

School Strategic Plan for  
Princes Hill Secondary College  
8245  
2015 – 2018

## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Trevor C Smith</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</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>

## School Profile

<b>Purpose</b>	<p><i>As part of this Strategic Plan the school will conduct a consultative process with the school community to establish a new shared statement of purpose consistent with its values expressed below.</i></p>
<b>Values</b>	<p><b><i>Achievement:</i></b> striving to set and reach challenging personal goals</p> <p><b><i>Community:</i></b> belonging together and caring for each other</p> <p><b><i>Creativity:</i></b> nurturing a spirit of innovative inquiry and expression</p> <p><b><i>Diversity:</i></b> respecting and valuing individual and cultural difference</p> <p><b><i>Self-reliance:</i></b> the self-discipline and resilience required to achieve these goals</p> <p><b><i>Social Responsibility:</i></b> a passionate commitment to ethical and socially just action</p>
<b>Environmental Context</b>	<p>Princes Hill Secondary College is the oldest secondary school in the state, having originally commenced as a primary school 126 years ago. We are a medium sized government secondary college located in the inner northern suburb of Princes Hill and the school values of <i>Achievement, Community, Creativity, Diversity, Self-reliance</i> and <i>Social Responsibility</i> inform our actions. PHSC maintains mixed ability classes up to Year 10, recognising students require a broad range of skills and attitudes to live sustainably and collaboratively. The college is acknowledged for its positive and thriving culture where all students feel welcome and safe. The college attracts a significant proportion of families with a professional background with high expectations of the college and for their children, and who participate in decision-making processes, tutoring programs and master classes.</p> <p>The college is recognised state-wide for high academic standards and excellence across the curriculum, in particular English, Humanities, Sciences, the Arts and Music. Our students receive many awards including VCE <i>Top Arts</i>, Debating (State Finals) and in Maths, Science, Textiles. An extensive Outdoor Education, camps and international tours program offers tremendous opportunities for enrichment for students at all year levels.</p> <p>Data indicates that increasing numbers of students are coming into the college with comparatively advanced skills and knowledge. Concomitantly, there remains a considerable spread of student ability, creating a rich and diverse classroom learning environment.</p> <p>The college is located on a small inner city block and utilises the neighbouring Princes Park as sporting grounds and recreational space. Enrolment demand is very high. Consequently, students from outside the neighbourhood area are required to apply via curriculum</p>

grounds applications. The School Family Occupation Index of the college is 0.1850, reflecting the affluent surrounding community. Therefore, the college attracts little or no additional equity funding and consequently efficient use of resources is required. Demographic trends and DET projections suggest enrolment demand will continue to grow in the next four years placing further pressure on infrastructure and programs. These demographic trends and increasing population densities are having a serious impact on provision of secondary education across inner Melbourne, reflected in increases recent state budget allocations to neighbouring schools.

The college is served by a highly professional and dedicated teaching and support staff. Twelve Leading Teachers take responsibility for Year Level Coordination, Student Wellbeing, ICT, Time Tabling, Curriculum Music Program Direction, Daily Organisation and Professional Learning, and Student Pathways. A large number of staff (43%) is part-time and this presents significant scheduling challenges.

Strategic Intent - Achievement				
Goals	Targets	Key Improvement Strategies	Actions	Achievement Milestones (Changes in Practices & Behaviours)
1. To improve student learning through the deliberate and strategic differentiation of curriculum, pedagogy and assessment	<p><i>All Allwell OnDemand on NAPLAN data is available through Compass Analytics</i></p> <p><i>Attitudes to School Survey data for Student motivation &amp; Learning Confidence females to improve to 60<sup>th</sup> percentile</i></p> <p><i>Maintain or improve VCE all study score</i></p> <p><i>VCE outcomes reflect learning growth compared to Year 7 NAPLAN quartile outcomes</i></p>	<p>Extend the collection and analysis of student learning data to inform differentiation and better indicate learning growth. Develop consistent and reliable systems to facilitate this.</p> <p>Utilise Domain structures to collaboratively develop agreed differentiated learning tasks for each subject at years 7-10.</p> <p>Develop consistent and reliable IT systems and protocols to deliver differentiated curriculum and to assess and report on student learning</p>	<p>Team to identify most effective ICT mechanisms for documentation of curriculum, assessment &amp; learning tasks.</p> <p>AP to lead team to:</p> <ul style="list-style-type: none"> <li>• Fully implement Compass Analytics functionality to systematically bring together key student learning data sets</li> <li>• Clarify processes and structures to communicate this information and how it will inform decisions and actions in relation to student learning</li> <li>• Provide training for staff in relevant software/platforms.</li> </ul> <p><u>2015</u> Increase frequency of Domain Meeting times in meeting schedule Provide more Domain time in Staff Meetings and on Professional Learning days to focus on the collaborative development of differentiated learning tasks and their moderation</p> <p><u>2015</u> Small group trial use of Compass Learning Tasks to deliver, assess and report on differentiated curriculum.</p>	<p>Students undertake differentiated learning tasks at the appropriate level of challenge</p> <p>Teachers access, and actively consider student learning data in determining differentiated task allocation</p> <p>Students consistently access learning tasks and curriculum material through online platforms</p> <p>Teachers collaboratively create differentiated learning and/or assessment tasks for classes</p> <p>Students access all key assessment and learning tasks via <i>Compass</i> At least 4 Domain meetings held per term</p> <p>Teachers provide online feedback using <i>Learning Tasks</i> frame</p> <p>Students access feedback and results through online platform</p> <p>Teacher feedback is automatically reflected in report where desired</p>
2. To improve teacher	<i>Attitudes to school survey data improve to</i>	Explore the literature focussing on evidence based practice - what is the	<u>2016</u>	More conversations within and across domains about what constitutes quality

Strategic Intent - Achievement				
Goals	Targets	Key Improvement Strategies	Actions	Achievement Milestones (Changes in Practices & Behaviours)
pedagogical practice	<i>65<sup>th</sup> percentile for Stimulating Learning &amp; Teacher Effectiveness</i>	<p>research saying about quality teaching practice?</p> <p>Professional learning for staff in whole staff and Domain contexts</p> <p>Articulate a set of school wide preferred pedagogical practices, nuanced at the Domain level</p> <p>Visit other schools including primary schools to investigate approaches to pedagogy in other settings</p> <p>Utilise Classroom Observation to share and improve our practice</p>	<p>Team to participate in Bastow <i>Leading Instructional Practice</i> professional learning</p> <p>Cross-domain team explores and shares T&amp;L research literature in relation to quality teaching practice</p> <p><u>2016 &amp; 2017</u> Whole staff Professional Learning with input from leading researchers in the area of teacher practice</p> <p><u>2017</u> Schedule of visits for small team to visit other schools to investigate and report on good practice</p> <p><u>2017</u> Cross Domain team develops protocols for Observational Practice(s) at PHSC</p> <p>Pilot of Observational Practice using protocols</p> <p><u>2018</u> Extension of implementation of Observational Practice within and across Domains Provision of time/resources to facilitate OP</p>	<p>teaching practice</p> <p>Greater openness to engaging with and learning from other schools</p> <p>Teachers consciously reflect on the research when designing and planning approaches to teaching</p> <p>Decisions about learning/teaching made on the basis of collective understanding of best practice rather than individual preference</p> <p>Increased teacher preparedness to experiment with new or innovative teaching approaches</p> <p>Teams of teachers working collaboratively to develop, articulate and implement models of practice and trial Observational Practice</p> <p>Decreased privatisation of practice with teachers more often working together in classrooms</p>

Strategic Intent - Achievement				
Goals	Targets	Key Improvement Strategies	Actions	Achievement Milestones (Changes in Practices & Behaviours)
3. To improve student learning through an enhanced understanding and provision of feedback	<i>All teachers seek feedback at least once per semester from each class</i>	<p>Professional learning for staff on the different types of feedback and how they are best applied</p> <p>Professional learning to adopt the concept of the <i>ladder of feedback</i> as a tool for teachers to use when providing feedback to students</p> <p>Professional learning for staff re the power and use of peer feedback in learning</p> <p>Establish mechanisms to facilitate feedback to teachers from students about their learning experience (to assist in <i>seeing through the eyes of the learner</i>)</p> <p>Trial ICT mechanisms e.g. <i>Compass Learning Tasks</i> to provide improved feedback to students</p>	<p><u>2016</u> Develop program of Whole Staff Professional Learning with input from leading researchers or experts in use of feedback</p> <p><u>2017</u> Program of In- house Professional Learning with Domain relevant applications.</p> <p>Teacher learning about feedback incorporated and documented in our model of preferred practices</p> <p><u>2017</u> Cross domain team lead by LT to investigate how other schools garner feedback from students and trial an approach that respects teacher and student confidentiality</p> <p><u>2016</u> Small group trial use of Compass Learning Tasks to provide feedback to students. <i>NB This may occur in the same trial as for goal one in 2015</i></p>	<p>Teachers can consistently articulate the different types of feedback and how and when they are most effectively employed</p> <p>Teachers understand the principles of the ladder of feedback and thoughtfully apply them in the classroom</p> <p>Teachers utilise peer feedback and assessment more frequently</p> <p>Students actively and independently seek feedback from teachers and peers to improve their performance</p> <p>Teachers actively and routinely seek feedback from their students about their teaching practice and student experience in the classroom</p> <p>Students feel more comfortable in communicating their daily learning experience to their teachers and do so on a structured basis</p>
4. Devise, consistently document and implement a guaranteed and viable curriculum compliant	<i>All subjects have agreed, documented curriculum and assessment tasks</i>	Develop agreed template(s) for Curriculum documentation across the school that include common and differentiated tasks and their assessment and reporting	<u>2016</u> Professional Learning for small team in Curriculum Design and Documentation with experts	Curriculum design and documentation is openly discussed, informed by research and best practice

Strategic Intent - Achievement				
Goals	Targets	Key Improvement Strategies	Actions	Achievement Milestones (Changes in Practices & Behaviours)
with Australian Curriculum and VCAA guidelines that also articulates assessment and moderation methods for common and differentiated tasks	<i>Common and agreed template in place for all IEP &amp; ILP across the school and accessible on Compass.</i>	<p>mechanisms</p> <p>Provide clear and transparent mechanisms to document and communicate curriculum to the school community</p> <p>Update all Domain curriculum documentation to ensure consistency with guidelines and expected practice</p> <p>Formalise assessment moderation in meeting schedule</p> <p>Review all ILP (IEP) processes and practices to evaluate their effectiveness and to ensure student learning growth.</p>	<p>Team to consult, develop and frame agreed template(s) informed by Professional Learning &amp; exploration of research and good practice in other settings</p> <p>Team to identify most effective ICT mechanisms for documentation of curriculum, assessment &amp; learning tasks.</p> <p><u>2016</u> Provide training for staff in relevant software/platforms.</p> <p><u>2016-18 ongoing</u> Provide time and necessary resources to facilitate update of curriculum documentation through the structured provision of additional domain meeting and working time</p> <p><u>2015 Semester 2</u> Implement a consistent and regularly scheduled moderation process consistently in Domain Meeting Time</p> <p><u>2016</u> Team to review current practice and establish consistent ILP (IEP) template that will focus on student learning</p>	<p>Curriculum documentation is complete and consistently articulated in agreed framework</p> <p>Variations in the thoroughness and accuracy of curriculum documentation are reduced</p> <p>Documentation readily accessible to teachers, students and parents</p> <p>Documentation is referred to consistently and updated as changes occur</p> <p>Documentation reflects the 'taught curriculum' and vice versa</p> <p>ILPs &amp; ELPs are consistently documented, readily available and indicate student learning growth and progress</p> <p>Improvement, progress and learning growth are reflected in student reports</p> <p>Reports allow contextual information where necessary or helpful</p> <p>Reports reflect student achievement in co-curricular programs.</p>

Strategic Intent - Achievement				
Goals	Targets	Key Improvement Strategies	Actions	Achievement Milestones (Changes in Practices & Behaviours)
		Review assessment and reporting mechanisms to emphasise learning growth, improvement across the curriculum	<p>growth</p> <p><u>2017 &amp; 2018</u></p> <p>Team to explore assessment and reporting mechanisms that will reflect student growth and progress over time. Implement in 2018.</p>	
5. Explore school-wide approaches to improving literacy at Years 7-12 and to improving student numeracy improvement at Years 7-9	<p><i>NAPLAN Learning Gain Y7-9 (lower quartile) to be at or lower than 10% in all English &amp; Maths elements</i></p> <p><i>NAPLAN learning gain Y7-9 (Upper quartile) to increase to 35% in all English &amp; Maths elements</i></p>	<p>Professional Learning for staff team e.g. Bastow <i>Leading Literacy</i>.</p> <p>Explore, resource and implement ways to provide focussed and tailored support for students who are struggling the most with literacy at Years 7 &amp; 8.</p> <p>Provide, resource and sustain additional/further specific enrichment and challenge opportunities for students working at and well above expected levels</p>	<p><u>2016</u></p> <p>Bastow Leading Literacy team to explore and trial approaches to whole school literacy development e.g.</p> <ul style="list-style-type: none"> <li>Non-fiction writing strategies</li> <li>Explicit Vocabulary Instruction approaches</li> <li>Reading programs</li> </ul> <p>Construct a whole school 3 Year Literacy Plan and extend program(s)/approach(es) as determined after pilots</p> <p><u>2015</u></p> <p>Model capacity of budget to sustainably provide increased support for students struggling the most with literacy and numeracy, including additional class programs and 1:1 support options</p> <p>Create specific role of Challenge &amp; Enrichment Coordinator (or similar) to coordinate and expand opportunities for challenge and enrichment</p>	<p>Team of teachers working collaboratively to devise and implement literacy plan and pilot projects</p> <p>Trials /pilots of whole school strategies based on research are undertaken</p> <p>Domains other than English embrace whole school literacy improvement strategies</p> <p>Students are learning in targeted and resourced programs</p> <p>Students are actively targeted and encouraged to participate</p> <p>More students participate in challenge and extension activities</p>

Strategic Intent - Achievement				
Goals	Targets	Key Improvement Strategies	Actions	Achievement Milestones (Changes in Practices & Behaviours)
		<p>in literacy and numeracy</p> <p>Professional Learning for staff team e.g. Bastow <i>Leading Numeracy</i>.</p> <p>Explore, resource and implement ways to provide focussed and tailored support for students who are struggling the most with numeracy at Years 7-9.</p> <p>Provide, resource and sustain additional/further specific enrichment and challenge opportunities for students working at and well above expected levels.</p> <p>Develop consistent processes and protocols utilising <i>Allwell</i> NAPLAN and other relevant data sets to identify, document and communicate students who are working well below or above expected levels</p>	<p>Resource professional learning - Bastow <i>Leading Numeracy</i> team to explore and trial approaches to improving numeracy at years 7-9. Program(s)/approach(es) extended as determined after pilots</p> <p><i>NB: Also refer to Achievement Differentiation goal and related KIS</i></p>	

Strategic Intent – Engagement				
Goals	Targets	Key Improvement Strategies	Actions	Achievement Milestones (Changes in Practices & Behaviours)
1. To improve student engagement in learning by identifying, documenting and explicitly teaching what good learners do – broadly, and within different Domain contexts	<i>Maintain or improve Student Attitudes to School Survey data for teaching and learning elements at or above 2014 levels</i>	<p>Investigate research and the evidence regarding what behaviours and practices good learners display and demonstrate; including the work on motivation by Dweck et al on the role of mindset in learning, task engagement and achievement</p> <p>Develop an explicit and documented expression of what good learners do in particular domain contexts communicated</p> <p>Display these behaviours and practices prominently in rooms and explicitly teach them</p> <p>Professional learning for staff</p>	<p><u>2015</u></p> <ul style="list-style-type: none"> <li>Identify and communicate relevant recent research into good learning behaviours</li> <li>Schedule of visits developed to investigate other school's practices</li> </ul> <p><u>2016</u></p> <ul style="list-style-type: none"> <li>Professional learning for staff relating to learning behaviours</li> </ul> <p><u>2016</u></p> <ul style="list-style-type: none"> <li>Development of domain specific sets of good learning behaviours and how they are communicated</li> <li>Classrooms have visual displays relating to learning behaviours</li> </ul> <p><u>2016</u></p> <ul style="list-style-type: none"> <li>Develop and implement a strategy to reinforce good learning behaviours in all classrooms through agreed language use and explicit teaching, including incorporation in the student planner</li> </ul> <p><u>2017</u></p> <ul style="list-style-type: none"> <li>Ongoing use of language and teaching strategies to reinforce good learning behaviours</li> </ul>	<p>Teachers are able to articulate to students the role of mindset in learning and achievement</p> <p>Students use the language of growth and fixed mindsets to describe their thinking and perception in different contexts</p> <p>More students exhibit the constructive learning behaviours associated with each domain, more frequently</p> <p>Appearance of displayed examples of related growth mindset language and self-talk around the school</p> <p>Agreed program of relevant Professional Learning is implemented</p> <p>An explicit document developed that outlines what good learners do in each Domain is in student planner by 2017</p>

Strategic Intent – Engagement				
Goals	Targets	Key Improvement Strategies	Actions	Achievement Milestones (Changes in Practices & Behaviours)
			<p><u>2015</u></p> <ul style="list-style-type: none"> <li>Develop a team of staff to devise a program of related professional learning</li> </ul> <p><u>2016</u></p> <ul style="list-style-type: none"> <li>Professional learning included in the meeting schedule</li> </ul>	
2. To improve student engagement in learning by exploiting effective ICT approaches to teaching and learning	<i>ICT 3 year plan completed end Term 4 2015</i>	<p>To construct a three year ICT plan detailing the following areas for particular attention and noting other references to ICT in the Strategic Plan:</p> <ol style="list-style-type: none"> <li><u>E Learning</u> <ul style="list-style-type: none"> <li>Drive, support and monitor teacher and student use of ICT</li> <li>Provision of ICT team support for domain driven priorities</li> <li>Facilitation of teacher and student knowledge and skills in content creation, work submission, and feedback mechanisms (refer also to Achievement Goal 4 Feedback)</li> </ul> </li> <li><u>School &amp; Learning Management Systems</u> <ul style="list-style-type: none"> <li>Facilitation the automation of data flows between systems and platforms</li> <li>Improved data accuracy, integrity &amp; security</li> <li>Implementation of tools to improve</li> </ul> </li> </ol>	<p><u>2015</u> IT Team and Prin class to develop three year ICT Plan</p> <p>Implement the plan</p>	<p>Three year ICT Plan presented to Domain Leaders &amp; Curriculum Committee by end 2015</p> <p><i>Refer to other ICT milestones in other goals</i></p>

Strategic Intent – Engagement				
Goals	Targets	Key Improvement Strategies	Actions	Achievement Milestones (Changes in Practices & Behaviours)
		<p>organisational function</p> <ul style="list-style-type: none"> <li>• Development a Communications Strategy and Policy that will address role and function of social media, college website, and other platforms</li> <li>• Improved access and availability of student learning and performance data to inform teaching, learning and assessment</li> </ul> <p>3. <u>Infrastructure and device support</u></p> <ul style="list-style-type: none"> <li>• Development explicit protocols for use of school based ICT systems, and document, communicate and monitor their application</li> <li>• Improved monitoring of network capability and function</li> <li>• Improve response to network &amp; infrastructure issues</li> <li>• Review of In-school device provision</li> <li>• Review of BYOD practices and update advice to parents &amp; students</li> <li>• Provide advice and practical monitoring options for student device use for parents</li> </ul>		
3. To improve student engagement in learning at Years 8-9 through the expansion of the Outdoor Education program and use of the	<i>By 2017 an extended stay of 2 weeks per Year 9 class operates at Mirrimbah</i>	Model a range of possible approaches & programs considering possible scheduling, possible curriculum, staffing options, costs etc.	<p><u>2015</u></p> <ul style="list-style-type: none"> <li>• Investigate the possibility of 2nd Campus status for Mirrimbah</li> <li>• Form a working group to investigate existing programs in other settings</li> </ul>	<p>Program piloted</p> <p>All Year 9 students participate in extended stay at Mirrimbah</p> <p>Teachers &amp; students reflect on and</p>

Strategic Intent – Engagement				
Goals	Targets	Key Improvement Strategies	Actions	Achievement Milestones (Changes in Practices & Behaviours)
College's Mirrimbah Campus		<p>Pilot an extended stay program based on the preferred model if viable</p> <p>Professional learning for staff</p>	<p><u>2016</u></p> <ul style="list-style-type: none"> <li>Working group to model options for outdoor Ed, resilience &amp; sustainability program</li> <li>Involve student graduates of the School for Student Leadership (SSL) in program development</li> <li>Develop scheduling, curriculum, assessment &amp; reporting, staffing, costs for extended stay program for Year 9</li> <li>Continue development of 2nd Campus status if viable</li> <li>Implement DET requirements re: ICT</li> </ul> <p><u>2017</u></p> <ul style="list-style-type: none"> <li>Pilot, review &amp; revise an extended stay program</li> </ul> <p><u>2018</u></p> <ul style="list-style-type: none"> <li>If viable, implement full extended stay program (modified where necessary)</li> </ul> <p><u>2016</u></p> <ul style="list-style-type: none"> <li>Develop schedule of professional learning</li> </ul>	publish their participation in the program
4. To actively seek and respond to student voice in relation to all elements of student	<i>At least 6% of students involved in formal leadership programs or structures</i>	Students are actively & purposefully involved in all aspects of school decision making	<p><u>2015</u></p> <ul style="list-style-type: none"> <li>Group formulated to investigate student voice approaches at other</li> </ul>	Student opinion is actively and consistently sought to inform school decisions

<b>Strategic Intent – Engagement</b>				
<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>	<b>Actions</b>	<b>Achievement Milestones (Changes in Practices &amp; Behaviours)</b>
school experience			schools <ul style="list-style-type: none"> <li>• Focus groups of students held to determine areas of interest</li> </ul> <u>2016</u> <ul style="list-style-type: none"> <li>• Aspects of school decision making for student participation formalised and an participation process agreed</li> <li>• Training provided for students</li> </ul> <u>2017</u> <ul style="list-style-type: none"> <li>• Ensure student voice included in all consultation relevant to student learning, engagement and wellbeing</li> </ul>	

Strategic Intent – Productivity				
Goals	Targets	Key Improvement Strategies	Actions	Achievement Milestones (Changes in Practices & Behaviours)
1. To ensure an ongoing surplus environment in the SRP credit (staffing) line	<p><i>Surplus credit line budget outcomes in each year 2015-2018</i></p> <p><i>Flexible Work Policy in place for 2016</i></p>	<p>Investigate the financial realities associated with the administration, teaching, learning and leadership structures.</p> <p>Explore ways of addressing the pressures on SRP credit line including: allowing natural attrition where appropriate; utilising graduate teacher program(s) review of face to face teaching provisions, leadership structure and time allowances.</p> <p>Communicate these findings and consult with staff regarding effective ways of implementing necessary changes to develop more efficient and sustainable teaching, learning and leadership structures. This includes considering the time allocated to VCE studies.</p> <p>Implement ways to acknowledge and recognise teacher work through the development of a School Council approved <i>Flexible Work Policy</i>.</p>	<p><u>2015</u> Consultative Committee to analyse context</p> <p><u>2015</u> Construct IT based template for staff to log future Workforce Intentions by October 1</p> <ul style="list-style-type: none"> <li>• Provide additional meeting time for Consultative Committee to explore and better understand the realities school funding model and develop information for presentation to staff</li> <li>• Provide Staff Meeting time for consultation with all staff</li> <li>• Provide meeting time for AEU sub branch consultation and discussion</li> <li>• Provide opportunities for Sub Branch to meet directly with Principal class.</li> </ul> <p><u>2015</u> Policy development team to consult and prepare policy for Council approval.</p>	<p>Details around financial costs of programs and staffing made more explicit</p> <p>Improved documentation and capacity for staff planning</p> <p>Consultative Committee and staff understanding of school funding mechanisms and processes grows</p> <p>Teacher work on camps, trips, tours recognised through provision of time in lieu, flexible work arrangements available for staff</p>
2. To improve use of College facilities and resources by more efficient and creative scheduling		<p>Trial use of more powerful timetabling software to investigate possible scenarios.</p> <p>Review impact of high level of Part- time staffing on program scheduling</p>	<p><u>2015-2016</u> Set up meeting with alternative provider with key staff</p> <p>Provide professional learning for key staff</p>	

Strategic Intent – Productivity				
Goals	Targets	Key Improvement Strategies	Actions	Achievement Milestones (Changes in Practices & Behaviours)
		<p>A small team to investigate approaches taken by other schools to similar demands on resources and model a range of possible alternative scheduling solutions</p> <p>Consult with the school community around possible changes and implementation challenges</p>	<p>Connect key staff to other schools who use the software</p> <p>Scheduled visits to other schools</p> <p>Facilitate consultation time via Pupil Free day(s)</p>	
<p>3. To undertake a Master Plan process to identify ways of improving:</p> <ul style="list-style-type: none"> <li>a. The quality of student learning spaces</li> <li>b. The number of learning spaces to relieve the pressure of increased enrolment</li> <li>c. The quality of staff work spaces and amenities</li> <li>d. The availability and quality of storage spaces</li> </ul>	<p><i>Master Plan process complete by end 2015</i></p>	<p>Conduct Tender for provider of architectural services</p> <p>Conduct extensive consultation process through architects with the school community – students, teachers, support staff, parents and surrounding community.</p> <p>Develop priority list of projects and address them as financial resources allow.</p>	<p><u>2015</u> Council to approve preferred Architectural company.</p> <p>Initial meetings and walk-throughs to familiarise with context</p> <p>Buildings &amp; Grounds to appoint Steering Group to oversee process</p> <p>Provide available plans and drawings to architects</p> <p>Architects to conduct consultation process</p>	<p>Active consideration given to the impact work space design on learning and productivity</p> <p>Improved sense of everyday learning and teaching experience</p>

<b>Strategic Intent – Productivity</b>				
<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>	<b>Actions</b>	<b>Achievement Milestones (Changes in Practices &amp; Behaviours)</b>
		<p>Enter into DET <i>Gateways</i> process with NWVR for major building works.</p> <p>Actively seek sources of funding for proposed works.</p>	<p>Clarify <i>Gateways</i> process with other schools recently involved 2016-2018</p> <p>School Council to advocate for school funding with politicians and community leaders</p>	
4. To find additional sources of revenue to support programs at Mirimbah campus	<i>To source at least \$100,000 p/a for Mirimbah programs</i>	<p>Seek second Campus funding through DET.</p> <p>Explore the opportunities for mutually beneficial financial partnerships with third parties</p> <p>Actively promote and market the Mirimbah campus to external groups</p>	<p>Principal class to liaise with NWVR</p> <p>Principal class to investigate potential partnership arrangements with camps organisation and other private providers</p>	<p>Frequency of hire of facility increases</p> <p>Advertisement and promotion of facility is prominent within the school community and beyond.</p>
5. To improve organisational functioning and DET,VRQA compliance by auditing and reviewing all school policies and presenting for School Council approval	<i>All policies reviewed and approved by end 2017</i>	<p>Review policy development process</p> <p>Review all policies using new policy development process</p> <p>Prioritise Flexible Work, Student Engagement and Communications Policies</p>	<p><u>2015</u> Consult and approve revised policy development process through Education Committee &amp; School Council</p> <p><u>2015</u> Develop policy template and storage consistent with DET &amp; VRQA practice</p> <p><u>2015</u> Construct list of required policies. Locate existing or past policies.</p>	<p>Policy directions, expectations explicitly expressed and documents readily accessed and consistently reviewed</p> <p>Renewed discussion about school policy in the school community</p>

<b>Strategic Intent – Productivity</b>				
<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>	<b>Actions</b>	<b>Achievement Milestones (Changes in Practices &amp; Behaviours)</b>
			<p><u>2015-16</u> Prioritise &amp; schedule list for review</p> <p><u>Ongoing</u> Collect sample policies and examples of good practice from other schools to inform policy development</p> <p><u>2015-2018</u> Develop policies for Council approval (Education Committee) &amp; continuously review as part of policy cycle</p>	
6. To establish an alumni to promote community connection and support the resourcing of school programs both generally and for special purposes	<i>Alumni database established</i>	Appoint an Alumni Coordinator for 12 months to establish a database and plan activities and approaches to communicate and raise awareness and funding for the college.	<p>Develop a role description for an Alumni Coordinator</p> <p>Advertise &amp; appoint to the position</p> <p>Council Reviews position/role after 12 months</p>	Past students and community members are more connected to the school and contribute financially and practically

Strategic Intent – Wellbeing				
Goals	Targets	Key Improvement Strategies	Actions	Achievement Milestones (Changes in Practices & Behaviours)
1. To improve the mental health, wellbeing and resilience of students	<p><i>100% of staff trained in Mind Matters by end 2017</i></p> <p><i>Attitudes to school survey:</i></p> <p><i>Female student distress &amp; morale to at least improve to the 50<sup>th</sup> percentile</i></p> <p><i>Male student distress &amp; morale to improve to at least the 70<sup>th</sup> percentile</i></p> <p><i>Teacher empathy improves to 70<sup>th</sup> percentile</i></p>	<p>Develop and articulate a collective understanding an understanding of what mental health, wellbeing and resilience using the Mind Matters framework</p> <p>Investigate ways of explicitly teaching the skills, behaviours and knowledge pertinent to the development of mental health at different ages and developmental stages</p> <p>Formulate and implement new Student Engagement Policy to promote personal and social responsibility, respectful relationships and to value difference and diversity</p> <p>Develop &amp; implement an integrated health and wellbeing curriculum</p>	<p>Form and train <i>Mind Matters</i> Action Team</p> <p>Parent sub-committee formed</p> <p>Schedule and conduct <i>Mind Matters</i> professional learning</p> <p>Collate, review and share <i>Mind Matters</i> school community survey</p> <p>Implement <a href="#">Mind Matters</a> program</p> <p>AP to lead and conduct a consultative process with student input to construct document and implement a new <i>Student Engagement Policy (how we do things around here)</i></p> <p>Audit existing Health &amp; Wellbeing Curriculum</p> <p>Identify target domains for delivery of health and wellbeing education</p> <p>Audit existing sexuality education curriculum and implementation, with specific reference to sexual stereotyping</p> <p>Design new Health and Wellbeing</p>	<p>Consistent whole school approach to mental health and wellbeing</p> <p>Wellbeing team conduct bi-annual surveys (Terms 1 &amp; 4) to monitor success of <i>Mind Matters</i> programs</p> <p>Report survey results to community</p> <p>Learning about mental health and wellbeing is embedded in curriculum programs across domains</p> <p>Allocated time for mental health and wellbeing curriculum</p>

<b>Strategic Intent – Wellbeing</b>				
<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>	<b>Actions</b>	<b>Achievement Milestones (Changes in Practices &amp; Behaviours)</b>
			curriculum for delivery by target Domains	