




# Collingwood College

# Strategic Plan 2015-2018

## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed...  .....</p> <p>Name...Dale Perichon.....</p> <p>Date.....September 24<sup>th</sup>, 2015.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name...Michael Carver.....</p> <p>Date.....September 29<sup>th</sup> 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.....</p> <p>Date.....</p>
<p><b>Legislative context for endorsement</b></p> <p>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.”</p> <p>Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines.</p>	

## School Profile

Purpose	
	<p><b>Our vision is:</b> Inspiring young people.</p> <p>Inspiring young people are well-balanced, strong and creative individuals who make a positive difference to our community.</p> <p><b>Our mission is:</b></p> <p>To foster inspiring young people by:</p> <ul style="list-style-type: none"><li>• Being open to all. We create an open and trusting community that invites all of us to explore, create and learn.</li><li>• Teaching the whole person. We cultivate a rich and diverse curriculum. This ensures our students can have the confidence to find joy in the world and to fully participate in society.</li><li>• Continually learning. We value the ongoing learning of our teachers, parents and students. We reflect upon what we do and always look for better ways to achieve our vision.</li></ul> <p>Collingwood College is a learning community where children and adults feel encouraged, safe, challenged and respected. The community works hard to provide a positive and inclusive environment for students, staff and parents. Parents are encouraged to play an active role in their children's education both at home and at school, as this partnership is recognised as being vital to children's learning. The student wellbeing program is based on mutual respect and strives to create an atmosphere of serious study based on positive interpersonal relationships.</p>

Values	
	<p><b>Our values are:</b></p> <p><b>Diversity</b></p> <p>We respect and value the social, linguistic, religious, financial, academic and cultural diversity of our learning community. Our respect for diversity allows us to value uncertainty, subjectivity, participation, intuition, insight and imagination to develop and deliver a curriculum that can meet the needs of all students. We offer a place for everyone.</p> <p><b>Creativity</b></p> <p>We understand that creativity is a key method for exploring the world. We encourage young people to take the lead and embrace curiosity, questioning and challenging traditional ways of seeing and being. We create conditions for adventurous exploration of ideas and for constructive reflection.</p> <p><b>Innovation</b></p> <p>We embed innovation in the foundations of our learning community. We are open to new work structures, learning environments, collaborations, advanced technology, new pedagogies and integrated curriculum. We approach change and unforeseen circumstances in a positive and constructive way.</p> <p><b>Relationships</b></p> <p>We believe that education, throughout our lives, involves developing a deep understanding of our relationships – with ourselves and others. While education must focus on the needs of the individual, it cannot be considered in isolation of the family, the College and the broader community.</p> <p><b>Achievement</b></p> <p>We expect all members of our learning community to strive to achieve their personal best and accordingly we create a climate that constantly articulates high expectations for all. We celebrate the individual and collective achievements of our students and other members of our community.</p> <p>These values are the compass for our learning community. They are reflected in our behaviour, our decisions and shape our interactions.</p>

<b>Environmental Context</b>	
	<p>Collingwood College offers educational programs to meet a range of individual needs in an outstanding educational environment and is a warm and welcoming school with a strong commitment to partnerships with parents and the broader community. The academic, social, emotional and physical development of each child lies at the heart of the educational process. Staff, students and families are committed to working inclusively through open and effective communication and partnership in the context of a rigorous, educational curriculum with high expectations. As a multicultural school, all cultures are included and valued, and there is a prevailing atmosphere of respect amongst students and teachers. Regular community and fundraising events are organised and widely supported by the parent community and the Student Representative Council. The College offers educational programs to meet a range of individual needs. These consist of a P-4 Mainstream Program inspired by a Reggio Emilia approach, a 5-10 Inquiry Based Learning Program and a specialist P-10 Steiner Program. At the VCE level the choice of subjects available is increased by a collaborative partnership with Fitzroy High School.</p> <p>Over the last 5 years the College has experienced steady growth in enrolments reaching in excess of 700. It draws students from many different suburbs in and around Melbourne. In this time it has moved from high socio economic disadvantage to the midrange of the School Family Occupation Index.</p> <p>We have a structure that best suits the learning needs of students at the different stages of their development, with the main campus arranged into a number of learning communities. The College has an additional specialist campus located nearby. Collingwood Alternative School provides appropriate educational opportunities through applied learning practices. Collingwood College offers a range of co-curricular programs including the Stephanie Alexander Kitchen Garden program, music instrumental programs, visual and performing arts, camping and outdoor education. There are integrated programs to support all students, including extension, intervention, integration and English as an Additional Language (EAL) programs. The College has strong international links with other partner organisations including two sister schools in Suzhou, China. The school regularly hosts visits from students and teachers of international schools.</p> <p>The College has outstanding learning, sporting and performing arts facilities including a fully-equipped theatre and two gyms. It is situated in pleasant surroundings with gardens, landscaped playing spaces and with a master plan in place to support further enhancements to the buildings and grounds. Future plans include designated learning spaces for all P-12 programs. The school is almost as busy on weekends as it is during the week, as College facilities can be hired. Gyms are used by local sporting clubs and the teaching facilities by the Victorian School of Languages. Local schools and other community groups often use the theatre and other facilities.</p>

Service Standards	
	<p>Collingwood College has high expectations that every student can learn and achieve his or her full potential. The College will deliver a highly effective learning program supported by best instructional practice and evidence based approaches. We are committed to continuous improvement to maximise outcomes for all students.</p> <p>We believe in providing a diversity in the state system and our range of programs promote a sense of choice and inclusion for government schools in Victoria. Our point of difference is our strength and we are proud of our history of innovation and inclusiveness.</p> <p>Collingwood College has served and will continue to serve the community in a number of areas including sport and inter-school sport, dance and school productions, maths and science competitions, community events and cultural festivals, homework and tutoring sessions, student support agencies and programs, camps, excursions and soirees.</p>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p><b>Achievement</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>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.</p>	<p>To provide a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs across all learning areas.</p> <p>To improve Literacy and Numeracy outcomes for all students at all levels of ability, including EAL learners.</p>	<p>90% of students to have one year's growth per academic year across AusVELS as measured by teacher judgements.</p> <p>Increased growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>In Year 3 for 80% of students to be in Bands 3-6.</li> <li>In Year 5 for 80% students to be in Bands 5-8.</li> <li>In Year 7 80% of students to be in bands 6-9</li> <li>In Year 9 80% of students to be in Bands 7-10</li> </ul> <p>Improved NAPLAN growth from Year 3-5 and 7-9 to show 85% of students showing medium to high growth.</p> <p>A 10% increase in the number of students performing at B's and A's in AUSVELS as measured by teacher judgements.</p> <p>An all- Study score mean (averaged over each 2 year period) of at least 29 by 2017 and an increase in the proportion of each VCE Study's Report score to be at or above the zero line in the VCE data service report.</p>	<p>Consistent implementation of the College instructional model including curriculum planning, use of accurate assessment data to identify where students are on developmental progressions and to inform teaching practice.</p> <p>Reduce variance through developing teacher capacity in assessment.</p> <p>Focus on teaching and learning in Mathematics, Writing and Spelling.</p> <p>Focus on content areas other than English and Mathematics 7-12</p> <p>Develop improved Reporting and Assessment processes including effective procedures for parent and student feedback.</p>

		<p>Improved parent satisfaction as indicated by the Learning Focus measure of the Parent Opinion Survey and to be above the 75<sup>th</sup> percentile.</p> <p>Improved staff satisfaction as indicated by the Academic Emphasis measure of the Staff Opinion Survey and the Guaranteed and Viable Curriculum variable to be rated at or above the 67<sup>th</sup> percentile block.</p>	<p>Use the Learning Communities structures to continue building teacher and team capacity to deliver improved outcomes for all students.</p> <p>.Performance and development should be as a tool to support teachers to meet emerging needs and increased capacity. Develop a PDC culture for lifelong learning.</p>
<p><b>Engagement</b></p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To provide a stimulating learning environment for all students by increasing opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking</p> <p>To develop a whole school transition plan that develops organic relationships that foster positive experiences for students at CC and the wider community.</p>	<p>Improved student satisfaction as measured by the Student Attitudes to School Survey Variables:</p> <ul style="list-style-type: none"> <li>• Learning Confidence to be at or above the 75<sup>th</sup> percentile</li> <li>• School Connectedness to be at or above the 75<sup>th</sup> percentile</li> <li>• Student Motivation to be at or above the 75<sup>th</sup> percentile</li> </ul> <p>Increased student attendance as evidenced by all absences recorded on CASES 21 from P-12 being below the state average and a 20% decrease in absence Years 7-12</p> <p>Improved parent satisfaction as indicated by the Parent Opinion Survey variables:</p> <ul style="list-style-type: none"> <li>• Student Motivation, School connectedness and Transitions to be at or above the 75<sup>th</sup> percentile.</li> </ul> <p>Improved staff satisfaction as indicated by the Parent and Community Involvement measure of the Staff Opinion Survey and to be rated at or above the 67<sup>th</sup> percentile block.</p>	<p>Enhance the use of student voice in teaching and learning through the development of authentic opportunities for students to provide feedback on their learning.</p> <p>Improve the cognitive engagement of all students through differentiation.</p> <p>Focus on the development and implementation of a whole school approach to student attendance</p> <p>Focus on Transition as students move into, through and out of the school to future pathways, in order to ensure a more seamless and consistent experience</p> <p>CC will provide strong leadership in the provision of a whole of community transition program for all students in the city of Yarra.</p>



<p><b>Wellbeing</b></p> <p>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.</p>	<p>To build student capacity to become more resilient, self-motivated learners and productive members of society.</p>	<p>Improved student satisfaction as measured by the Student Attitudes to School Survey Variables:</p> <ul style="list-style-type: none"> <li>• Connectedness to Peers to be at or above the 75<sup>th</sup> percentile</li> <li>• Student Safety to be at or above the 75<sup>th</sup> percentile</li> <li>• Classroom Behaviour to be at or above the 75<sup>th</sup> percentile</li> </ul> <p>Improved parent satisfaction as indicated by the Parent Opinion Survey variables:</p> <ul style="list-style-type: none"> <li>• Connectedness to Peers to be at or above the 75<sup>th</sup> percentile.</li> <li>• Student Safety to be at or above the 75<sup>th</sup> percentile.</li> <li>• Classroom Behaviour to be at or above the 75<sup>th</sup> percentile.</li> </ul> <p>Improved staff satisfaction as indicated by the Trust in Parents and Students measure of the Staff Opinion Survey and to be rated at or above the 67<sup>th</sup> percentile block.</p>	<p>Focus on the school value <i>Achievement</i> to articulate what this represents for motivation and effort in teaching and learning.</p> <p>Continue to focus on the Ramon Lewis approaches to positive behaviour management to ensure consistency across the College.</p> <p>Implement the PATHS program Focus on the daily tutorial program to ensure consistency across levels and the College.</p>
<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>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</p>	<p>To ensure the allocation and performance of resources optimises the achievement, engagement and wellbeing of all students</p>	<p>Enrolments to show a 5% increase each year.</p> <p>Improved staff satisfaction as indicated by the Staff Opinion Survey at to be at or above the 67<sup>th</sup> percentile block in the following variables:</p> <ul style="list-style-type: none"> <li>• Teacher collaboration</li> <li>• Collective responsibility</li> <li>• Collective efficacy</li> </ul> <p>Increased achievement by staff of</p>	<p>Review of leadership roles and functions to ensure succession planning and sustaining the current and proposed initiatives.</p> <p>Continue a strategic and effective approach to recruitment, teacher placement and building of teacher capacity within a performance and development culture.</p> <p>Further focus on increasing enrolments across the College</p>

<p>the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<p>Performance and Development Goals as evidenced by the Performance and Development Review process.</p> <p>Increased return on investment of budget with respect to programs and other targeted areas as measured by budget expenditure versus learning outcomes. EG. EAL provision.</p>	<p>Continue to investigate school-community partnerships for mutual benefit</p> <p>Embed sustainability processes across all areas of the school.</p> <p>Focus on improved communication across the school.</p> <p>Further development of the school as an International school through the relationship with the sister school. The International Student Program and global education.</p> <p>Maintain our focus on building community and networks.</p>
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## School Strategic Plan 2015- 2018: Indicative Planner

<p><b>Purpose:</b> the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>			
Key Improvement Strategies		Actions	Achievement Milestone
		<p>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>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
<p><b>Achievement</b></p> <p>Consistent implementation of the College instructional model including curriculum planning, use of accurate assessment data to identify where students are on developmental progressions and to inform teaching practice.</p> <p>Reduce variance through developing teacher capacity in assessment.</p> <p>Focus on teaching and learning in Mathematics, Writing and Spelling.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> <li>▪ Investigate an appropriate DET Instructional model for application</li> <li>▪ Ensure that the scope and sequence learning descriptions are clearly linked to this model</li> <li>▪ Develop teacher capacity in Point of Need teaching approaches across the College. In particular:               <ul style="list-style-type: none"> <li>○ Investigate and adopt appropriate tools for benchmarking literacy</li> <li>○ Develop assessment schedules for literacy and numeracy</li> <li>○ Adopt whole school approaches to Writing and Spelling and Numeracy</li> </ul> </li> <li>▪ Develop a detailed VCE data analysis process including responsibilities and accountabilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistency of teacher practice linked to an identified instructional instruction model</li> <li>▪ Each week Learning Communities and individual teachers use multiple data sets inclusive to inform teaching and learning practice</li> <li>▪ There is a professional learning program with a strong focus on improving teacher practice</li> <li>▪ Whole school approaches to Literacy and Numeracy developed and implemented</li> <li>▪ VCE data analysis conducted each year and findings used to inform teaching practice through the PLC</li> </ul>

<p>Focus on content areas other than English and Mathematics 7-12</p> <p>Develop improved Reporting and Assessment processes including effective procedures for parent and student feedback.</p> <p>Use the Learning Communities structures to continue building teacher and team capacity to deliver improved outcomes for all students.</p> <p>.Performance and development should be as a tool to support teachers to meet emerging needs and increased capacity. Develop a PDC culture for lifelong learning.</p>		<ul style="list-style-type: none"> <li>▪ Review and refine the role of data manager to develop a whole College approach to using data</li> <li>▪ Focus on coaching models to support team planning, modelling, providing feedback to teachers and enhancing the capacity of teachers to use the existing data effectively to inform their teaching.</li> <li>▪ Commence planning for a whole of school Transition plan.</li> </ul>	<p>structure.</p> <ul style="list-style-type: none"> <li>▪ New role description developed and implemented for data manager role.</li> <li>▪ Appropriate coaching models identified, trailed and evaluated by leadership team</li> <li>▪ Establish a means for ongoing relationships to be maintained with key personal at the various early years providers and feeder primary schools.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Fully implement the revised instructional model through the PLC structure.</li> <li>▪ Continue to develop teacher capacity in Point of Need teaching approaches across the College.</li> <li>▪ Continue to focus on raising awareness of all teachers of the integral nature of numeracy.</li> <li>▪ Build the capacity of the leadership team in coaching/mentoring learning community leaders</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers adopting new classroom strategies within the framework of the identified instructional model</li> <li>▪ Consistency of teacher practice linked to an identified instructional instruction model</li> <li>▪ Each week Learning Communities and individual teachers use multiple data sets inclusive to inform teaching and learning practice</li> <li>▪ Leadership team actively coaching and mentoring learning community leaders</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Continue to implement the revised instructional model through the PLC</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers adopting new classroom strategies within the framework of</li> </ul>

		<p>structure.</p> <ul style="list-style-type: none"> <li>Continue to develop teacher capacity in Point of Need teaching approaches across the College.</li> <li>Investigate and implement action research, sustained peer coaching and mentoring</li> <li>Review the numeracy plan to enable a whole school approach to mathematical thinking and teaching</li> </ul>	<p>the identified instructional model</p> <ul style="list-style-type: none"> <li>Consistency of teacher practice linked to an identified instructional instruction model</li> <li>Teachers actively involved in regular per coaching and mentoring within an action research framework.</li> <li>A whole school approach to mathematical thinking and teaching is developed and implemented.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Conduct a rigorous self-evaluation and strategic review process to support the development of the new strategic plan</li> <li>Develop an effective and rigorous self-evaluation process including a model for community consultation to support the strategic review</li> <li>Enable whole community participation in a rigorous strategic review process</li> <li>Develop the School Strategic Plan for the 2016 -2019 review period</li> </ul>	<ul style="list-style-type: none"> <li>An accurate and effective self-evaluation process developed to support the development of the self-evaluation document</li> <li>Students, parents and staff engaged in reflection and consultation to support the development of the self-evaluation document</li> <li>Staff, students and parents fully participate in consultation in an effective review process</li> <li>The SSP is fully developed and implemented</li> </ul>
<p><b>Engagement</b></p> <p>Enhance the use of student voice in teaching and learning through the development of authentic opportunities for students to provide feedback on</p>	Year 1	<ul style="list-style-type: none"> <li>Ensure consistency in the use of student voice in learning through further focus on goal setting and student reflection and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers regularly work with students on individual goal setting and feedback</li> </ul>

<p>their learning.</p> <p>Improve the cognitive engagement of all students through differentiation.</p> <p>Focus on the development and implementation of a whole school approach to student attendance</p> <p>Focus on Transition as students move into, through and out of the school to future pathways, in order to ensure a more seamless and consistent experience CC will provide strong leadership in the provision of a whole of community transition program for all students in the city of Yarra.</p>		<ul style="list-style-type: none"> <li>▪ Refined tracking and targeting of students 'at risk' through the Learning Community, Welfare Team and CAT data analysis and planning processes</li> <li>▪ Enhance relationships with local primary and secondary colleges through the organisation of joint projects and transition activities including leadership of the ESTEME project.</li> <li>▪ Development and implementation of a whole school approach to improving student attendance including: <ul style="list-style-type: none"> <li>○ Effective Data Management procedures</li> <li>○ Development of a clear and effective attendance policy and procedures document</li> <li>○ Monitoring and follow up of individual student absence to ensure early identification and intervention</li> <li>○ Professional learning activities for staff in monitoring and support strategies</li> </ul> </li> <li>▪ Review the role descriptions for Leadership roles to include more defined time for the follow up of attendance and wellbeing strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased identification and support for at risk students</li> <li>• Learning Communities implementing effective transition programs from P-12</li> <li>• Collingwood College actively engaged in joint projects with local primary and secondary schools</li> <li>• Attendance data indicates a decrease in student absenteeism</li> <li>• Attendance policy and procedures developed and implemented by all members of staff.</li> <li>• There is clear definition of roles and responsibilities for monitoring and following up the implementation of attendance policies and procedures</li> </ul>
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	Year 2	<ul style="list-style-type: none"> <li>Further development of the learning partnership with parents through increased communication with parents about the learning program</li> </ul>	<ul style="list-style-type: none"> <li>There are regular formal and informal activities and communications with parents regarding the learning program.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Further development of the relationship with local kindergartens with a view to exploration of opportunities for more seamless transition of students</li> </ul>	<ul style="list-style-type: none"> <li>Improved relationships with feeder kindergartens and destination schools as evidenced by more frequent communication and feedback from schools and parents</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Conduct a rigorous self-evaluation and strategic review process to support the development of the new strategic plan</li> <li>Develop an effective and rigorous self-evaluation process including a model for community consultation to support the strategic review</li> <li>Enable whole community participation in a rigorous strategic</li> <li>Develop the School Strategic Plan for the 2016 -2019 review period</li> </ul>	<ul style="list-style-type: none"> <li>An accurate and effective self-evaluation process developed to support the development of the self-evaluation document</li> <li>Students, parents and staff engaged in reflection and consultation to support the development of the self-evaluation document</li> <li>Staff, students and parents fully participate in consultation in an effective review process</li> <li>The SSP is fully developed and implemented</li> </ul>
<p><b>Wellbeing</b></p> <p>Focus on the school value <i>Achievement</i> to articulate what this represents for motivation and effort in teaching and learning.</p>	Year 1	<ul style="list-style-type: none"> <li>Further professional learning for staff in behaviour management including restorative approaches</li> <li>Clarification of behaviour management policies and procedures so that expectations are</li> </ul>	<ul style="list-style-type: none"> <li>An orderly environment is established in all classrooms as evidenced by a decrease in behaviour interventions</li> <li>Teaching teams continue to demonstrate extended use of student well-being programs and mentoring</li> </ul>

<p>Continue to focus on the Ramon Lewis approaches to positive behaviour management to ensure consistency across the College.</p> <p>Implement the PATHS program Focus on the daily tutorial program to ensure consistency across levels and the College.</p>		<p>clearly articulated and procedures consistently implemented</p> <ul style="list-style-type: none"> <li>Implement the PATHS program through building teacher capacity and adapting resources.</li> </ul>	<p>structures</p> <ul style="list-style-type: none"> <li>Planning documents demonstrate consistent implementation of the PATHS program</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Investigate sustainable tutorial models</li> <li>Consolidation and expansion of the PATHS Program</li> <li>Monitor and refine all behaviour management processes</li> </ul>	<ul style="list-style-type: none"> <li>Visits and communication developed with schools with a focus on effective models of sustainable tutorial models</li> <li>The PATHS program is integral to the learning program and teachers continue to undertake professional learning opportunities</li> <li>An orderly environment is established in all classrooms as evidenced by a further decrease in behaviour interventions</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Revised tutorial models are implemented and evaluated</li> <li>Evaluation of the PATHS program</li> <li>Consolidate all student management approaches</li> <li>Ensure induction processes are in place so that all good practices become embedded</li> </ul>	<ul style="list-style-type: none"> <li>Revised tutorials are fully operational and an evaluation is conducted in semester 2.</li> <li>The PATHS program is fully evaluated to ensure that the</li> <li>An orderly environment is established in all classrooms as evidenced by a further decrease in behaviour interventions</li> <li>All new staff are trained in the PATHS program and all student management approaches</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Conduct a rigorous self-evaluation and strategic review process to support the development of the new</li> </ul>	<ul style="list-style-type: none"> <li>An accurate and effective self-evaluation process developed to support the development of the self-</li> </ul>



		<p>strategic plan</p> <ul style="list-style-type: none"> <li>▪ Develop an effective and rigorous self-evaluation process including a model for community consultation to support the strategic review</li> <li>▪ Enable whole community participation in a rigorous strategic</li> <li>▪ Develop the School Strategic Plan for the 2016 -2019 review period</li> </ul>	<p>evaluation document</p> <ul style="list-style-type: none"> <li>▪ Students, parents and staff engaged in reflection and consultation to support the development of the self-evaluation document</li> <li>▪ Staff, students and parents fully participate in consultation in an effective review process</li> </ul>
<p><b>Productivity</b></p> <p>Review of leadership roles and functions to ensure succession planning and sustaining the current and proposed initiatives.</p> <p>Continue a strategic and effective approach to recruitment, teacher placement and building of teacher capacity within a performance and development culture.</p> <p>Further focus on increasing enrolments across the College</p> <p>Continue to investigate school-community partnerships for mutual benefit</p> <p>Embed sustainability processes across all areas of the school.</p> <p>Focus on improved communication across the school.</p> <p>Further development of the school as an International school through the relationship with the sister school. The International Student Program and global education.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Embed succession planning</li> <li>▪ Lead the design of accountability and support processes to ensure consistent implementation of the instructional model.</li> <li>▪ Ensure the distributed leadership model covers all areas of responsibility without overburdening individual members of the team.</li> <li>▪ Research distributed leadership models and responsibilities in P-12 schools of similar size.</li> <li>▪ Further development of improved promotional materials and opportunities for the college including the website</li> </ul>	<ul style="list-style-type: none"> <li>▪ Workforce planning and leadership structures demonstrate sustainable succession</li> <li>▪ There are weekly scheduled and supported PLC meetings focused on the implementation of the agreed model of instructional practice</li> <li>▪ Revised leadership role descriptions are developed and adopted.</li> <li>▪ Visits and communication developed with like schools with a focus on effective models of distributed leadership</li> <li>▪ Revised promotional materials and website are produced and distributed</li> <li>▪ Further consolidation of the College leadership in the ESTEME program.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Provide effective leadership for the PLC structure.</li> <li>▪ Ensure that SSP strategies are fully implemented and effective.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The leaders of PLC are fully trained and supported in leadership roles.</li> <li>▪ Engage a critical friend to conduct a review of the implantation of the SSP.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Implement revised strategies as</li> </ul>	<ul style="list-style-type: none"> <li>▪ The AIP represents</li> </ul>

Maintain our focus on building community and networks.		informed by the feedback from the critical friend in the 2016 review	recommendations resultant of the feedback from the critical friend in the 2016 review.
	Year 4	<ul style="list-style-type: none"> <li>▪ Conduct a rigorous self-evaluation and strategic review process to support the development of the new strategic plan</li> <li>▪ Develop an effective and rigorous self-evaluation process including a model for community consultation to support the strategic review</li> <li>▪ Enable whole community participation in a rigorous strategic</li> <li>▪ Develop the School Strategic Plan for the 2016 -2019 review period</li> </ul>	<ul style="list-style-type: none"> <li>▪ An accurate and effective self-evaluation process developed to support the development of the self-evaluation document</li> <li>▪ Students, parents and staff engaged in reflection and consultation to support the development of the self-evaluation document</li> <li>▪ Staff, students and parents fully participate in consultation in an effective review process</li> <li>▪ The SSP is fully developed and implemented</li> </ul>