

School Annual Implementation Plan for 8410  
Upper Yarra Secondary College  
2015

Based on Strategic Plan 2014-2018



**UPPER YARRA**

**Endorsements**

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....Patricia Broom</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....Glen Bray</p> <p>Date...Updated 5/8 /2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>

## Implementation Plan

# Achievement

### Goals: (from Strategic Plan)

- To improve student outcomes and achieve consistent learning growth throughout the school, particularly in Numeracy & Literacy and VCE all study score.

### Targets:

- For each student to achieve at least one year's growth in learning (as measured by AUSVELS) during each school year.
- Contribute to the improvement of student literacy and numeracy by December 2015.
- 6 C's components of Critical Thinking and Communication are introduced as focus in curriculum development
- Develop an UYSC Instructional Model, based on Gradual Release of Responsibility - GRR.
- Continue to build staff knowledge, confidence and skills of T&L in Literacy.
- Increase accountability in the T&L of Literacy and Numeracy.
- By 2018, to reduce the numbers of students performing *below* expected levels in literacy and numeracy in NAPLAN.
- By 2018, to increase the number of students achieving MEDIUM and HIGH Growth in Years 7 – 9 NAPLAN Relative Growth in all domains.
- Promote a "learning culture" within the student body and families.
- VCE study scores will achieve an increase in the All Study scores to 28 by 2018.
- English mean study score will improve by 2017.
- Increase number of VCE study scores over 40.
- Engage in the opportunities offered through the NEV Improved Outcomes initiative – the Next Steps.

### One year targets:

- Establish a LT position of Curriculum leader
- Establish a Literacy sharing program that has Primary to Secondary focus for PL to support low ability in years 7&8
- Complete a VCE curriculum audit and through analysis of all VCE data to inform teaching practice
- Provide staff with access to the VCAA exam assessor PD and Engage in collaborative VCAA study design PD sessions.
- Continue to implement the schools Literacy Plan with a Vocabulary focus across all domains.
- Provide Gradual Release of Responsibility PD for all domains.
- Learning Intentions and Success Criteria explicit and visible in all classes.
- To complete PAT Math's tests at start of year 7 with results distributed to all staff and fed back to Primary schools.

			<ul style="list-style-type: none"> <li>▪ To implement On Demand testing at Years 7 to 10 at least twice a year in order to monitor progress and achievement</li> <li>▪ Team to complete Bastow Leading Numeracy and implement projects and present PD to staff to raise the profile of numeracy in the school.</li> <li>▪ Develop an extended investigation elective for year 9/10 in 2016 in preparation for the Extended Investigation Pathway VCE study 2017.</li> <li>▪ Review all course outlines to ensure Deep Learning is considered and implemented in Instructional model</li> <li>▪ NPDL and STEAM options are encouraged and part of core planning across domains</li> <li>▪ Develop 9&amp;10 vertical electives for 2016 to offer broader choice for students and access to extension options.</li> <li>▪ Analysis report of developmental growth presented to curriculum committee for students participating in the intervention programs.</li> <li>▪ A differentiated Maths curriculum implemented and progress mapped in all year 7&amp;8 classes</li> <li>▪ Whole school timetable reviewed and changes in place for 2016</li> <li>▪ Collaborative programs and classes/PD in place with the 6 Secondary schools in "Next Steps" project</li> <li>▪ Curriculum planning begun to engage in future Tech School in Lilydale</li> </ul>	
What	How	Who	When	Success criteria
Achievement				
<p>Improve Literacy and Numeracy levels across year levels.</p> <p>Consistent use of WTL strategies in all classes</p>	<p>Provide staff professional development in the integration of Literacy and Numeracy in other curriculum areas</p> <p>Explicitly teach using a variety of vocabulary strategies on a regular basis</p> <p>Explicit teaching of text types Use TEEL to teach paragraph writing Literacy Leader to PD staff on strategies to enhance classroom practice.</p> <p>Support and invest in further structured school based professional learning.</p>	<p>School based and external providers</p> <p>All staff – supported by PD from Literacy Leaders</p> <p>Literacy Coach RDR PLT</p> <p>All staff expected to deliver learning sessions after attending external P.D.</p>	<p>On-going</p> <p>PD through PLTs, Domain meetings,</p> <p>Staff meetings and Curriculum days</p> <p>Ongoing</p>	<p>All staff engaged in PLTs, PD days and implementing strategies</p> <p>Attendance at Domain meetings Attendance at PD sessions relevant to strategy Student work improvement and consistency across classes Improved results data for SPA &amp; NAPLAN, on Demand</p> <p>Presentation of learning delivered at appropriate meetings and evident in minutes of meeting agendas</p>

	Yarra Valley Literacy Network joint sessions	WDA, MRO, ABO, EMC, LMO Literacy team, Domain leaders	Whole staff PD days, PLTs and Domain Times	Improved teacher capacity to implement WTL strategies within classes	
Targeted learning support	Maintain quick smart literacy ES staff timetabled; Q/S room established Rotating withdrawal timetable Feedback to teachers on student needs  Achievement data onto Compass	RFA coordinating Quicksmart  Students identified for program earlier in the year  MSN / RDR	Term 1  By Week 5 term 1  As completed	Reading intervention and support programs in place Improved testing results post Quicksmart intervention  Differentiated programs developed and reported on in Domain meetings and to Teaching and Learning Committee by end term 2	
Improve teacher capacity to collect, analyse and respond to student data.	Improve leadership skills in use and analysis of data & school operations Attend Leadership P.D.( Bastow) and formal feedback training  Initiate a Data Committee Provide P.D. and designated time for data analysis and collation  Improve access and use of school data Naplan, VCE, Attendance, Attitudes To School, OnDemand, PatR, PatMaths) SPA data  Promote the use of multiple testing tools to understand the specific levels and skills of students in order to provide explicit and targeted intervention.  Sharing classrooms practice continued Domain Leaders and LT Curriculum leader to maintain program of sharing classrooms	Prin. Team/Senior Leaders/Aspirants  Senior Leaders  Prin team, HPE, MSN, HHO, RDR, JRA, SFE, DMO,MRO  Prin. Team, TSSP Tech, Senior Leaders, Leadership, Admin Staff & Domain Leaders  Leadership team, Domain Leaders  Domain leaders, Leadership, peers as required.	On-going  End of Term 3  Regular -3 per term min  On going  Ongoing  All Curriculum Leadership Team to lead through Domain Leaders  Ongoing	Documented data and feedback from P.D. sessions Greater use of data to inform Curriculum development and teacher strategies.  Explicit use of data to inform committees and leadership Use of data in Performance Review Feedback (All Staff) Senior Leaders to deliver P.D. on data and use Regular Agenda discussions and review of data and its use in meeting forums Compass updated with data at regular intervals Report on testing and reporting tools used  Analysis report of developmental growth of students presented to curriculum committee  Consistency in structured lesson delivery across domains. Classroom visits to focus on targeted areas for teachers related to PR and use of LI and SC  Staff involved in sharing classrooms continues, with feedback on key areas –LI and SC Use of Instructional model.	

				Performance reviews to include feedback and participation in Sharing Classrooms	
Improve scope and sequence for all subjects and course outlines	Continue to review and evaluate scope and sequence and curriculum documentation across the school. On-going & targeted P.D. Provide regular opportunities to share and build capacity Support and invest in further structured school based professional learning.	T&L Leader T&L committee Domains Team Leaders	Ongoing  All outlined by end 2015	Lesson planning evidence Scoped and sequenced knowledge and skills from year 7 –10 across domains documented on Network in common format Learning Intentions & Success Criteria to be visible in classes – Regular visits to classes to note use and student understanding	
Improve consistency across classrooms/between teachers practice  <b>Develop teaching practice that promotes curiosity and integrates creativity, critical thinking, communication and deep learning</b>	Continue to build pedagogical capacity across the College  Consistent use of Learning Intentions & Success Criteria on board in all classes  Development and introduction of the UYSC Instructional Model  NPDL – New Pedagogies for Deep Learning approach to teaching and learning  Curriculum planning began for options possible within Tech School established in 2017  Online shared curriculum development for Next Steps “more able” students extension collaborative option	All staff  Prin Team /Senior Leaders Learning walks/ observation  MRO, RDR, LMO Prin team  LMO, MRO, DRD Prin team  Prin team, Domain Leaders  MRO, MNU, Domain Leaders, PBR	Ongoing & PD Day , April, 15 <sup>th</sup> Aug , 3 <sup>rd</sup> Nov  Weekly  Ongoing  2015 & 2016  units by end Sept 2015	Better understanding & use of Literacy strategies in classrooms demonstrated  PRP evidence to reflect observations, level of discussions, trialled new practices and reflections for each teacher. Learning Intentions & Success Criteria to be visible in classes – Regular visits to classes to note use and student understanding  NPDL Deep learning considered in all Course planning  Key staff and courses identified to engage with planning process for Tech centre  At least 2 Units of work to be submitted to collaborative site to be shared between schools in Network.	
Build capacity of teachers to improve <b>Numeracy</b> across domains	Implement Numeracy Leader to improve the teaching of numeracy concepts across the domains Ensure team has completed the BASTOW “Leading Numeracy” - Maintain Quicksmart numeracy Develop and Implement a Numeracy Withdrawal Program Statement	DMO  DMO, JRA, KFE  DMO to coordinate Maths staff	2015  Throughout 2015  Ongoing	Improved delivery of Numeracy strategies across domains  Differentiated programs developed and reported on in Domain meetings and to Teaching and Learning Committee by end term 3 – both Extension and low ability Participation of staff in PD sessions on numeracy and Numeracy PLT	

Improve differentiated learning in Maths classes	<p>Develop a <i>Numeracy Across The Curriculum</i> Committee/PLT Use of published (DINTS) or alternate problem solving strategies for numeracy related task</p> <p>Trial of Maths Pathways for years 7 &amp; 8</p>	<p>Senior Leaders</p> <p>DMO JRA</p> <p>JRA, &amp; maths team RDR</p>	<p>Ongoing</p> <p>By end 2015</p> <p>Intro Term 3 Additional Domain development time</p> <p>Parent info session to assist students at home</p>	<p>Sharing strategies for improving numeracy related outcomes in domain meetings (published in minutes and shared with numeracy leader). Participation in a numeracy PLT</p> <p>JRA to complete PD and coach Maths Team Students pre and post tested –review engagement and student growth gain</p> <p>Positive parent participation and feedback via survey</p>	
Improve NAPLAN growth gain scores	<p>Ensure all students have access to NAPLAN test information and practice prior to test days.</p> <p>Review areas of low achievement in test results for future focus</p>	<p>DMO, ABO, WDA, RDR JRA</p> <p>DMO/RDR/ ENG &amp; MATHs</p>	<p>Term 1 &amp; 2</p> <p>Term 3&amp;4</p>	<p>Results in term 3 for NAPLAN. Student gain across years 7 -9 in reading as focus Student gain in writing and review of test papers Review NAPLAN scores and feedback to Curriculum committee for improvement strategies</p>	
Improve VCE Study Scores	<p>Build VCE teacher capacity in assessment Expand supports through the VCE Network for staff. Improve access to the VCE Network Master- Classes for UYSC students. Improve quiet study access for VCE students.</p> <p>Implement VCE study skills and master class sessions during options time</p> <p>Access VLN – Virtual Learning Network for small group studies</p> <p>Introduce VCE study skills for year 10s in term 4</p>	<p>MNU, MSL, ABO, MRO MNU, PBR, MRO Bus access to classes</p> <p>KFE, HPE</p> <p>MNU, KFE, MRO,</p> <p>MNU KFE</p> <p>MNU BAN MRO</p>	<p>Term 4</p> <p>MNU, KFE Immediate &amp; Ongoing</p> <p>Term 1,2 &amp; 3</p> <p>Term 1-4</p> <p>Term 4</p>	<p>Increase the number of teachers involved in Exam assessment and marking and their PD for other in their domain. Improved % attendance at VCE Master classes Improved student gains in results –GAT vs. Study scores</p> <p>Review of impact of Study skills strategies Improved All study score/ median</p> <p>Student subject select expanded and scores reviewed.</p> <p>Improved year 10 participation level in Orientation week/ end of year VCE study</p>	
Improve student reporting and assessment	<p>Move to continuous assessment and reporting process by 2016 rather than end of term only reporting.</p>	<p>WDA, MNU, MRO, RDR</p>	<p>Begin development through Compass training term 2.</p>	<p>Team trained in use of compass for continuous assessment Introduction to all staff – trial by select staff in 2015 Introduced for 2016</p>	

# Engagement

**Goals:  
(from Strategic  
Plan)**

- To provide a student centred stimulating environment, which promotes rigor and engages all students in their learning.
  
- Establish a core team of teacher leading NPDL and improve staff awareness and practice of NPDL – New Pedagogies for Deep Learning.

**Targets:**

- By 2018, to increase all *Teaching and Learning variables* to the third quartile in the 7 -12 measures.
- To achieve and maintain levels of student satisfaction at or above the current percentile on the Student Attitude to School Survey as measured by each of the mean factor scores related to *Teaching And Learning* for 2014.
- To achieve absence rates at or below state mean (days per student.)
- Embed the New Pedagogies for Deeper Learning curriculum and assessment program within all domains.
- Establish “Maker Days” for whole year levels–learning by doing- including extension opportunities for very able students.
- Improve skills and use of Digital Technologies within classes by both teacher and students.
- Review and revisit the Restorative Practice model, and develop Positive Psychology approach to student’s engagement.
- Improve student learning and connectedness to school data within the Attitudes to school survey.

**One year targets:**

- Improve student learning confidence and connectedness to school data within the Attitudes to school survey.
- Careers portfolios and CWE booklets to be introduced into Year 9
- Career Action Plans to continue to be embedded into Year 7-12 programs.
- Expand VET offerings at school and VET partnerships through the Yarra Valley Polytechnic. (Sport and Rec and Outdoor Rec, Fire Studies)
- Restorative practice training and implementation to more staff
- Comprehensive primary school to secondary school transition program including feeder schools.
- Every grade 5-6 student from major feeder primary school visits the College on 3 occasions in a curriculum based integration experience.
- Student leadership opportunities across all year levels defined and utilised.
- Attendance data collection and follow up –improved attendance.
- Review of the Options Program
- NPDL “maker days” for extending S.T.E.A.M. opportunities and extend more able students.
- Establish STEM electives and equipment for robotics, coding & 3-D printing

<b>What</b> (the actions/ steps to progress the key improvement strategies in this year)  <b>Engagement</b>	<b>How</b> (the way the school will undertake the actions, i.e. the process, consultation)	<b>Who</b> (the individuals or teams who will lead this work)	<b>When</b> the date, week, month or term for completion	<b>Success criteria</b> (the changes in practice or behaviours and date to be completed by i.e. how and when will we know?)	
Develop strategies to continue to improve engagement and attendance across the school from 7 -12.	<p>Case manage individuals and address cohort behaviour with proactive and preventative strategies.</p> <p>All staff use a restorative practice to resolve issues with students. Improved transition experience and increased enrolments</p> <p>Behaviour management strategy for students with habitual extreme behaviours developed and published to staff.</p> <p>Run "Maker Days" for years 7, 8 and 9 to engage further with the NPDL project.</p> <p>Improve attendance and engagement with "Options Program". Review and develop a vertical elective system for years 8-9 or 9-10 for 2016</p> <p>Establish STEM electives and equipment for robotics, coding &amp; 3-D printing</p> <p>Introduce student access to "Emerging Science"-John Monash online programs for extension year 10's</p> <p>Continue to broaden VCAL program to have greater involvement in the wider community. Review days attending and develop program.</p> <p>Investigate and build links with tertiary institutions for extension pathways in VCE.</p>	<p>APs, Team leaders, HG teachers</p> <p>MGY, MNU, MGY, JCL, SMO Aps</p> <p>Team leaders MNU , MGR</p> <p>LMO, MRO , NPDL team</p> <p>MRO, WDA, NCR, Domain Leaders</p> <p>PBR, DTI, MRO, LMO, TCR</p> <p>MRO,OTI, MRO,BAN</p> <p>VCAL, MNU, BFO</p> <p>MNU, Prin, MRO</p>	<p>Ongoing Review at start of each term</p> <p>Ongoing</p> <p>Term 3 &amp; 4</p> <p>By week 6 term 3</p> <p>In place for 2016</p> <p>Term 3</p> <p>2016</p> <p>By end 2015</p>	<p>Staff demonstrate positive attitudes towards students' ability to learn. 100% of Year 9 – 12 students have a Career Action Plan. Revised Career Action Plans completed by all students and shared with teachers and parents.</p> <p>Staff reflecting on the importance of expectations on the learner. Program developed-ILPs Parents meet with AP and Team Leader to discuss way forward. Student progress monitored and recognised. Improved attendance data collection -target years 9 &amp; 10. Improved student Attitudes to school survey data.</p> <p>Whole year level involvement in Maker Days with students engaged and positive feedback from parents and students</p> <p>Set up of 3-D printer, STEAM room, Maker room, Arduino boards, Robotics components, etc</p> <p>Students taking ranges of extension electives, joint groups with network schools, engaged with Emerging Sciences program –increase in science selection in VCE</p> <p>Students experience of on-line course reviewed</p> <p>VCAL teachers developing curriculum that explicitly gives students the opportunity to apply their skills in and knowledge in a real world context.</p> <p>MOUs for accessing programs with all Unis for student access support and guest speakers etc.</p>	



Improve Communication between teachers/parents/students	<p>Develop and embed further communication and reporting strategies to parents.</p> <p>Raise the level of student voice in areas such as policies, curriculum, extra-curricula, student management, school daily organization, uniform and student celebration.</p> <p>Ensure facebook, webpage and newsletter s are up to date with info on school activities</p>	<p>MRO, AP, MNU</p> <p>PBR, WDA, MGY, MNU, MRO</p> <p>Student info SRC and BAN, HPE</p>	<p>ongoing</p> <p>Ongoing</p> <p>Regular and ongoing</p>	<p>School wide agreed protocols and practices promoted via newsletter and other documentation including revised anti-bullying documentation. Student led forums, parent forums, improved parent survey responses</p> <p>Student forums, Student Led action groups active in school.</p> <p>Home Group Captains, SRC leaders and Year Level Captains and they have clearly designated roles and responsibilities throughout the year.</p> <p>Proactive use of the UYSC Facebook page</p>		

# Wellbeing

<b>Goals: (from Strategic Plan)</b>	<ul style="list-style-type: none"> <li>• To develop confident, connected learners who develop independent learning skills and life skills.</li>   <li>• To improve student and staff morale through a culture of positivity and inclusiveness.</li> </ul>	<b>Targets:</b>	<ul style="list-style-type: none"> <li>• Improve student transition to year 7 and to senior school as priority.</li> <li>• Improve student and teacher transition when starting mid term.</li> <li>• Establish “Respectful Relationships” program as part of sustainable Year 8 &amp; 9 program.</li> <li>• Current wellbeing programs mapped and new initiatives implemented on a needs basis.             <ul style="list-style-type: none"> <li>• Improve student environment in classrooms and on campus.</li> <li>• Connectedness to school and stimulating learning data, Years 7-12 to be equal or above both the regional and state mean over the course of the strategic plan.                 <ul style="list-style-type: none"> <li>▪ Broaden student’s personal development and social skills through improved and appropriate use of ICT</li> <li>▪ To improve staff levels of satisfaction by at least 25% as measured by each of the mean factor scores on the Staff Opinion Survey.</li> <li>▪ Develop strong Peer Support and student leadership programs</li> <li>▪ Establish a joint agencies approach to wellbeing program delivery</li> <li>▪ Establish an “Advance” program for young leaders</li> <li>▪ Introduce staff led staff meetings</li> <li>▪ Extend engagement programs to include more creative arts and performance options</li> </ul> </li> </ul> </li> </ul>
		<b>One year targets:</b>	<ul style="list-style-type: none"> <li>▪ Improved attendance in years 9 &amp; 10 specifically.</li> <li>▪ 6 C’s components of Citizenship and Collaboration are introduced as formal concepts and being established within staff, student and parent cohort</li> <li>▪ Continue to build on student leadership &amp; student voice initiatives.</li> <li>▪ Introduce “Respectful Relationships “ program within HPE Y8 &amp; 9.</li> <li>▪ Develop and introduce PEER Support program to Year 7s.</li> <li>▪ Develop “Health and Wellbeing “ days for Junior school.</li> <li>▪ Review wellbeing programs and use of “Farm School”.</li> <li>▪ Wellbeing documentation updated.</li> <li>▪ All wellbeing staff using Action Plans with students detailing specific goals and strategies.</li> <li>▪ Implement Student Leadership training camp at end of year</li> <li>▪ Review Peer support program and develop future program details</li> <li>▪ MOUs established with range of agencies and core programs determined for 2016</li> <li>▪ School Production event in 2015</li> </ul>

What	How	Who	When	Success criteria	
<p align="center"><b>Wellbeing</b></p> <p>Develop a school wide focus on the promotion of positive relationships, student resilience, student voice and engagement in learning.</p>	<p>Raise the level of student voice in areas such as policies, curriculum, extra –curricula, student management, school daily organization, uniform and student celebration.</p> <p>Introduce “buddy “ program for Senior school and Year 7 students</p> <p>Support the student leadership development for SRC training and Peer support training as core elements of whole school approach to student voice.</p> <p>Continue to strengthen the school's wellbeing programs and positive school culture to improve student pride and connectedness to, and sense of belonging to the school.</p> <p>Review and consolidate documentation in areas of wellbeing, learning and behaviour and ensure that the language and tone conveys an outcomes focus.</p> <p>Continue to focus on a preventative response to wellbeing and disseminate to the College community through appropriate programs for staff, students and parent body.</p> <p>Introduce Drama and production to support engagement of students beyond sporting options</p>	<p>Captains &amp; Vice Captains, Sports Captains</p> <p>Student leaders</p> <p>LVA, SLI, SMO</p> <p>EMC, MGY, SLI</p> <p>Team leaders, Wellbeing team Senior &amp; junior school leader</p> <p>MSA, CFR, SSSO's</p> <p>Leadership &amp; wellbeing team</p> <p>LVA , KWH</p>	<p>Ongoing</p> <p>Term 4</p> <p>Ongoing</p> <p>Term 4</p> <p>Term 3-4</p> <p>Term 4</p> <p>Ongoing</p> <p>Term 4</p>	<p>Strategic focus on improving attendance follow up in the middle years. Continued support for the Duke of Ed program</p> <p>College Captains appointed and demonstrating leadership by participation in sports, council, meetings etc. Reports to Council by student councillors., regular newsletter info, student assemblies</p> <p>Consolidated opportunities for authentic student leadership. Active SRC leadership group</p> <p>Leadership camp for training all new leaders established to run at the end of the year,</p> <p>Improvement in school climate survey responses</p> <p>Student attitudes to school survey for the whole school to improve to be at or above the state mean scores:</p> <ul style="list-style-type: none"> <li>▪ Classroom behaviour</li> <li>▪ Student motivation</li> <li>▪ Stimulating learning</li> <li>▪ Teacher empathy</li> <li>▪ Learning Confidence</li> </ul> <p>School production in term 4 provides student/family connections and engagement.</p>	
<p>Improve student Transitions</p>	<p>Monitor student transitions through regular cohort tracking.</p> <p>Maintain the Supported Transition Program at Year 6/7.</p> <p>Consult Primary School Networks and Transition Coordinators with the aim of exploring possibilities to partner in learning and share best practice</p>	<p>Careers, MNU</p> <p>MGY,JCL SMO</p> <p>Transition team Prin team</p>	<p>Ongoing</p> <p>Term 4</p> <p>Term 3 &amp; 4</p>	<p>Inclusive programs are established across the school domains and year levels.</p> <p>Positive survey feedback from primaries</p> <p>Improved engagement at start of year</p> <p>Forward planning completed on regular transition support meetings between primary and UYSC</p>	
<p>Improve staff transition and induction</p>	<p>Develop induction program beyond admin details to include more OH&amp;S and teaching and learning strategies with Literacy and</p>	<p>Leadership team Mentor</p>	<p>As required</p>	<p>A mentor is formally attached to new staff member for support.</p> <p>New staff have clear understanding of UYSC expectations and priorities</p>	

	Instructional Model				
Conduct student focus groups on what students understood key questions of the Student Attitudes to School Survey questions mean.	Consult with Mini School Leaders in forming sample student consultation groups that are representative of the student population.  Run consistent focus group feedback sessions with students for analysis by staff	LT, Student Leadership Principal  Prin team	September 2015  Each term	Feedback collated, documented and interpreted by College Leadership Team.  Student feedback identifies target areas for improvement and possible strategies Student attitudes to school survey for the whole school to improve to be at or above the state mean scores: <ul style="list-style-type: none"> <li>▪ Classroom behaviour</li> <li>▪ Student motivation</li> <li>▪ Stimulating learning</li> <li>▪ Teacher empathy</li> <li>▪ Learning Confidence</li> </ul>	
Improve school climate in staff surveys	Work on School Climate and enable leaders to work proactively on areas that impact on staff wellbeing and morale.	Leadership team	ongoing	Improved staff survey results in 2016 Collective efficacy in teaching staff to be equal or above state mean Collective responsibility in teaching staff to be equal or above state mean. Improvement in school climate survey responses	

# Productivity

<b>Goals: (from Strategic Plan)</b>	<ul style="list-style-type: none"> <li>To align resources with key improvement outcomes as stated in the Strategic Plan - human, physical and financial.</li> <li>To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning and wellbeing.</li> </ul>	<b>Targets:</b>	<ul style="list-style-type: none"> <li>Move from Work Force Bridging to a surplus in 2016</li> <li>Construction of workforce plan to maximize resources and minimize staffing costs</li> <li>Maintain Long Term Planning Document that allows for a maximum of 25 students in each class</li> <li>Build external links for use of school facilities and hire of facilities and Catering options for VET Hospitality students</li> <li>Develop a long-term plan for IT replacement and review of devices available.</li> <li>Ensure staffing is kept to requirements and avoid excess.</li> <li>Review VCAL program and staffing options.</li> <li>Establish priority areas for funding to ensure viability and sustainability.</li> <li>Fund Literacy &amp; Numeracy Improvement Strategies</li> <li>Establish a Master plan for new building or extended maintenance works.</li> <li>Ensure STEAM electives are resourced sufficiently</li> <li>Apply for Re Audit of school maintenance and facilities.</li> <li>Ensure adequate equipment and software provided for future plans of teacher delivery of core programs such as Maths Pathways</li> <li>Expand VET programs and community use of school facilities and hire.</li> <li>Improved numbers from external students in VET programs.</li> <li></li> </ul>
		<b>One year targets:</b>	<ul style="list-style-type: none"> <li>Reduce deficit through workforce Bridging process –surplus by 2016</li> <li>Improve staff succession planning</li> <li>Review Leadership roles and structure</li> <li>Review admin staffing and roles –clarify roles</li> <li>College resources focus on T&amp; L strategies</li> <li>College leadership structure to reflect focus on NPDL and Improving Literacy &amp; Numeracy across the school &amp; improved VCE outcomes.</li> <li>Development of plan and strategies for rebuild or school improvement</li> <li>Audit IT resources within the school – use and availability</li> <li>Audit maintenance costs and processes.</li> <li>Access resources offered through partnerships – LEAP, DEAP, RMIT, Arts Centre First Call fund, SFYS, Advance, Monash, Bendigo Bank</li> </ul>

					<ul style="list-style-type: none"> <li>• Improve family accounting procedures and student access to high cost courses.</li> <li>• Improve facilities such as theatre , gym and kitchens to enable renting out for use</li> <li>• Engage new canteen operators to ensure service provided at no additional cost to college</li> <li>• Increase in SRC Staff Survey key indicators relating to trust, collaboration and morale and distress.</li> <li>• Increase in ASS key measures related to teacher empathy and school connectedness.</li> <li>• Redevelopment of staff handbook and publication on Compass.</li> </ul>
<b>What</b> (the actions/ steps to progress the key improvement strategies in this year)	<b>How</b> (the way the school will undertake the actions, i.e. the process, consultation)	<b>Who</b> (the individuals or teams who will lead this work)	<b>When</b> (the date, week, month or term for completion)	<b>Success criteria</b> (the changes in practice or behaviours and date to be completed by i.e. how and when will we know?)	-
<b>Productivity</b>					
Utilize budgets to improve student outcomes!	<p>Access VLN – Virtual Learning Network for very small VCE classes as best practice.</p> <p>Considered blocking of VCE classes to ensure minimum number of classes below 15 students.</p> <p>Set up of 3-D printer, STEAM room, Maker room, Arduino boards, Robotics components, etc</p> <p>Strategic planning of PD required to ensure staff skills match requirements</p>	<p>Senior school, MNU</p> <p>Senior leaders</p> <p>PBR, WDA, Tech /Art domain, JRA</p> <p>WDA, MRO , LMO</p>	<p>Ongoing</p> <p>Term 3</p> <p>By end 2015</p> <p>End 2015</p>	<p>Budget shortfall reduced to plan for exit from workforce bridging in 2016.</p> <p>Sustainable funding model for IT renewal.</p> <p>Fewer low number classes with range of courses offered</p> <p>Leadership responsibility to reflect school future focus.</p> <p>Student electives in STEAM available for years 9&amp;10 and through Options</p> <p>STEAM electives run in 2016 by staff with appropriate training for courses offered.</p>	
Improve school security to ensure best use of facilities and equipment.	Ensure OH&S audit compliant	Prin team, OHS team, MNU	Term 3	Improved OHS profile of school.	
The SRP to produce a surplus of at least each year	Construction of workforce plan to maximize resources and minimize staffing costs Work with advisors to review	AP in charge of staffing, Principal and Business Manager	End term 3	Workforce Plan completed.	

	resources and current staffing and business practices.  Maintain Long Term Planning Document that allows for a maximum of 26 students in each class	Prin, AP, Business Manager  Principal, with AEU branch	End term 3  End term 3	Budget for 2016-17 planned  Long Term Planning Document completed		
Improve school revenue through fees and charges required to cover costs	Review costs and charges for external use of school. Establish more VET programs delivered onsite at UYSC. Improve school accounts are delivered to families in timely manner. Expand VET offerings at school and VET partnerships through the Yarra Valley Polytechnic  VET co-ordinator to research opportunities and report to senior leadership	ASP and Business manager  MNU, MRO, WDA  ASP, SJO  MNU, MMA, TST/MSL  MNU, Leadership team	Term 2  Term 2  Term 1 and 4    Term 2 & 3	Ensure domains budgets are viable and meet student priority needs. Course costs covered by appropriate fees structure. Accounts payable online through compass Planned required maintenance and servicing model implemented. Access to grants and eternal funding options are taken up where possible.  Increased community use of facilities and hiring charges.  New VET options developed and advertised		
Engage with the Bricks and Mortar 2A program and plan for building or maintenance support.	Continue planning for possible upgrade of facilities Review maintenance audit of whole school	Prin team and Business manager  Prin / Business manager	Term 1 & 2  Term 4	Use of rooms Audit completed term 3  Reviewed of audit resulting in additional maintenance funding		
Improve ICT access and use across the domains	Audit IT within UYSC, build staff capacity. Growth of iPad & BYOD program.  Long term upgrade planning Initiate IT "innovations and PD expertise through Senior & junior school positions  Establish IPAD air accessible for Maths Pathways access –min 30 new	Establish an IT committee WDA, HPE, MSN, PBR, BAN  Prin / Business manager BAN, JRA, DTR  MSN, PBR, WDA	Term 3 Term 1  Term 3 Term 1  Term 3 & 4  Term 3	Increased uptake of students using BYOD. Access to grants and eternal funding options are taken up where possible. Review of IT options and program requirements within the school. Sustainable funding model for IT renewal.  Room established in C7 to access and use printers etc  Upgrade C5 whole class desktops Increase Ipads available for Maths pathways G4 Macs available for art Creative suite use - pod		

