a focus on the development of student metacognition. To improve VCE outcomes.	<ol style="list-style-type: none"> <li>1. Enable all teachers to consistently implement the agreed Auburn HS instructional/teaching and learning model across Years 7-12.</li> <li>2. Further enhance teacher capacity to effectively analyse and use a broad range of data and evidence to ensure the curriculum is differentiated across all domains and levels to better cater for individual student learning needs and also to measure the impact their teaching is having on student learning.</li> <li>3. Further build teacher capacity for making more consistent and accurate assessment judgements and for giving and receiving feedback.</li> <li>4. Continue to improve Literacy outcomes for all students at all levels of ability.</li> </ol>
<b>Engagement</b>	To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking.	<ol style="list-style-type: none"> <li>1. Create opportunities for students to develop a 'growth' mindset and be actively involved in their learning.</li> <li>2. Provide a learning environment that promotes authentic learning and opportunities for students to collaborate, create, connect and be challenged.</li> <li>3. Increase parent and broader community engagement with the school by continuing to foster productive partnerships and relationships.</li> </ol>
<b>Well-Being</b>	To continue to foster a safe and supportive environment and culture, one that promotes positive relationships, values diversity and supports the development of students' social and emotional skills so that they are well placed for success now and beyond school.	<ol style="list-style-type: none"> <li>1. Build the capacity of students to be socially responsible and respectful in all their relationships.</li> <li>2. Further enhance support for every student to build their social and emotional wellbeing and to be resilient.</li> </ol>
<b>Productivity</b>	To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing set out in the School Strategic Plan (SSP) 2016-2019	<ol style="list-style-type: none"> <li>1. Within a distributed leadership model, continue to build the instructional capacity of leaders and teachers.</li> <li>2. Investigate and implement the optimal allocation, monitoring and review of resources to provide high quality learning opportunities for students and the school community.</li> <li>3. Ensure effective provision of Professional Learning.</li> </ol>

		4. Enable effective use of ICT, including the use of Compass, to support student improved achievement, engagement and wellbeing.
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## Strategic Direction

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<b>Targets</b>	<ul style="list-style-type: none"> <li>• Year 7-10: On Demand data averages at least one year growth in one year in both literacy and numeracy.</li> <li>• Year 7 and 9 NAPLAN scores to be at or above the State Mean in all areas.</li> <li>• Total % of students with 'high' and 'medium' levels of NAPLAN growth in year 9, meets or exceeds this % when the students are in year 9. (Reference NAPLAN performance summary report)</li> </ul>																							
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Planner	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> <li>Provide effective professional development for all staff on the <b>neuroscience</b> foundation of the Instructional Model and Marzano's 9 High-Yield Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Investigate strategies for recording the effectiveness of school-wide PL in high yield strategies. Eg: Learning Walks and survey snapshots which identify an increase in the use of GANAG structure and high yield strategies</li> <li>All students to maintain a subject-specific record of learning intentions (Goals), learning dispositions and learning reflections (Goal review)</li> </ul>
	<ul style="list-style-type: none"> <li>Develop a whole-school timeline for the accurate collection, analysis and effective use of student achievement data.</li> </ul>	<ul style="list-style-type: none"> <li>Timeline for assessment is published on Compass and followed by staff. Assessment tasks align to the Victorian Curriculum. UMNoS team (year 8) trial assessment-analysis-action cycle. All teachers of the Y8 UMNoS Project are using Guttman Charts to analyse student data.</li> <li>All teachers use student achievement pre-testing tools (PDP)</li> </ul>
	<ul style="list-style-type: none"> <li>School reporting system developed to link classroom level data to school-wide data sets such as NAPLAN and OnDemand</li> </ul>	<ul style="list-style-type: none"> <li>Reporting system structure and trials developed.</li> </ul>
	<ul style="list-style-type: none"> <li>Triads to be formed within Learning Areas and linked to PDPs.</li> </ul>	<ul style="list-style-type: none"> <li>Triads to be formed and are supported to meet 2-3 times per term with a focus on data-driven practice.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Provide effective PD for all staff on the <b>implementation</b> of the Instructional Model and Marzano's 9 High-Yield Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Implementing strategies for recording the effectiveness of school-wide PL in high yield strategies. Eg: Learning Walks and survey snapshots which identify an increase in the use of GANAG structure and high yield strategies</li> </ul>
	<ul style="list-style-type: none"> <li>Develop strategies and PL to improve the accuracy of student achievement data sets</li> </ul>	<ul style="list-style-type: none"> <li>Internal AHS student achievement averages and, ranges, supported by external sources, are to be used to measure the decrease in the variability between teachers</li> </ul>
	<ul style="list-style-type: none"> <li>School-wide implementation of new reporting model</li> </ul>	<ul style="list-style-type: none"> <li>Every teacher reports against the new reporting model in 2017</li> </ul>
	<ul style="list-style-type: none"> <li>Provide all students with the opportunity to discuss their achievement data with a teacher with the view to setting future learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Regular forums are established to enable students and teachers to communicate about student progress on a 1:1 basis</li> </ul>
	<ul style="list-style-type: none"> <li>Provide professional learning opportunities to build every teacher's capacity as a teacher of literacy with specific focus on EAL strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Recording effectiveness (Learning Walks and/or surveys) to identify any increase in the use of literacy teaching strategies</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Staff conduct in-depth professional learning on one High Yield Strategy.</li> </ul>	
	<ul style="list-style-type: none"> <li>Test the rigour of assessment tools and the associated marking schemes.</li> </ul>	
	<ul style="list-style-type: none"> <li>Provide Professional development opportunities to build teachers' capacity to extend the high literacy achievers.</li> </ul>	

	<ul style="list-style-type: none"> <li>Develop and implement best-practice strategies on giving and receiving feedback</li> </ul>	
Year 4	<ul style="list-style-type: none"> <li>Review the use and effectiveness of the GANAG Instructional Model.</li> </ul>	
	<ul style="list-style-type: none"> <li>Review: the data-driven practice cycle (Assessment, Analysis, Action, Culture)</li> </ul>	

Achievement		Key improvement strategy																													
<b>Goal</b> To improve VCE outcomes.	<b>Targets</b> <ul style="list-style-type: none"> <li><b>VCE:</b> To improve the <b>mean study score</b> from 2016 to 2019 to the State Mean. [AHS=24.1, <b>State-30.1</b>, Gov-Sector-28.6, Region-29.4 *2014]</li> <li><b>VCE:</b> To improve the % of <b>'Study Scores of 40 and above'</b> from 2016 to 2019 to the Government Sector Mean. [AHS=2.0, State=8.8, <b>Gov-Sector=6.3</b>, Region=7.5, *2014]</li> <li><b>VCE: To achieve an English and EAL mean study score</b> at or above 30 by 2019. [ AHS ENG-22.5,EAL-25.8 *2014]</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td><b>VCE mean study score</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>% Study Scores of 40 and above</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2"><b>VCE English and EAL mean study score</b></td> <td><b>ENGLISH</b></td> <td><b>ENGLISH</b></td> <td><b>ENGLISH</b></td> <td><b>ENGLISH</b></td> <td><b>ENGLISH</b></td> </tr> <tr> <td><b>EAL</b></td> <td><b>EAL</b></td> <td><b>EAL</b></td> <td><b>EAL</b></td> <td><b>EAL</b></td> </tr> </tbody> </table>		2015	2016	2017	2018	2019	<b>VCE mean study score</b>						<b>% Study Scores of 40 and above</b>						<b>VCE English and EAL mean study score</b>	<b>ENGLISH</b>	<b>ENGLISH</b>	<b>ENGLISH</b>	<b>ENGLISH</b>	<b>ENGLISH</b>	<b>EAL</b>	<b>EAL</b>	<b>EAL</b>	<b>EAL</b>	<b>EAL</b>	<ol style="list-style-type: none"> <li>1. Enable all teachers to consistently implement the agreed Auburn HS instructional/teaching and learning model across Years 7-12.</li> <li>2. Further enhance each teacher's capacity to effectively analyse and use a broad range of data and evidence to ensure the curriculum is differentiated across all domains and levels to better cater for individual student learning needs, and to help the teacher measure the effect they are having on student learning.</li> <li>3. Further build each teacher's capacity to consistently and accurately make assessment judgements and give and receive feedback.</li> <li>4. Continue to improve Literacy outcomes for all students at all levels of ability.</li> </ol>
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<b>Planner</b>	<b>Actions</b>	<b>Success criteria</b>																													
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Increase the number of staff who have marked VCAA assessment (VCE and NAPLAN) -Currently 4 staff</li> <li>• VCE teachers set and achieve VCAA Exam grade goals with each student</li> </ul>	<ul style="list-style-type: none"> <li>• 6 staff members have experience in marking VCAA assessment</li> <li>• All VCE students have an exam grade (based on VCAA past questions) set from June mid-year trial exams. 80% of students achieve or better this grade at the end of year exams.</li> </ul>																													

		<ul style="list-style-type: none"> <li>Each VCE study exam result has been analysed using a Guttman chart. An action plan has been developed to identify steps for increasing exam performance</li> </ul>
	<ul style="list-style-type: none"> <li>VCE Unit Outcomes (S/N, grades) reported on Compass Learning Tasks.</li> <li>Forums are created to explicitly teach students how to read assessment rubrics, exam questions/assessor reports, glossaries, High Reliability Literacy strategies</li> </ul>	<ul style="list-style-type: none"> <li>S/N results are documented clearly and consistently on Compass</li> <li>90% of VCE students that they are to have deconstructed assessor reports for all their subjects by October 2016.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Provide the opportunity for all VCE staff to establish partnerships with VCE mentors</li> <li>Quality assurance processes are applied to all VCE SACs</li> <li>Elements of the VCE exam for every subject is introduced in year 9 and 10</li> <li>Deconstruct VCE subject-by-subject assessment items and develop action plans</li> </ul>	<ul style="list-style-type: none"> <li>All VCE teachers to meet each semester with a more experienced teacher in their subject</li> <li>All SACs are marked in teams, with validity items</li> <li>Every SAC has been verified to be rigorous through an independent assessment process of Learning Area teams</li> <li>An audit of Year 9/10 and 11/12 Assessment is conducted and most critical elements of VCE courses are introduced and assessed at year 9/10.</li> <li>Year 10 exams mirror VCE exams in set up and rigor</li> <li>All teachers have completed an analysis of their AusVELS/NAPLAN/VCE data and created, and achieved an action plan to respond to this (PDP)</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Review the rigour of SACs in every VCE subject</li> <li>Provide all VCE students with the opportunity to discuss their achievement data with a teacher with the view to setting future learning goals.</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Review: the data-driven practice cycle (Assessment, Analysis, Action, Culture)</li> </ul>	

Engagement				Key improvement strategy	
<b>Goal</b>	To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking.			1. Create opportunities for students to develop a 'growth' mindset and be actively involved in their learning.	2. Provide a learning environment that promotes authentic learning and opportunities for students to collaborate, create, connect and be challenged.
	<b>Targets</b>	Auburn High School is above the State and Regional average for Teacher Empathy on the Student Attitudes to School Survey. The target is to continue to exceed and build on our achievement in this area. In the Student Motivation measure, the target is to increase AHS's result to be above the Regional average (4.24)			
		Student Attitudes to School Survey	2015	2019	3. Increase parent and broader community engagement with the school by continuing to foster productive partnerships and relationships.
	Teacher Empathy	3.77	4.0		
	Student Motivation	4.23	4.3		
<b>Planner</b>	<b>Actions</b>			<b>Success criteria</b>	
<b>Year 1</b>	Involve all students in regularly establishing meaningful learning goals, reflective practices, peer and self-assessment			Through the GANAG model, students write the learning intention, highlight key words and rate themselves from 1-4. At the end of the lesson, students rate themselves again. This information is recorded in student log sheet showing an improvement in their ratings	
	Develop and activate high expectations and aspirations of students, staff, parents			All students are able to articulate their learning goals	
	Develop from this a common language to promote growth mindset and metacognition (Language of Learning at AHS)			Teachers provide and explain exemplar work samples in classes, provide displays/ models, include in newsletter Increase in drafts submitted by students for feedback Learning Area gallery of exemplar work established on the website	
				Audit language used in E4L and identify key terms. Distribution and use of Language of Learning at AHS document Provide professional learning opportunities for staff to enable skills and language taught in E4L is used across the curriculum.	

	Authentic learning in Science across 7-10 through STEM program and self-designed experiments	Inaugural publication of AHS Journal of Science Introduction of one inquiry unit per year for each year level Introduction of STEM electives, Hands On Chemistry and Robotics (Year 9/10 extension electives), Forensics, Explode It.
	Continue to develop extra-curricular program within a Colours model to promote student engagement in learning and connectedness to school	Calendar of extra-curricular opportunities Increase in number of students and parents involved in the extra-curricular program Implementation of House Colours program
	For SEAL and Binational French specialisation, ensure we develop all documentation and requirements to receive accreditation.	Our SEAL program will receive TASS accreditation and our French Binational program will receive French Ministry of Education accreditation by 2019.
	Raising the profile of parent feedback opportunities and process	Regular Parent Forums for feedback and input Increase in percentage of Parent surveys returned Parent Forum: The Future of Learning at AHS
	Invite parents to facilitate and participate in extra-curricular activities	Increase in SAS School Connectedness measure Increase in POS School Connectedness measure
	Develop relationships with local primary schools	Develop matrix of involvement with primary schools
	Develop a plan for building independent learners through increased use of metacognitive strategies in and beyond E4L	Plan is developed and the implementation of building independent learners through metacognition has started
<b>Year 2</b>	Development of professional learning program for staff to implement this plan across the curriculum	Provision of professional learning
	Review and refine the ways in which students are supported to give and receive feedback and to establish learning goals and reflective practices	Students record and reflect on their learning goals throughout the year. They “own their data” and consider this when setting goals.
	Review of the way staff and students use language to promote growth mindset and metacognition (Language of Learning at AHS)	Language of Learning at AHS included in new staff induction and revisited at staff forum
	Review and refine STEM electives and inquiry units	STEM electives and inquiry units are revised and updated
	Review of House Colours program to increase student participation in extra-curricular activities	Increase in student participation in extra-curricular activities and the number of students awarded ‘Colours’
	Review and update SEAL and French Binational accreditation documentation	SEAL and French Binational accreditation documentation updated

		Growth in participation in these specialised programs
	Strengthening relationships with universities, primary schools and outside agencies	Updated primary school involvement matrix Developed relationship with universities Collaborations with Rotary
	Strengthening the three way education partnership through continued and increasingly targeted consultation with parent community	Parent Compact document published
	Develop student capacity to monitor their growth and reflect on their learning.	Protocols for setting, monitoring and feedback on student learning goals are established All students set learning goals with each subject teacher, for each learning sequence Student reflections on their learning are included in the continuous reporting cycle
	Review and refine Year 1, 2 goals	
	Review and refine Year 1,2,3 goals	

Well-Being		Key improvement strategy											
<b>Goal</b>	To continue to foster a safe and supportive environment and culture, one that promotes positive relationships, values diversity and supports the development of students' social and emotional skills so that they are well placed for success now and beyond school.	1. Build the capacity of students to be socially responsible and respectful in all their relationships.											
<b>Targets</b>	<p><b>Whole school:</b> A reduction in the number of students suspended (from current level of 10% of school population to 8% of school population) taking account of changed student numbers which will be a 33% reduction by 2019.</p> <p><b>Year 8:</b> Student connectedness data in the student attitudes to school survey (SAS) to be at or above the state and regional level for government schools by 2019. (From 4.05 in 2015 to 4.20 in 2016 with data specific to the same cohort)</p> <p><b>Year 9:</b> Measures for classroom behaviour and student morale to be at or above the state and regional level for government schools by 2019. (From 2.93 in 2015 to 3.00 in 2016 with data specific to the same cohort: state in 2015 was 2.99)</p> <p>Annually tracking year 8 and 9 data.</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reduce suspensions overall</td> <td>10%</td> <td>8%</td> </tr> <tr> <td>Student connectedness Yr 8 SAS</td> <td>4.05</td> <td>4.20</td> </tr> <tr> <td>Classroom Behaviour Yr 9 SAS</td> <td>2.93</td> <td>3.00</td> </tr> </tbody> </table>			2015	2019	Reduce suspensions overall	10%	8%	Student connectedness Yr 8 SAS	4.05	4.20	Classroom Behaviour Yr 9 SAS	2.93
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<b>Planner</b>	<b>Actions</b>	<b>Success criteria</b>											
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Clarify the nature of the Tutor Group teacher role and train staff in that role.</li> <li>Combine the exiting process with an effective restorative follow up.</li> <li>Develop a flow chart of responsibilities for behaviour.</li> <li>Respectful relationships sessions with students.</li> <li>E4L to be delivered with a focus on building resilience.</li> <li>Develop the concept of student leadership "beyond the badge"</li> </ul>	<ul style="list-style-type: none"> <li>Tutor group teachers doing the three days absent follow up.</li> <li>All students exited from class involved in a restorative dialogue. All staff receive professional development on restorative practice.</li> <li>All staff implementing the flow chart.</li> <li>Respectful relationships curriculum incorporated into the E4L curriculum.</li> <li>Insights cycles showing a clear awareness of key understandings in the areas of resilience and respectful relationships.</li> <li>All students able to articulate what it means to be leaders.</li> </ul>											

<b>Year 2</b>	<ul style="list-style-type: none"> <li>Tutor group teacher role as a first point of contact established.</li> </ul>	<ul style="list-style-type: none"> <li>Sub School Leaders able to identify those students that are having more direct contact with tutor group teachers.</li> </ul>
	<ul style="list-style-type: none"> <li>Flow chart and restorative follow up discussion established practice.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from staff that the process is working.</li> </ul>
	<ul style="list-style-type: none"> <li>E4L- clearly established program: resilience at its core.</li> </ul>	<ul style="list-style-type: none"> <li>Students reflect on worth of the program via the insights cycle.</li> </ul>
	<ul style="list-style-type: none"> <li>Student leadership articulated through the DARE values for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Students reflect on leadership in action via the insights cycle.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Review and refine actions from years 1-2.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Review and refine actions from years 1-3.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<b>Well-Being</b>		<b>Key improvement strategy</b>												
<b>Goal</b>	To continue to foster a safe and supportive environment and culture, one that promotes positive relationships, values diversity and supports the development of students' social and emotional skills so that they are well placed for success now and beyond school.	Further enhance support for every student to build their social and emotional wellbeing and to be resilient.												
<b>Targets</b>	<p><b>Year 10:</b> Student safety data in the student opinion survey to be at 4.30 in 2019 up from 4.10 in 2015.</p> <p><b>Year 12:</b> Classroom behaviour to be at or above the state level for government schools by 2019. Year 12 in 2019 to be at 4.50 from 4.25 year 8 2015.</p> <table border="1"> <tr> <td>Student attitudes survey</td> <td>2015</td> <td>2019</td> </tr> <tr> <td>Student safety</td> <td>4.10</td> <td>4.30</td> </tr> <tr> <td>Classroom behaviour</td> <td>4.25</td> <td>4.50</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>		Student attitudes survey	2015	2019	Student safety	4.10	4.30	Classroom behaviour	4.25	4.50			
Student attitudes survey	2015		2019											
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<b>Planner</b>	<b>Actions</b>	<b>Success criteria</b>												
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Mentoring program in the VCE established.</li> </ul>	<ul style="list-style-type: none"> <li>Insights data showing students value the improved support structure.</li> </ul>												
	<ul style="list-style-type: none"> <li>Cyber Safety Awareness in the first month of Year 7 8 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Successful delivery of the program</li> </ul>												
	<ul style="list-style-type: none"> <li>Cyber Safety Awareness a feature of the E4L program in Year 7 8 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Insights data shows an improved awareness of the nature of bullying.</li> </ul>												
	<ul style="list-style-type: none"> <li>Mindfulness practices delivered in the E4L program.</li> </ul>	<ul style="list-style-type: none"> <li>Students able to articulate ways of preparing for challenging situations- exams, SACs.</li> </ul>												
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Gender specific programs for resilience building (using support staff)</li> </ul>	<ul style="list-style-type: none"> <li>E4L program develops specific curriculum for boys/girls and resilience building that is specific to gender.</li> </ul>												

	<ul style="list-style-type: none"> <li>• Cyber safety awareness program review with a structured evaluation of curriculum links and specialist programs. Explore the possibility for a long term partnership: the Alannah and Madeleine Foundation eSmart program or other group as a potential partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Review conducted and a further two year plan developed for the area using Compass insight cycles.</li> </ul>
	<ul style="list-style-type: none"> <li>• VCE preparation at the start of the year to have a focus on building mindfulness practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Students able to reflect on the ways that mindfulness preparation have helped them cope with challenging situations- exams, SACs.</li> </ul>
	<ul style="list-style-type: none"> <li>• Mindfulness practices delivered in the E4L program</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a working knowledge of mindfulness practices in years 7-10.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Review and refine actions from years 1-2.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Review and refine actions from years 1-3.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Productivity		Key improvement strategy																				
<b>Goal</b>	To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing set out in the School Strategic Plan (SSP) 2016-2019.	<ol style="list-style-type: none"> <li>1. Within a distributed leadership model, continue to build the instructional capacity of leaders and teachers.</li> <li>2. Investigate, implement, monitor and review the optimal allocation of resources to provide high quality learning opportunities for students and the school community.</li> <li>3. Ensure effective provision of Professional Learning.</li> <li>4. Enable effective use of ICT, including the use of Compass, to support student improved achievement, engagement and wellbeing.</li> </ol>																				
<b>Targets</b>	<p>Increase student enrolments overall (310 in 2015) and have an intake of at least 100 students at Year 7 for the next 4 years</p> <table border="1"> <thead> <tr> <th>Staff Survey % endorsement</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Collective focus on student Learning</td> <td>72</td> <td>&gt; 78</td> </tr> <tr> <td>Teacher Collaboration</td> <td>72</td> <td>&gt; 79</td> </tr> <tr> <td>Renewal of knowledge and skills</td> <td>73</td> <td>&gt;78</td> </tr> <tr> <td><b>Parent Survey Percentile</b></td> <td></td> <td></td> </tr> <tr> <td>Stimulating Learning</td> <td>98.3</td> <td>&gt; 95</td> </tr> <tr> <td>School improvement</td> <td>81.7</td> <td>&gt; 80</td> </tr> </tbody> </table>		Staff Survey % endorsement	2015	2019	Collective focus on student Learning	72	> 78	Teacher Collaboration	72	> 79	Renewal of knowledge and skills	73	>78	<b>Parent Survey Percentile</b>			Stimulating Learning	98.3	> 95	School improvement	81.7
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<b>Planner</b>	<b>Actions</b>	<b>Success criteria</b>																				
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• <b>Build instructional capacity:</b></li> <li>• Professional learning targeted on explicit teaching and learning, developing IT skills and student personal development in line with School Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Learning Area (Domain) with clear priorities/goals and well sequenced tasks so staff are clear on expectations</li> <li>• Staff feedback shows improvement on teacher collaboration</li> </ul>																				
	<ul style="list-style-type: none"> <li>• <b>Build instructional capacity:</b> Professional learning based on peer feedback. Develop strategies with regards to collecting evidence through observations (triads) <b>and</b> professional learning discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback shows improvement on renewal of knowledge and skills</li> <li>• A repertoire of strategies developed to collect evidence on teacher practice (direct observations or video etc.)</li> </ul>																				
	<ul style="list-style-type: none"> <li>• <b>Optimal use of resources:</b> Learning Area time protected with weekly meetings and clear goals and success criteria for each meeting. Learning Area meetings to have set goals to be achieved before next meeting date.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Learning Area (Domain) time protected Effective use of Learning Area time with staff meeting their PDP goals with evidence in terms of student outcomes, wellbeing and engagement</li> </ul>																				

	<ul style="list-style-type: none"> <li>Restructure the current timetable to allow the 2017 Year 10 students to access VCE units</li> </ul>	<ul style="list-style-type: none"> <li>Staff providing evidence at Learning Area meetings of work completed that was agreed on (Excel)</li> <li>New timetable structure created to allow VCE offerings to Year 10 students</li> </ul>
	<ul style="list-style-type: none"> <li><b>Optimal use of resources:</b> PD strategies for students on maintaining their laptops (E4L and across all subjects)</li> </ul>	<ul style="list-style-type: none"> <li>Aim for 100% students bringing laptops fully charged to class</li> </ul>
	<ul style="list-style-type: none"> <li><b>Professional Learning:</b> Staff sharing successful practices and their expertise Buddying up with teachers either within the school or outside (VCE)</li> <li>Well planned PD with external experts for curriculum days which is hands on</li> <li>Restructuring triads into PDP groups – giving this time in meeting schedule. Streamline work of staff across 2 Domains</li> </ul>	<ul style="list-style-type: none"> <li>Staff presenting more often at Learning Area meetings or staff forums</li> <li>Triads (PDP groups) and Learning Area meetings to focus on collaboration and sharing practices that are in Strategic Plan</li> </ul>
	<ul style="list-style-type: none"> <li><b>Effective use of ICT:</b> Compass PD on items such as newsfeed, parent permission forms, wellbeing categories, online excursion forms, chronical entries, events)</li> <li>Electronic storage of resources and files within a structured hierarchical order and common naming conventions and easy to late on Intranet – Staff PD</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated staff PD on Compass being offered and staff confident in using Compass</li> <li>Files on the Intranet located in a logical order. All staff using the same naming conventions for electronic files and can easily navigate the Intranet and locate files and can share files</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li><b>Effective use of ICT:</b> Aim to become a BYOD school by researching infrastructure and hardware needs (Wi-Fi, cloud, servers, WAPS etc.) and implementing these by 2019</li> <li>Review and Implement Actions from Year 1</li> </ul>	<ul style="list-style-type: none"> <li>Budget and purchase necessary infrastructure and hardware for BYOD and ensure this is fully implemented by 2019</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Review and Implement Actions from Year 2</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Evaluate actions from Years 1 -3</li> </ul>	