

School Strategic Plan for Upper Yarra Secondary College 8410 2014 -2018

The grey boxes included throughout this template denote either components of the School Strategic Plan that are mandated by either legislative or regulatory requirements, or drafting notes to support schools in their development of the plan.

Please remove these notes once the Plan is complete.

Purpose

A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes.

It is informed by extensive consultation with students, staff, parents and carers, and engagement with the broader community including relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Principal, School Council President, and the delegate of the Secretary of the Department of Education and Early Childhood Development.

Legislative context

The development of the School Strategic Plan is required under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1.) The Act states that:

“A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”

Effective planning

There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These include:

- engaging the whole school community in the development process,
- defining the school's vision, purpose and values,
- focusing on a 'desired future' for the school, its students and the community more broadly,
- agreeing on a discrete set of outcomes to be achieved over the next four years,
- selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes,
- planning the implementation of each strategy, with clear allocation of resources, roles and responsibilities to the achievement of each step, and,
- identifying, in the form of milestones and targets, what success will look like when it has been achieved.

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name..... Patricia Broom</p> <p>Date.....18th April 2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....Glen Bray</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 R Stephens (NEVR)</p> <p>Date 19 April 2015</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”</p> <p>Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines.</p>	

School Profile

Learning for Life - Life Long Learning	
Purpose	<p>The College provides students with a safe and supportive learning environment. It nurtures life-long learning, self-esteem, leadership, talent, curiosity and optimism for the future. It provides students with skills to enable them to be responsible members of the college and their broader community. Our staff is committed to improving curriculum, to deeper learning, and, to responding to research based and innovative teaching methods to achieve better student outcomes.</p> <p>We are focused on:</p> <ul style="list-style-type: none"> • Building students' core literacy and numeracy skills, providing an inclusive curriculum, ensuring we have addressed the future pathways that will be available to our students beyond school in Science, Technology, Engineering, Arts and Math (S.T.E.A.M) , working intelligently to expand our links beyond the school community, and, creating a stimulating, educational hub for our broader community.
Values	<ul style="list-style-type: none"> • We believe in the strength of partnerships, innovation, and the future of technology in education. • We embrace the opportunities of our participation in the New Pedagogies for Deeper Learning global project; Upper Yarra SC has taken the 6 Competencies, the 6C's, on which to base our core values and whole school focus. • Citizenship Collaboration Communication Critical Thinking Creativity Character
Environmental Context	<p>Upper Yarra Secondary College is a school of 512 students in Yarra Junction, 65 kms from Melbourne. Many students are from disadvantaged situations, with the SFO 0.66. Most students travel by bus, some distances of 20-30kms. The College has well- regarded welfare supports. Student leadership and other proactive programs are key strategies to address social issues. UYSC provides a comprehensive range of options relevant to our community, including VCE, VCAL and VETiS programs.</p> <p>In 2015, the College has 2 Principal class, 3 Leading Teachers, 41.1 equivalent full-time teaching and 13 EFT Education Support staff. These include a Laboratory support and Food Tech support staff and a strong Learning support team.</p> <p>In term 3 2014, the school conducted a Peer review process.</p>

In 2014, the College leadership profile expanded to include:
a Junior School – Years 7-9 Sub School Leading Teacher, a Senior School –Year 10-12 Sub-School Leading teacher,
a Teaching and Learning / Literacy coach: and in 2012 - 2014, and, a coach with a Sharing Classrooms Program.
In 2015 a Leading Teacher Curriculum position was introduced.

The staff is organized into year level teams lead by a Team leader. The teams are responsible for: overseeing curriculum, pedagogy, wellbeing, and, student management for students within their year level. Students develop close relationships with staff via daily contact in the Year Level Teams approach.

Student support staffing includes: SSSO access, a Chaplain, a school counselor, a school Nurse for two days, and a social worker engaged through Medicare Local. The college also operates a Youth Clinic one day per week at the School. This initiative involves: a GP, a Health Nurse, and, a Youth Services social worker working in partnership with the Well-being team. In 2015 we introduced the DET “*Respectful Relationships*” program as part of a whole school approach to address the impact of gender based violence and trauma on learning.

The school has worked to ensure: our Koori students are supported, that the school identifies as open and inclusive, and, that it creates a confident group of students, supported by a staff which recognizes the cultural heritage of the families within our community.

Considerable resources have been directed towards improving our Literacy Improvement Strategies, and we have had as our focus over last 3 years, four Pillars of focus – **Literacy, Partnerships, Engagement and Well-Being.**

The college has strong formal partnerships with:
New Pedagogies for Deeper Learning project, as one of 100 Australian selected schools selected to participate in this Global Project involving 1000 schools spanning 10 countries, lead by Michael Fullen,
Deakin (DEAP), including visiting presenters and University experience days,
LEAP, Learn, Experience, Access Professions, which is a supported program for UYSC and offers students experiences in a range of career and study options ,
the Arts Centre First Call Fund, with fully funded tickets to many performances and resources at the Arts Centre,
Monash University through the student teacher placement program in 2015,
RMIT , with the” Designing Futures” project for indigenous students and as a SNAP school, supported access to courses after VCE,
Eastern Health Services MOU, within the Youth Clinic Program, and,
Upper Yarra Community House / Yarra Valley school, with MOUs for students alternative placements and VET courses.
We are building further supports by working closely with the Shire Yarra Ranges Youth Services.
The college has formed links to China, through the regional exchange program and students may participate in International Student Exchange with a sister schools in Germany and Japan.

The college curriculum choices including VCE, VET and VCAL support pathways to a wide range of destinations including :
Universities, TAFE colleges, apprenticeships and employment. Access to VET and VCAL enable our students to better consider learning pathways beyond high school. Our nearest TAFE in 2015 is in Croydon. Upper Yarra offers: VETiS –Vet in Schools - Cabinetmaking, Hospitality, Outdoor Ed, and, Sport & Recreation (last two introduced in 2015) on site. The College formed a partnership with Healesville High School and

Worawa College, which is known as the Yarra Valley Polytechnic.

UYSC are on the Steering Committee of the Yarra Valley/Yarra Ranges VCE Network for the past 4 years, working collaboratively with the nearest six secondary schools: Healesville High, Yarra Hills, Mooroolbark SC, Lilydale Heights, and Lilydale High School. This enables effective support to our VCE students and teachers to improve outcomes across the network.

The college has invested significant professional learning opportunities to focus on continuous improvement in curriculum provision and research based pedagogy. This is most evident in the Junior School classes, in particular, the Future Learners Inquiry Program (**FLIP**) and a school wide literacy approach: writing in the content areas. The Junior School Team responded by incorporating research based practice and innovative teaching methods with a focus on literacy. FLIP has incorporated appropriate teaching and learning pedagogy within an open plan learning environment, even with inadequate year 8 facilities. The curriculum is designed as an integrated inquiry based approach with an enhanced literacy focus, and personalized learning is evident in the topics and curriculum delivery, accommodating learning styles and preferences, with an emphasis on student directed learning. A whole school focus on literacy, supported by a Literacy Coach and a Literacy PLT, has resulted in innovations in intensive reading and writing programs, including embedded *Independent Reading* and the *Readers and Writers Workshops*. This change in approach has had a significant impact on teaching practice and student engagement and has directly led to improved achievement and literacy outcomes. There has been a whole school approach to including the **Gradual Release of Responsibility** as core practice model.

Upper Yarra is a lead school in the *Yarra Valley Literacy Initiative*, working collaboratively with four local primary schools to access intensive literacy PD, sharing practices and running joint whole school literacy professional learning sessions. Initially funded through a grant, this has been continued as it addresses our joint priorities of improving student literacy outcomes. The students who have progressed through the Literacy program have shown improvement in their literacy outcomes.

All teachers engage in Professional Learning Teams (PLT). The college has focused on current research for classroom practice and encourages the use of designated strategies in an action research model. The college offers school based professional learning and the Assistant Principal has run weekly "Techie Breakies" to engage staff in the use and development of iPads in the curriculum. A team of student technical support aids this initiative, and we hold "iPad " days to improve student skills in use of digital devices. This will expanded during 2015 and 2016.

The school environment has improved significantly over the last five years, with a college wide focus on developing an orderly learning environment. Students have responded positively to college enforcement of policies regarding proactive behaviour management and student leadership. The community perception of the school has improved, showing increased enrolments across all year levels. Retention rates and attendance have improved as have student and staff attitudes to school survey data. The location of the school can present challenges, as distance and access to transport adds costs and time to excursions and to staff access to professional learning and accessing teacher supports in other secondary schools. UYSC cohort is predominantly English speaking with no ESL students. Although a "metropolitan" school, the college is in a rural setting.

Service Standards	<p><i>General</i></p> <ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • The use of Professional Learning Teams to share knowledge and expertise and to provide peer to peer mentoring, coaching and collaborative planning. • The school will ensure students access a broad, balanced and flexible curriculum including skills for learning and life. • Raise expectations and aspirations of students and their families, recognizing the personal challenges faced by many of our community. • The school provides a safe and stimulating learning environment to ensure students can extend their skills and future opportunities. • Personalized Teaching and Learning based on the use of data, observation and interpretation of that information to adapt to the individual needs of students. • Students will play an active part in the development and review of the school's policies. • Teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

“A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realized. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognizing that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To improve student outcomes and achieve consistent learning growth throughout the school, particularly in Numeracy & Literacy.</p> <p>To improve the schools “valued added” results across all students, both in junior years reading and writing assessments, Numeracy and VCE results, based on improvements on GAT vs Study scores.</p>	<p>By 2018, all students deemed capable to progress at least one year as measured by Teacher Judgments.</p> <p>ILP's: by 2018, all students deemed “Not Capable” to have achieved progress in learning as identified in their Individual Learning Plans. Continue to build staff knowledge, confidence and skills of T&L in Literacy. Increase accountability in the T&L of Literacy and Numeracy.</p> <p>NAPLAN: By 2018, to reduce the numbers of students performing <i>below</i> expected levels in literacy and numeracy.</p> <p>By 2018, to increase the number of students achieving MEDIUM and HIGH Growth in Years 7 – 9 NAPLAN Relative Growth in all domains.</p> <p>Promote a “learning culture” within the student body and families.</p>	<p>Improve teacher capacity to collect, analyze and respond to student data.</p> <p>Continue to review and evaluate scope and sequence and curriculum documentation across the school.</p> <p>Support and invest in further structured school based professional learning.</p> <p>Ensure team has completed the BASTOW “Leading Numeracy” program to improve delivery of Numeracy across the domains.</p> <p>Ensure all students have access to NAPLAN test information and practice prior to NAPLAN test days.</p> <p>Increase the number of teachers involved in Exam assessment and marking.</p>

	<p>To improve student VCE outcomes through a whole school focus on literacy, and writing in particular.</p>	<p>VCE study scores will achieve an increase in the All Study scores by 2018. English mean study score will improve average by 2017.</p> <p>Increase number of VCE study scores over 40.</p> <p>Engage in the opportunities offered through the NEV Improved Outcomes initiative – the Next Step.</p>	<p>Engage in collaborative VCAA study design leader PD sessions.</p> <p>Expand supports through the VCE Network for staff.</p> <p>Improve access to the VCE Network Master-Classes for UYSC students.</p> <p>Improve quiet study access for VCE students.</p>
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To provide a student centered stimulating environment, which promotes rigor and engages all students in their learning.</p> <p>Establish a core team of teacher leading NPDL and improve staff awareness and practice of NPDL – New Pedagogies for Deep Learning.</p> <p>Broaden student's personal development and social skills through sophisticated use of ICT.</p>	<p>By 2018, to increase all <i>Teaching and Learning variables</i> to the third quartile in the 7 -12 measures.</p> <p>By 2018, to reduce absences in all year levels and to match the state mean.</p> <p>Embed the New Pedagogies for Deeper Learning curriculum and assessment program within all domains.</p> <p>Establish "Maker Days" –learning by doing- and extension opportunities for very able students.</p> <p>Improve skills and use of Digital Technologies within classes by both teacher and students.</p> <p>Review and revisit the Restorative Practice model, and develop Positive Psychology approach to student's engagement.</p> <p>Improve student learning and connectedness to school data within the Attitudes to school survey.</p>	<p>Develop strategies to continue to improve attendance across the school from 7 -12.</p> <p>Develop and embed further communication and reporting strategies to parents.</p> <p>Move to continuous assessment and reporting process by 2016 rather than end of term only reporting.</p> <p>Case manage individuals and address cohort behaviour with proactive and preventative strategies.</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>Establish PD opportunities for Positive Psychology for team leader</p>

<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To develop confident, connected learners who develop independent learning skills and life skills.</p> <p>Improve student attendance and participation.</p>	<p>By 2018, to improve <i>Student Morale</i> variable to match the state mean.</p> <p>Improve student transition to year 7 and to senior school as priority.</p> <p>Establish "Respectful Relationships" program as part of sustainable Year 8 & 9 program.</p> <p>Review programs curriculum content offered for students.</p> <p>By 2018, to maintain or exceed <i>Student Distress</i> to match or exceed the state mean.</p> <p>Improve student environment in classrooms and on campus. 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.</p>	<p>Develop a school wide focus on the promotion of positive relationships, student resilience, student voice and engagement in learning.</p> <p>Monitor student transitions through regular cohort tracking. Maintain the Supported Transition Program at Year 6/7.</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>Ensure 6 C's are well established within the student cohort.</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>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To align resources with key improvement outcomes as stated in the Strategic Plan- human, physical and financial.</p> <p>Develop a long term plan for IT replacement and review of devices available.</p> <p>Build external links for use of school facilities and hire of facilities and Catering options for VET Hospitality students.</p>	<p>Move from Work Force Bridging to a surplus Ensure staffing is kept to requirements and avoid excess.</p> <p>Review VCAL program and staffing options.</p> <p>Establish priority areas for funding to ensure viability and sustainability.</p> <p>Fund Literacy & Numeracy Improvement Strategies</p> <p>Establish a Master plan for new building or extended maintenance works.</p>	<p>Utilize budgets to improve student outcomes! Work with advisors to review resources and current staffing and business practices.</p> <p>Access VLN – Virtual Learning Network for very small VCE classes as best practice.</p> <p>Engage with the Bricks and Mortar 2A program and plan for building or maintenance support.</p> <p>Audit IT within UYSC, build staff capacity. Establish good work practices with students to limit damage.</p>

		<p>Apply for Re Audit of school maintenance and facilities.</p> <p>Ensure adequate equipment and software provided for future plans of teacher delivery of core programs</p> <p>Expand VET programs and community use of school facilities and hire</p>	<p>Improve school security to ensure best use of facilities and equipment.</p> <p>Review costs and charges for external use of school. Establish more VET programs delivered onsite at UYSC.</p> <p>Improve school accounts are delivered to families in timely manner.</p>
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School Strategic Plan 2014- 2017: Indicative Planner

<p>Purpose: the purpose of the indicative planner is to assist the school to prioritize key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>			
<p>Key Improvement Strategies</p>	<p>Actions</p>		<p>Achievement Milestone</p>
	<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>		<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
<p>Achievement</p>	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ Establish a LT position of Curriculum leader ▪ Establish an embedded & sustainable Literacy sharing program that has P-12 focus for PL ▪ VCE curriculum audit and through analysis of all VCE data to inform teaching ▪ Provide staff with access to the VCAA exam assessor PD and Engage in collaborative VCAA study design PD sessions. ▪ Vocabulary focus across all domains. ▪ Provide Gradual Release of Responsibility PD for all domains. ▪ Continue to implement the schools Literacy Plan. ▪ Learning Intentions and Success Criteria explicit 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. ▪ To implement On Demand testing at Years 7 to 10 at least twice a year in order to monitor progress and achievement ▪ Three staff to complete "Bastow Leading Numeracy" raise the profile of numeracy in the school ▪ Continue to implement the schools Literacy Plan. 	<ul style="list-style-type: none"> ▪ Improved collaboration between the 5 schools & improved Teaching & Learning of Literacy across all schools. ▪ Value added results shown through assessment of student outcomes. ▪ Increased teachers involved in Exam assessment and marking. ▪ Raised profile of numeracy areas of improvement and strategies across Domains. ▪ All VCE teachers include data interview process as part of their PDP. ▪ Greater % of teachers using range of ICT options within their teaching practice ▪ Key numeracy teachers working with domain leaders to improve specific curriculum development in Numeracy. ▪ Walk-throughs demonstrate use of Learning Intentions and success criteria across Domains. ▪ Teachers can explain the GRR model approach. ▪ Accountability - WTL built into the performance plans for all staff (requires evidence) is across domains.
	<p>Year 2</p>	<ul style="list-style-type: none"> ▪ Growing links & expanding teacher participation in Literacy exchange. ▪ Explicit delivery of Literacy skills across domains ▪ Provide whole school follow-up PL around GRR & WM to consolidate understandings. ▪ VCE curriculum audit established on school database and is embedded into VCE practice Term 1 every year. ▪ Support Domains in the development of resources to improve numeracy 	<ul style="list-style-type: none"> ▪ Improved website based resources & use by all schools. ▪ Documented Curriculum outlining all IT skills and use across domains. ▪ Use of GRR Lesson Plan approach to be part of performance plans for all staff (requires evidence) ▪ Further engage in collaborative VCAA study design PD sessions. ▪ Increase teachers involved in Exam assessment and marking.

		<ul style="list-style-type: none"> aspects of their curriculum ▪ Review and refine use of data to improve student outcomes ▪ Continuous Online reporting process ▪ Continue to implement the schools Literacy Plan. ▪ 	<ul style="list-style-type: none"> ▪ Improve teacher capacity to collect, analyze and respond to student data. ▪ A modified maths curriculum to better support improved numeracy in years 7 to 10 – ▪ Improved timely and quality feedback on student progress. ▪ Extend use of collaborative supports for VCE across the Network schools. ▪
	Year 3	<ul style="list-style-type: none"> ▪ Increase teachers involved in Exam assessment and marking. ▪ Deepening teachers' understandings and pedagogy around teaching reading and metacognition by providing ongoing class support to new teachers. ▪ Review impact on student outcomes from first years through FLIP and extensive Literacy Initiative programs. ▪ Improved consistency in outcomes across VCE classes. ▪ Continue to implement the schools Literacy Plan. 	<ul style="list-style-type: none"> ▪ Established knowledge bank of Literacy P-12 resources ▪ Accountability - WTL built into the performance plans for all staff (requires evidence) is across domains. ▪ Improved VCE performance outcomes in English and across subjects. ▪ Improved “ value added “ growth in student outcomes in year 9.
	Year 4	<ul style="list-style-type: none"> ▪ Introduction of school based eLearning extension modules across domains. ▪ Review and prepare self evaluation for next Strategic Plan. 	<ul style="list-style-type: none"> ▪ Lighthouse Program of teaching Literacy across Domains ▪ Improved retention of highly able students to VCE. ▪ Improved VCE and VCAL outcomes and retention. ▪ Accountability - WTL built into the performance plans for all staff (requires evidence) is across domains.
Engagement	Year 1	<ul style="list-style-type: none"> ▪ Develop eLearning across Domains & Independent T&L of IT curriculum ▪ 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) ▪ Restorative practice training and implementation ▪ Comprehensive primary school to secondary school transition program including feeder schools. <p>Every grade 5-6 student from major feeder primary school visits the College on 3 occasions in a curriculum based integration experience.</p> <ul style="list-style-type: none"> ▪ Relevant Student leadership opportunities across all year levels. ▪ 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. 	<ul style="list-style-type: none"> ▪ Growth of iPad & BYOD program. ▪ Purchase & set up of 3-D printer ▪ Develop strategies to continue to improve attendance across the school from 7 -12. ▪ Improved numbers from external students in VET programs. ▪ All staff use a restorative practice to resolve issues with students. ▪ Improved transition experience and increased enrollments. ▪ Home Group Captains, SRC leaders and Year Level Captains and they have clearly designated roles and responsibilities throughout the year. ▪ Improved attendance data collection –specifically at years 9 & 10. ▪ Improved attendance and engagement with “Options Program”.

	Year 2	<ul style="list-style-type: none"> ▪ Extension of IT skills across All Domains ▪ Further expand VET offerings at school and VET partnerships through the Yarra Valley Polytechnic. (Hairdressing and IT, Business) ▪ Investigate use of Swinburne Lilydale and Box Hill Lilydale for UYSC use or access for VCE programs and extension of more able students. ▪ Consistent and improved use of restorative practices ▪ Revise the transition program efficacy. ▪ Expanded student leadership opportunities and increase student led activities. ▪ Ensure student leaders participate in community events. ▪ Revised Options Program ▪ Review Camps and senior student induction programs. ▪ Improve extension program options online and within the school program. 	<ul style="list-style-type: none"> ▪ Use of 3-D printer/ C&C router & S.T.E.A.M included in curriculum ▪ The New Pedagogies for Deeper Learning curriculum and assessment program embedded within all domains.\ ▪ All staff can demonstrate evidence of restorative practice being utilized via accurate and specific referencing through Chronicle entries. ▪ Student and parent feedback data demonstrates a positive link between the transition program and future enrolments. ▪ Students are empowered to make a positive contribution to the College through the creation of initiatives such as strategic Peer Support Program, Advance Leadership group, niche leadership tasks such as Year Level reporters. ▪ Review of the Options program through student/staff/parent survey data and forums to consider what the program should look like into 2016. Connections with NPDL expanded. ▪ Creation of a strategic High Achievers program providing systematic extension for students within a NPDL framework.
	Year 3	<ul style="list-style-type: none"> ▪ Documented strategic transition within year levels in the College to prepare for VCE success. ▪ Improved Peer Support Program and student leadership. ▪ Improved uptake of Compass use by parents. Review possible options for alternative curriculum option available for selected students –eg; Hands on Learning 	<ul style="list-style-type: none"> ▪ Each Year level and sub school creates a program of curriculum transition into the following year including identification of at register of at risk students and holding SSG meetings throughout the year. ▪ Peer support students will be used to train the new students for the following year and provide guidance. Peer support and leadership to become a timetabled class. ▪ Having 75% of student absence entered and followed up by parents on Compass ▪ Creation of a strategic High Achievers program providing systematic extension for students within a NPDL framework.
	Year 4	<ul style="list-style-type: none"> ▪ High Achievers program as part of core programs. ▪ Alternative curriculum option available for selected students – eg; Hands on Learning 	<ul style="list-style-type: none"> ▪ UYSC seen as appropriate choice for highly able students. ▪ Maker days and opportunities for extending students in STEM learning programs embedded in curriculum options.

Wellbeing	Year 1	<ul style="list-style-type: none"> ▪ Improved attendance in years 9 &10 specifically. ▪ 6 C's are introduced and begin establishing within staff, student and parent cohort. ▪ Continue to build on student leadership & student voice initiatives. ▪ Introduce "Respectful Relationships " program within HPE Y8 & 9. ▪ Develop and introduce PEER Support program to Year 7s. ▪ Develop "Health and Wellbeing " days for Junior school. ▪ Review program and use of "Farm School". 	<ul style="list-style-type: none"> • Strategic focus on improving attendance follow up in the middle years. • A school wide focus on the promotion of positive relationships, student resilience, student voice and engagement in learning. • Improved student survey data. • Inclusive programs are established across the school domains and year levels. • Continue to support the Duke of Ed program • Develop relevant and needed option for use of Farm School Options program.
	Year 2	<ul style="list-style-type: none"> • Establish Respectful Relationship program in years 8 and 9 and accompanied WSA to gender based violence • Ensure 6 C's are well established within the student cohort. • Develop regular student leadership training program. • Review use of Advance funding. • Review of programs and supports for Koori students. 	<ul style="list-style-type: none"> • Undertaking training by key stakeholders and introduction of RREiS curriculum at years 8 and 9 including domain PD for Health teachers. • Student leadership training camp/sessions established within core program planning. • Embed sustainable proactive program within the school targeted at our Koori cohort.
	Year 3	<ul style="list-style-type: none"> • Review the wellbeing programs in place at the school. • Investigate initiatives to enhance student wellbeing • Review and refine attendance policies and process 	<ul style="list-style-type: none"> • Establish sub committee/working party to investigate relevant programs and initiatives. • Document and analyze data from House of Health interventions.
	Year 4	<ul style="list-style-type: none"> • Review and prepare the self evaluation for next Strategic Plan 	<ul style="list-style-type: none"> • Self-evaluation prepared
Productivity	Year 1	<ul style="list-style-type: none"> • Reduce deficit through workforce Bridging process • Improve staff succession planning • Review Leadership roles and structure. • Review admin staffing and roles. • College resources focus on T& L strategies • College leadership structure to reflect focus on NPDL and Improving Literacy & Numeracy across the school & improved VCE outcomes. • Development of plan and strategies for rebuild or school improvement • Audit IT resources within the school – use and availability • Audit maintenance costs and processes. • Access resources offered through partnerships – LEAP, DEAP, RMIT, Arts Centre First Call fund, SFYS, Advance, Monash, Bendigo Bank 	<ul style="list-style-type: none"> • Budget shortfall reduced to plan for exit from workforce bridging in 2016. • Leadership responsibility to reflect school future focus. • Sustainable funding model for IT renewal. • Ensure domains budgets are viable and meet student priority needs. • Increased community use of facilities and hiring charges. • Refine use of funds to ensure sustainable practices. • Access to grants and eternal funding options are taken up where possible. • Improved connections across the community and within further education settings.

		<ul style="list-style-type: none"> • Improve family accounting procedures and student access to high cost courses. 	<ul style="list-style-type: none"> • Course costs covered by appropriate fees structure. • Planned required maintenance and servicing model implemented.
	Year 2	<ul style="list-style-type: none"> • Promote use in wider community of Hospitality facilities and other school areas. • Review sustainability of energy use. • Review staffing profile, and student class sizes- access to VLN as needed. • Review Wellbeing structures across the school. • Review of BYOD devices program. • Ensure ongoing maintenance and OHS reviews in place. • Review of VET programs offered. • Reviewing staffing requirements in detail each term. • Review all policies newly established are relevant to school needs and context. 	<ul style="list-style-type: none"> • Sustainable funding model for IT upgrades and introduction of further STEM opportunities. • Quality options available for all students –resources not biased to one or two subjects. • Better student access to IT. • Limited repairs required as better maintenance practices and documentation. • VET course fees supporting the programs. • No staff in excess. • Return school to surplus. •
	Year 3	<ul style="list-style-type: none"> • Review IT resources and ensure these are relevant to use required. • Review Domain budgets and staffing profiles • Continue PD options through BASTOW programs for staff. • Review of building and maintenance costs and forward planning options. 	<ul style="list-style-type: none"> • NPDL supported by the IT options available at the school. • VCE team to review classes offered and VCE structure. • Domain Budgets reviewed – course offers considered. • Review of Staff PD program implementation.
	Year 4	<ul style="list-style-type: none"> • Review and prepare the self evaluation for next strategic plan. 	<ul style="list-style-type: none"> • Self evaluation prepared.