

# [Collingwood College] [01-6212]

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## School Strategic Plan 2010 -2013

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<b>Endorsement by School Principal</b>	SIGNED..... NAME : Dale Perichon DATE.....
<b>Endorsement by School Council</b>	SIGNED..... NAME : Simon Thornton DATE.....  School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
<b>Endorsement by Regional Network Leader</b>	SIGNED..... NAME : Kerri Simpson DATE.....

## School Profile

<p><b>Purpose</b></p>	<p><b>Collingwood College provides:</b></p> <ul style="list-style-type: none"><li>• Quality Prep to 12 co-educational schooling in the inner city of Melbourne.</li><li>• Significant educational opportunities and choice for all students</li><li>• A safe, caring and enriching culture of learning that extends and supports all students.</li><li>• Connectedness for students at international and local levels.</li></ul> <p><b>The College operates three campuses and offers a specialised stream on the main campus with two other campuses with alternative programs:</b></p> <p>The College has maintained a steady enrolment of 450-500 over the last 5 years and it draws students from over 50 different suburbs from around Melbourne. In this time it has moved from high socio economic disadvantage to below midrange SFO. it is a member of the Council of International Schools and it also has a sister school in China with which it regularly conducts exchange programs. The College is well known for its Language and Visual and Performing Arts programs.</p> <p><b>Main Campus Curriculum Structure:</b></p> <ul style="list-style-type: none"><li>• One Specialised program based on the teachings of Rudolf Steiner P-10.</li><li>• A main program that consist of a<ul style="list-style-type: none"><li>- P-5 program inspired by the Reggio Emilia philosophy</li><li>- Middle years 6-8 based on the Thinking Curriculum and Interdisciplinary studies using inquiry learning</li><li>- Later years 9-10 based on Design, Creativity and Curiosity in the context of Community and Vocational studies</li><li>- VCE years 11-12 accredited through traditional and/or ungraded coursework and VET.</li></ul></li></ul> <p><b>Main Campus Sub-School Structures:</b></p> <ul style="list-style-type: none"><li>• Student Management is coordinated and managed with one Leading Teacher and one Assistant Principal for P-2, 3-5, 6-8 and 9-12 groupings.</li></ul> <p><b>Additional Campuses:</b></p> <ul style="list-style-type: none"><li>• <b>The Island Work Education</b> Unit – education and training for students over 15 years of age who aim to develop the skills to undertake apprenticeships or traineeships. Location is Urquhart St. Coburg</li></ul>
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	<ul style="list-style-type: none"> <li>• <b>Collingwood Alternative School</b> – for students 13 years to 16 years who have not experienced success in conventional schooling. Location is Stanley St. Collingwood. Operation Newstart also operates from this site.</li> </ul>
<p><b>Values</b></p>	<p>The Collingwood College community values are:</p> <ul style="list-style-type: none"> <li>• <b>Diversity</b></li> <li>• <b>Creativity</b></li> <li>• <b>Innovation</b></li> <li>• <b>Relationships</b></li> <li>• <b>Achievement</b></li> </ul> <p>In detail these are:</p> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>• Diversity in the curriculum to meet the differentiated needs of all students and diversity in the pedagogical approaches used.</li> <li>• The diversity of social, linguistic, religious and cultural groups that make up our community.</li> <li>• The diversity of social, financial, academic and cultural resources within our community.</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• A rich, creatively inspiring culture.</li> <li>• Young people actively imagining and shaping their own future.</li> </ul> <p><b>Innovation</b></p> <ul style="list-style-type: none"> <li>• Innovative approaches to learning that engage and challenge all students</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• The well-rounded development of individual students.</li> <li>• Working hard in a warm, caring atmosphere that motivates each student.</li> <li>• Open, respectful relationships that encompass the rights of students and staff.</li> <li>• The prior learning of our community and what it brings to our educational program.</li> <li>• Families, guardians, staff and students working together to achieve shared goals and mutual understanding.</li> <li>• Collaboration</li> </ul>

	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Critical thinking skills that are learned in a climate that constantly articulates high expectations for all participants.</li> <li>• Developing fundamental skills (intellectual, physical and emotional) necessary to enhance progress.</li> <li>• The many individual and collective achievements of our students and other members of our community.</li> <li>• Continually thinking productively at the highest level.</li> <li>• Individual pathways and choices from the College to the wider community.</li> </ul>
<p><b>Environmental Context</b></p>	<p><b>Community and Demographics</b></p> <ul style="list-style-type: none"> <li>• The College draws students from 70 postcodes across inner and outer Melbourne, as well as local students.</li> <li>• Currently SFO is 0.39 at the Main campus but this can vary significantly at other two campuses.</li> <li>• The College has high levels of parental and community support.</li> <li>• The parent opinion survey is consistently substantially above the state average.</li> <li>• Enrolment and retention are issues.</li> </ul> <p><b>Environmental – Grounds and Facilities</b></p> <ul style="list-style-type: none"> <li>• The Grounds Master Plan has mostly been implemented with the final phase (staff carpark/drive-through drop zone on the south wing) still to be conducted.</li> <li>• A need has been identified for a Joint Building Master Plan with Fitzroy High School to allow the implementation of the Designated Specialist School vision and Early Years provision.</li> <li>• The College shares its space with the Victorian School of Languages and a wide range of community groups.</li> <li>• A need has been identified to extend access to multimedia facilities</li> <li>• A need has been identified for a cyclic maintenance program, improved external barriers, theatre and general classroom Upgrades and improved signage.</li> <li>• A need has been identified to extend the recycling program.</li> </ul>

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<p>To improve each student's achievement in the VELS English and Mathematics domains.</p> <p>To improve VCE outcomes</p>	<p>At least 90% of each Prep to Year 8 student to progress by at least one VELS level every two years in English and Mathematics (using Teacher Judgement indicator).</p> <p>*An incremental increase in the proportion of cohorts <u>in the top three NAP Bands</u> appropriate to each year level until 2013, in each NAPLAN dimension such that :</p> <ul style="list-style-type: none"> <li>• 3% for Yr3 2009→2011→2013</li> <li>• 3% for Yr5 2009→2011→2013</li> <li>• 3% for Yr9 2009→2011</li> </ul> <p>*Every student in Year 3 and 5 to increase their NAPLAN results incrementally by at least 3% in 2011 and 5 - 10% by 2013</p> <p>To achieve an all- Study score mean (averaged over each 2 year period) of at least 29 by 2013 and an increase in the proportion of each VCE Study's report score to be at or above the zero</p>	<p>Develop a culture of high expectations and high performance where data is used as evidence to inform practice.</p> <p>Develop a coherent and aligned pedagogy for literacy and numeracy across p – 12.</p> <p>Develop a well-planned, and coordinated whole-school curriculum</p> <p>Develop an effective <i>Performance and Development program</i>.</p> <p>Develop practices to build teacher capacity in VCE</p> <p>Continue to investigate VCE and Design provision arrangements in the senior school</p>

		line in the VCE data service (report 10).	
<b>Student Engagement and Wellbeing</b>	To foster a high level of student wellbeing and engagement where students are socially competent, motivated, and engaged with a strong sense of connectedness to their peers, to their learning programs and to the school.	By 2013, increase Attitudes to School Yr 5 and 6 survey scores to the third quartile for the following measures: -Teacher effectiveness -Teacher empathy -Connectedness to peers	Continue with a coherent and coordinated strategy to improve student attendance.  Review the existing practices and process in line with the Student Engagement guidelines, with emphasis on the values of relationships and diversity.
<b>Student Pathways and Transitions</b>	To maximize the education, training and employment options for all students	To improve the real Year 10→11 retention rate from the 2008/9 80% to 90% by 2013  100% of students to have successful pathways on leaving secondary school.  100% of year 9-12 students to have ILP's that include MIPs by 2013.  To increase the rate of agreement responses by parents to the four transition items in the Parent Opinion	Develop effective pathways and transitions processes and programs across the college.  Track each student's pathway through the college with the structured management of transitions.

		Survey to the 75 <sup>th</sup> percentile by 2013	
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\*This target is subject to real retention of the cohort.

## SCHOOL STRATEGIC PLANNER 2010- 2013: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Develop a culture of high expectations and high performance where data is used as evidence to inform practice</p> <p>Develop a coherent and aligned pedagogy for literacy and numeracy across p – 12 .</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>▪ Use e5 to develop an understanding of college-wide approaches to instructional practice</li> <li>▪ Trial the AIZ strategies in Literacy and Numeracy and appoint Data Manager, Learning Leaders and setup PLT's</li> <li>▪ Focus on embedding the HRLTP's across p- 12 domains</li> <li>▪ Further establish Teaching and Learning coaching program to prepare school for succession to more peer based coaching</li> <li>▪ Develop a peer feedback program using multiple approaches</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers and PLT's using data to inform practice</li> <li>-Teachers trialling strategies from AiZ</li> <li>-Teachers planning curriculum in terms of explicit Literacy and Numeracy strategies for different cohorts in classes</li> <li>-Assemble data sets for teacher use</li> <li>-Teacher uptake of online testing to moderate assessments</li> <li>-Teachers using multiple feedback to enhance the Performance and development culture</li> <li>-School polices are routinely reviewed.</li> <li>-Teachers use of HRLTP's in P-12.</li> <li>-Teachers trialling new understandings of VELS</li> </ul>

<p>Develop a coherent, well-planned, and coordinated whole-school curriculum.</p> <p>Develop an effective Performance and Development program.</p>		<ul style="list-style-type: none"> <li>▪ Begin developing a Numeracy Plan and Policy and a n Asian Studies plan</li> <li>▪ Further implementation of the Literacy program with a sustained focus on explicit cyclic planning for cohorts</li> <li>▪ Commence a whole school VELs audit</li> <li>▪ Further define PDC Implementation plan</li> <li>▪ Plan and implement a Middle school 1: 1 Netbook program</li> <li>▪ Plan for the introduction of the Ultranet and the associated PD</li> <li>▪ Develop a clear and concise Vision and Values compact</li> <li>▪ Continue use of the SIT and PLTs as the key organizational structures to achieve high levels of learning.</li> <li>▪ Strengthen links with L21C Asian studies group and sister school program.</li> <li>▪ Begin forming association with partners in ACER Linkages research project with 21 Global partners.</li> </ul>	<p>assessment approaches</p> <ul style="list-style-type: none"> <li>-Teachers demonstrating and sharing use of tool developed with T&amp;L coaching</li> <li>-PLT's established and meeting regularly with discussion focussed on pedagogical issues and peer feedback.</li> <li>-Staff participation in P&amp;D program</li> <li>-Student survey data</li> <li>-Staff uptake of PD and the use of the Ultranet</li> <li>-Community understanding of the Vision and Values</li> <li>-Teachers undertake POLT component mapping</li> <li>-Teachers embed Asian studies into existing curriculum</li> <li>-Student involvement in Asian cultural activities.</li> <li>-Investigate possibilities for Confucius classroom</li> <li>-ACER Language and Cultural studies research.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Use e5 to implement college-wide approaches to instructional practice</li> <li>▪ Continue trialling the AIZ strategies in Literacy and Numeracy and enhance the use of the Data Manager, Learning Leaders and setup PLT's</li> <li>▪ Focus on consolidating the implementation of the HRLTP's across p- 12 domains</li> <li>▪ Implement peer coaching and further develop key staff using Triads and</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers and PLT's using multiple data sets to inform practice and to analyse the success of AiZ strategies</li> <li>-Teachers planning curriculum in terms of explicit Literacy and Numeracy strategies for different cohorts in classes and to link to VELs</li> <li>-Assemble data sets for teacher use and collaboration</li> <li>-Teacher uptake of online testing to moderate assessments</li> <li>-Teachers using feedback and data to enhance</li> </ul>



		<p>instructional rounds and other forms of feedback tools.</p> <ul style="list-style-type: none"> <li>▪ Implement the Numeracy Plan and Policy and also the Asian Studies plan</li> <li>▪ Continue whole school VELs audit.</li> <li>▪ PLT's focus further on improved teacher assessment practices and clear understanding of progression points</li> <li>▪ Further refine the 1:1 Netbook program more explicitly in terms of pedagogy</li> <li>▪ Consolidate links with L21C Asian studies group schools and sister school program.</li> <li>▪ Formalise association with partners in ACER Linkages research project with 21 Global partners</li> </ul>	<p>the Performance and development culture</p> <ul style="list-style-type: none"> <li>-Key polices are adjusted to reflect school culture and needs</li> <li>-All staff using VELs progression points as basis for assessments</li> <li>-Staff demonstrating use of numeracy coaching ideas in classrooms</li> <li>-Students using electronic portfolios</li> <li>-Teachers adopt cross curricular cultural projects to underpin inquiry based learning</li> <li>-Undertake ACER Language and Cultural studies research.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Use e5 to refine college-wide approaches to instructional practice</li> <li>▪ Continue trialling the AIZ strategies in Literacy and Numeracy</li> <li>▪ Refine the implementation of the HRLTP's across p- 12 domains</li> <li>▪ Refine the peer T&amp;L coaching and continue to develop key staff using Triads and instructional rounds.</li> <li>▪ Refine Numeracy Plan and Policy along with the Asian Studies Plan</li> <li>▪ Review Literacy Implementation Plan</li> <li>▪ Review of reporting to parents (Assessment Policy)</li> <li>▪ Review the Vision and Values compact</li> <li>▪ Review participation in ACER linkages project</li> </ul>	<ul style="list-style-type: none"> <li>-Data is routinely used by teachers and leaders</li> <li>-The English and Maths Continuum are embedded in the curriculum planning and are widely used</li> <li>-Common agreements reached on assessment tools being used for literacy and numeracy</li> <li>-Improved correlation between teacher judgments and external assessments</li> <li>-VELs audit represents classroom T&amp;L</li> <li>-Develop action plans for Linkages research project</li> </ul>
	Year 4		-Review data sets and their collection

		<ul style="list-style-type: none"> <li>▪ Evaluate college-wide approaches to instructional practice in the context of e5</li> <li>▪ Evaluate the strategies in Literacy and Numeracy, in particular, the Literacy, Numeracy and Asian Studies Plan</li> <li>▪ Focus on consolidating the implementation of the HRLTP's across p- 12 domains</li> <li>▪ Evaluate the peer T&amp;L coaching and the work of staff using Triads and instructional rounds.</li> </ul>	<ul style="list-style-type: none"> <li>-Review support structures for Teaching and Learning</li> <li>-Every student has an ILP that is being effectively used and widely referenced</li> <li>-Policies are routinely reviewed</li> <li>-Peer coaching, Triad and instructional practices are embedded in the Performance and Development program</li> <li>-The College exchange program is used as a model best of best practice</li> <li>-Document and promote 'best practice' in exemplar teaching of language to year 12</li> </ul>
<p>Continue with a coherent and coordinated strategy to improve student attendance.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> <li>• Plan and begin the implementation of the Clever Schools Attendance processes and practices</li> <li>• Move attendance record keeping to an online system supported by ESO (Attendance Officer)</li> <li>• Plan and begin implementation of the Student Engagement and Wellbeing Policy. This process should be supported by a wide community consultation process.</li> <li>• Introduce whole school (AiZ) strategies and PD to underpin the management of student behaviour.</li> <li>• Trial peer support programs</li> <li>• Establish a series of workshops to focus staff attention on whole school alignment with structures and</li> </ul>	<ul style="list-style-type: none"> <li>-Evidence of an orderly environment across the school</li> <li>-Teachers support a comprehensive system of recording student incidents, behaviour management plans, family conferencing, student extra-curricular programs and complaints.</li> <li>-Greater peer to peer interactions that foster deeper relationships</li> <li>-Strong evidence of 'knowing the child'</li> <li>-Teacher performance plans reflect strong levels of student engagement practice.</li> <li>-Develop the school as a community hub.</li> <li>-All staff understand and use behaviour management protocols in classrooms and playgrounds.</li> </ul>

Review the existing practices and process in line with the Student Engagement guidelines, with emphasis on the values of relationships and diversity.		<p>processes</p> <ul style="list-style-type: none"> <li>• Begin a process of improvement for college wide student voice.</li> </ul>	
	Year 2	<ul style="list-style-type: none"> <li>• Review, in terms of the Student Engagement and Wellbeing policy, the trends in Student Attitudes data and the parent opinion survey.</li> <li>• Review the Attendance data for improvements needed to the Attendance process. Further refine the role of the Attendance Officer and system.</li> <li>• Review the SRC and peer support programs.</li> <li>• Explore improvements to Pastoral and Advocacy programs</li> <li>• Revisit the Vision and Values compact to ensure alignment with all community stakeholders.</li> <li>• Review the AiZ Student Management strategies being deployed.</li> <li>• Rollout Advocacy to more cohorts across years 7-12.</li> </ul>	<ul style="list-style-type: none"> <li>-Evidence of an orderly environment in all classrooms</li> <li>-Teachers collaborate closely with the recording student incidents, behaviour management plans, family conferencing, student extra-curricular programs and complaints.</li> <li>- Peer to peer interactions span pedagogy and class boundaries</li> <li>- ‘Knowing the child’ is embedded in the ethos of the school</li> <li>-Teacher performance plans reflect strong levels of student engagement practice.</li> <li>-Promote the school as a community hub.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Refine the Student Engagement and Wellbeing policy.</li> <li>• Refine the Attendance process. Further review the role of the Attendance Officer.</li> <li>• Refine the programs contributing to student voice, advocacy and</li> </ul>	<ul style="list-style-type: none"> <li>-All teacher performance plans show application of the Student Engagement and Wellbeing policy.</li> <li>-Attendance data trends show clear improvement</li> <li>-Advocacy is used as both a support tool and a means of monitoring student</li> </ul>

		<p>engagement.</p> <ul style="list-style-type: none"> <li>• Further publicise the school Vision and Values and seek feedback.</li> <li>• Rollout Advocacy to more cohorts across years 7-12.</li> </ul>	<p>wellbeing</p> <ul style="list-style-type: none"> <li>-Teachers collaboratively using POLT component mapping tools and student surveys</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Evaluate the Student Engagement and Wellbeing policy.</li> <li>• Evaluate the Attendance system.</li> <li>• Evaluate all programs in connection to SRC, Advocacy and Student Management.</li> </ul>	<ul style="list-style-type: none"> <li>-Improved attendance data trends.</li> <li>-Students use the SRC to develop life skills, leadership qualities and community orientated values</li> <li>-Student connectedness data has improved trends</li> </ul>
Develop effective pathways and transitions processes and programs across the college.	Year 1	<ul style="list-style-type: none"> <li>• Develop a post compulsory plan to increase retention and improve VCE provision</li> <li>• Devise and plan for a comprehensive Work education program for years 9-12</li> <li>• Develop an effective transition plan across K-P, 6-7, 8-9,10-11</li> <li>• Establish more effective networks that promote deeper relationships with community stakeholders, employers, tertiary providers, local schools and municipal councils and support agencies</li> <li>• Develop a collective of data systems that incorporate student entry points, expectations, handover information, induction arrangements and mechanisms for tracking student progress and exit data</li> </ul>	<ul style="list-style-type: none"> <li>-Class participation in transition programs</li> <li>-Improved use of the students Attitudes data to evaluate effectiveness</li> <li>-Teacher contribute to the Database supporting student tracking and progress</li> <li>--Delivery of planning to implement Advisory program</li> <li>-Teacher response to Ultranet training and PD</li> <li>-Staff use ILP's to inform teaching and programming</li> </ul> <p>The school reports</p> <ul style="list-style-type: none"> <li>-Improved retention results</li> <li>-Less leakage at yrs 6, 8 and 10.</li> <li>-Sustained popularity of its extra curricula programs in the post compulsory years</li> <li>-Established relationships with groups such as Yarra Council, INNLEN, Feeder groups and local schools and the housing estates.</li> </ul>

Track each student's pathway through the college with the structured management of transitions.		<ul style="list-style-type: none"> <li>Plan for the development of the Design Specialism for the Senior years</li> <li>ILP's introduced for selected students aided by the Advocacy Tools</li> </ul>	
	Year 2	<ul style="list-style-type: none"> <li>Revise the post compulsory plan to further aid the expected increase in retention and VCE provision</li> <li>Revise the plan for a comprehensive Work education program for years 9-12 after a trial period with selected cohorts</li> <li>Implement the first stages of transition plan across K-P, 6-7, 8-9,10-11</li> <li>Continue to enhance the networks with community stakeholders, employers, tertiary providers, local schools and municipal councils and support agencies</li> <li>Revisit the Data Collection systems to establish their effectiveness</li> <li>Begin implementation of programs for the design school and associated marketing</li> <li>ILP's introduced for whole cohorts of students aided by the Advocacy Tools</li> </ul>	<ul style="list-style-type: none"> <li>-Whole school participation in transition programs</li> <li>-Teachers actively tracking student and progress</li> <li>--Full implementation of Advisory program</li> <li>- Ultranet power users actively engaging staff in PD</li> <li>-Staff use ILP's to inform teaching and programming</li> </ul> <p>The school reports</p> <ul style="list-style-type: none"> <li>-Improved retention trends</li> <li>-Less leakage at yrs 6, 8 and 10.</li> <li>-Sustained popularity of its extra curricula programs in the post compulsory years</li> <li>-Established relationships with groups such as Yarra Council, INNLEN, Feeder groups and local schools and the housing estates.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Review the post compulsory plan with a particular focus on retention and VCE provision</li> </ul>	<ul style="list-style-type: none"> <li>-Other school participation in transition programs</li> <li>-Teachers and parents actively tracking</li> </ul>

		<ul style="list-style-type: none"> <li>• Review the plan and trials for the Years 9-12 Work education program</li> <li>• Implement the secondary stages of transition plan across K-P, 6-7, 8-9,10-11</li> <li>• Expand the networks with community stakeholders, employers, tertiary providers, local schools and municipal councils and support agencies</li> <li>• Review the Data Collection systems across the College.</li> <li>• Review the partnerships, programs and Marketing for the design school.</li> <li>• ILP's introduced for all year 9-12 students aided by the Advocacy Tools</li> </ul>	<p>student and progress</p> <ul style="list-style-type: none"> <li>--Full implementation of Advisory program</li> <li>- Ultranet power users provide ongoing training and support. Ultranet is the central hub of communication.</li> <li>-Staff use ILP's to fully support student learning programs</li> <li>-Staff use the feedback tools of the advocacy program to inform practice</li> </ul> <p>The school reports</p> <ul style="list-style-type: none"> <li>-Improved retention trends</li> <li>-Sustained popularity of its extra curricula programs in the post compulsory years</li> <li>-Close working relationships with groups such as Yarra Council, INNLEN, Feeder groups and local schools and the housing estates.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Evaluate the post compulsory plan with a particular focus on retention and VCE provision</li> <li>• Evaluate the progress of the Years 9-12 Work education program</li> <li>• Evaluate the transition plan across K-P, 6-7, 8-9,10-11with a focus on enrolment patterns, exits and leakage</li> <li>• Evaluate the extent and effectiveness of networks in the context of community stakeholders, employers, tertiary providers, local schools and municipal councils and support</li> </ul>	<ul style="list-style-type: none"> <li>-Other school participation in transition programs</li> <li>-Teachers and parents actively tracking student and progress using advocacy tools and the Ultranet</li> <li>--Full implementation of Advocacy program</li> <li>- Ultranet power users provide ongoing training and support. Ultranet is the central hub of communication.</li> <li>-Design Specialism has a suite of accredited courses that forma a centre of excellence around the Visual and Performing Arts</li> </ul> <p>The school reports</p> <ul style="list-style-type: none"> <li>-Improved retention trends</li> </ul>

		<p>agencies</p> <ul style="list-style-type: none"> <li>• Evaluate the Data Collection systems across the College.</li> <li>• Evaluate the partnerships, programs and Marketing plan for the whole school and with a particular focus on the Design Specialism.</li> <li>• Review all systems and data available to prepare a report on the effectiveness of the Advocacy program</li> </ul>	<ul style="list-style-type: none"> <li>-Less leakage at yrs 6, 8 and 10.</li> <li>-Sustained popularity of its extra curricula programs in the post compulsory years</li> <li>-Close working relationships with groups such as Yarra Council, INNLEN, Feeder groups and local schools and the housing estates.</li> </ul>
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