

# School Strategic Plan for Glenroy College North-Western Victoria Region 2015 - 2018

<p>Endorsement by          School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by          School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>The <i>Education Training and Reform Act 2006 section 2.3.24</i> states schools must have a system of governance that enables a school to develop a strategic direction. The school council president therefore must sign the plan.</p>	



## School Profile

<p><b>Purpose – including vision statement</b></p>	<p>Glenroy College values the diversity within its school community and has a strong belief that all its students can achieve to a high standard. The college has a clear focus on improving student’s literacy and numeracy skills through consistent teaching and learning practices based on the Powerful Learning and Curiosity frameworks. The college has a strong belief that literacy and numeracy standards are crucial in ensuring students are well placed to achieve success in the Later Years and transition successfully into further education and employment pathways. The College has a commitment to building strong relationships with the local and wider community, be it schools (primary and secondary), business and industry, tertiary education institutions or community agencies. The school improvement agenda is based on targeted professional learning for staff, clear organisational structures, processes and procedures, a consistent approach to teaching and learning, appropriate resourcing of learning programs, engagement with families and the community and the empowerment of students through leadership opportunities and programs. Glenroy College is a relatively small secondary school with a diverse cultural and socio-economic profile. The objectives over the period of the next strategic plan are to increase enrolments, enhance family engagement and improve student achievement at all levels, particularly at Year 12. The college has a strong belief in its student’s capacity to develop and engage in a dynamic learning environment and achieve their personal best. This is in line with the college vision statement; ‘<i>Students learn from the strategies that enable them to confidently and independently engage with the curriculum</i>’.</p> <p>Glenroy College offers a well-planned and comprehensive curriculum based on AusVELS. It offers a wide curriculum in years 7 and 8, an opportunity to explore in year 9 and access to vocational and academic pathways in years 10, 11 and 12. Both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) are offered at Years 11 and 12. Strategies underpinning the curriculum delivery are consistent with those in the Achievement Improvement Zones (AIZ) program and Powerful Learning and Curiosity initiatives.</p> <p>The school improvement agenda will continue to focus on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> consistent teaching and learning practices</li> <li><input type="checkbox"/> developing leadership capacity</li> <li><input type="checkbox"/> using data to plan and monitor student learning</li> <li><input type="checkbox"/> student management techniques</li> <li><input type="checkbox"/> literacy teaching strategies</li> <li><input type="checkbox"/> numeracy teaching strategies</li> <li><input type="checkbox"/> family engagement</li> <li><input type="checkbox"/> student voice</li> </ul>
<p><b>Values</b></p>	<p>The college values are:</p> <p style="text-align: center;">Achieve, Respect, Integrity, Teamwork and Health and Wellbeing.</p>

## Environmental Context

Glenroy College is a relatively small co-educational school 18 kilometres north of Melbourne. Following a review of the Box Forest Secondary College in 2009 the Department of Education and Early Childhood Development embarked on the 'Project Excellence Initiative' based on the British 'Fresh Start Program'. The project saw the school's closure on December 31, 2009 and re-opening in January, 2010 under the new name of Glenroy College.

Significant resources were provided to raise student performance, develop a new college culture, improve teaching and learning practices and revitalise the facilities and learning environment.

Enrolment increased over the period of the School Strategic Plan, 2010-2013, to approximately 450 students - the highest level for over a decade. During the period of the previous strategic plan the college worked closely with a neighbouring secondary college, John Fawkner College to widen the breadth of subject options for VCE students. This was highly successful and will be strengthened further during the next review period. The Student Family Occupation (SFO) index of 0.72 reflects the diversity and level of disadvantage in the school community. The college has a high proportion of students that come from English as an Additional Language (EAL) backgrounds. In recent years the number of students with refugee status has increased significantly. The college has a large number of students receiving disability (PSD) funding. Challenges faced by the college are the:

- cultural diversity of the school population
- high number of EAL students
- high number of students and families presenting with welfare issues
- low level of family engagement
- large PSD program
- low level of student's learning confidence and motivation
- high percentage of boys

## Strategic Intent

*The Education Training and Reform Act 2006 section 2.3.24, states schools must produce a 4 year strategic plan that clearly articulates its **goals** and **targets** over that period.*

	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>
<b>Achievement (1)</b>	<b>To improve literacy and numeracy</b>	<p>Year 7-10 On Demand mean growth in reading &amp; numeracy to be between 0.8 &amp; 1.0 of an AusVELS level over the term of the strategic plan.</p> <p>NAPLAN 7-9 growth rates to match or exceed state target rates (25% low, 50% medium and 25% High)</p> <p>All VCE students to match or exceed their GAT result</p> <p>Teacher judgement in Mathematics and English to be based on NAPLAN and On Demand data with the mean growth showing improvement for each year of the strategic plan</p>	<ol style="list-style-type: none"> <li>1. Implement Literacy Acceleration Program (LAP) at year 7 &amp; 8</li> <li>2. Develop a whole school strategic approach to the teaching of mathematics, numeracy and intervention</li> <li>3. Continue work on TOAs to develop, implement and embed Agreed Practices consistently in everyday teaching and learning including: <ul style="list-style-type: none"> <li>• High Reliability Literacy Teaching Procedures</li> <li>• High Expectations</li> <li>• Teaching and Learning Protocols</li> <li>• Lesson Structure</li> <li>• Challenging tasks</li> <li>• Use of data</li> <li>• Learning confidence &amp; motivation to learn</li> </ul> </li> <li>4. Use regular Classroom Observations (Learning Walks and Collegiate Visits, Triads etc) to build a culture of continuous improvement</li> </ol>

			<ol style="list-style-type: none"> <li>5. Build the leadership role and capacity of Domain Leaders</li> <li>6. Identify the numerical concepts and skills required in each domain and how they can be taught</li> <li>7. Improve writing in all domains</li> <li>8. Improve spelling and grammar teaching and learning in English</li> </ol>
<b>Achievement (2)</b>	<b>To improve teaching &amp; learning practices</b>	<p>NAPLAN English &amp; Mathematics data to show an increase in the proportion of students in the bands at or above expected levels &amp; a decrease in the proportion in bands below the expected level</p> <p>VCE all study mean to increase each year of the strategic plan to at least match state mean</p> <p>VCAL &amp; VCE completion rates to increase for each year of the strategic plan and at least match the state results by the end of the review period</p> <p>Increase the proportion of students transitioning to University post VCE</p> <p>The Learning Confidence parameter in the Student Attitude to School survey for girls &amp; boys to improve each year with the result at the end of the review period to be in the 4<sup>th</sup> quartile</p>	<ol style="list-style-type: none"> <li>9. Improve teachers' understanding of the learning needs of ALL our students</li> <li>10. Broaden students understanding of learning opportunities</li> <li>11. Establish structures and processes to ensure consistent application of how we teach the agreed practices</li> <li>12. Establish clear expectations of teachers &amp; students in regard to VCE procedures &amp; protocols</li> <li>13. Improve VCE teaching and learning strategies by developing relationships with other schools and tertiary institutions</li> <li>14. Improve students' understanding of subjects available to them and the pathways they create at years 10,11 and 12</li> </ol>

			<p>15. Improve the teaching and learning strategies of the VCAL program</p> <p>16. Improve access to VET subjects</p> <p>17. Improve teaching team operations and the use of data and tracking student performance</p> <p>18. Establish protocols for tracking students and track for 3 years</p> <p>19. Refine existing Curriculum documentation to ensure alignment with VCAA and AusVELS  - use of agreed format  - sequential within year levels and from 7-12, located on resource drive</p> <p>20. Modification of the resources drive to include domain folders, curriculum documents on Resources drive</p> <p>21. Improve communication and parents' engagement in students learning</p> <p>22. Improve regular reporting to parents</p>
<b>Engagement (1)</b>	<p><b>To improve the transition process for students moving from grade 6 to 7</b></p> <p><b>To improve the relationship with feeder Primary schools</b></p> <p><b>To improve relationships /communication with parents and families</b></p>	<p>Year 7 enrolments to improve by 10% each year of the strategic plan</p> <p>Increase the number of parents responding to the Parent survey by 5% each year.</p> <p>All categories of the Parent Attitudes to School survey to improve in each year of the Strategic Plan</p>	<p>23. Review current practices to improve the experience for grade 6 students entering year 7</p> <p>24. Improve the function of year 7 teaching team in term 1 to focus on transition issues</p> <p>25. Include opportunities to build relationship with year 7 families and improve communication in Parent Involvement Strategy</p>

<p><b>Engagement (2)</b></p>	<p><b>To improve student attendance</b></p>	<p>Student attendance data to improve to at or below the state result</p> <p>Attendance data used consistently to identify students 'at risk' and guide intervention strategies</p> <p>Families to consistently follow the agreed process in reporting student absences</p> <p>Rolls to be accurate (Xuno &amp; First Class)</p> <p>Classroom teachers aware of and consistently applying the agreed processes for dealing with student absenteeism</p>	<p>26. Develop a whole school approach to absenteeism including processes and protocols, roles and responsibilities and intervention strategies</p> <p>27. Convey a positive message about the importance of attending school</p>
<p><b>Engagement (3)</b></p>	<p><b>To improve student management practices</b></p>	<p>Reduce number of relocations in each year of the strategic plan by 10%</p> <p>The Safety and Classroom Misbehaviour parameters of the Staff Opinion survey to improve each year and be in at least the third quartile by the end of the review period</p>	<p>28. Ensure a consistent application of DMA across the college - using strategies effectively - using correct language</p> <p>29. Explore the particular learning needs of boys – whole school or targeted to teacher who have all boy classes?</p>
<p><b>Engagement (4)</b></p>	<p><b>To improve student leadership in years 7-9</b></p>	<p>The School Connectedness parameter of the Student Attitudes to School survey to improve in each year of the strategic plan and be in at least the third percentile by the end of the review period</p>	<p>30. Develop meaningful student leadership opportunities for leaders in years7-9 (such as students running focus groups on school issues such as the learning environment, classroom management, ICT)</p>

<p><b>Wellbeing (1)</b></p>	<p><b>To further develop a positive &amp; inclusive school environment</b></p>	<p>Improve the Student Morale, Student Distress and Connectedness to Peers in the Student Attitudes to School survey in every year of the strategic plan and be in at least the third quartile by the end of the review period</p> <p>At least 80% of students to participate in extra curricula activities</p>	<p>31. Investigate positive psychology in order to develop student / staff emotional intelligence</p> <p>32. Evaluate &amp; continue to develop year 9 project / rite journey / goals et</p> <p>33. Use reporting home process (portal) to focus on students at risk and ensure early intervention</p> <p>34. Research the latest information about teaching girls</p>
<p><b>Wellbeing (2)</b></p>	<p><b>To ensure all students are resourced appropriately</b></p>	<p>All students to have access to resources required in their educational program</p>	<p>35. Develop processes and protocols to provide resources for identified students to support them to learn</p>
<p><b>Productivity (1)</b></p>	<p><b>To use the meeting structure to implement and achieve the identified goals, targets and key implementation strategies</b></p>	<p>Meeting structure documented with clear timelines and expected outcomes</p>	<p>36. Review meeting structures each term to provide focus</p> <p>37. Ensure clarity for all meetings around purpose, processes and practice with clear links to P&amp;D process and professional learning focus.</p> <p>38. Audit of internal and external professional learning opportunities to align with the Strategic Plan</p>

<p><b>Productivity (2)</b></p>	<p><b>To use classroom observations to assess the progress of identified goals, targets and key implementation strategies</b></p>	<p>Every teacher to participate in two learning walks and two collegiate visits each year and use these as evidence for P&amp;D process</p> <p>Collective Efficacy parameter of the Staff Opinion survey to improve each year of the Strategic Plan and match other schools by the end of the review period</p>	<p>39. Clear definition, process and protocols for learning walks and collegiate visits</p> <p>40. Professional learning for staff on the process and protocols</p>
<p><b>Productivity (3)</b></p>	<p><b>To develop community relationships that support College goals and broaden opportunities for students</b></p>	<p>Activity to promote the college in the community conducted each year</p> <p>Environmental audit of the involvement of agencies &amp; employers with the college conducted each year</p> <p>Overall college enrolment to increase each year of the Strategic Plan</p>	<p>41. Tracking enrolments</p> <p>42. Communication with the community</p> <p>43. Strengthen relationships with selected community agencies, businesses &amp; tertiary institutions</p> <p>44. Clever connections with community groups to promote the College.</p> <p>45. Contact with agencies, employers etc</p> <p>46. Partic strategy for yr7</p>

## School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><b>Achievement (1)</b></p> <ol style="list-style-type: none"> <li>1. Implement Literacy Acceleration Program (LAP) at year 7 &amp; 8</li> <li>2. Develop a whole school strategic approach to the teaching of mathematics, numeracy and intervention</li> <li>3. Continue work on TOAs to develop, implement and embed Agreed Practices consistently in everyday teaching and learning including: <ul style="list-style-type: none"> <li>• High Reliability Literacy Teaching Procedures</li> <li>• High Expectations</li> <li>• Teaching and Learning Protocols</li> <li>• Lesson Structure</li> <li>• Challenging tasks</li> <li>• Use of data</li> <li>• Learning confidence &amp; motivation to learn</li> </ul> </li> <li>4. Use regular Classroom Observations (Learning Walks and Collegiate Visits, Triads etc) to build a culture of continuous improvement</li> <li>5. Build the leadership role and capacity of Domain Leaders</li> <li>6. Identify the numerical concepts and skills required in each domain and how they can be taught</li> <li>7. Improve writing in all domains</li> <li>8. Improve spelling and grammar teaching and learning in English</li> </ol>	<p>Year 1</p>	<ol style="list-style-type: none"> <li>1. (c) PD to support classroom teachers with LAP students</li> <li>2. (a) Develop the strategic approach to mathematics, numeracy and intervention</li> <li>2. (b) Review the impact of the Maths Pathways program to improve students' skill development</li> <li>3. Primary focus on High Expectations, Lesson Structure, Challenging Tasks and Learning Confidence and Motivation to Learn with continued focus on HRLTPs, Teaching Procedures, T &amp; L protocols and the use of data.</li> <li>3. (a) Specific PD for staff based on continued work on Agreed Practices</li> <li>3. (b) Continued coaching of individuals, teams and leadership</li> <li>3. (c) Clarify protocols for Observations (Learning Walks &amp; Collegiate Visits, Triads etc) and incorporate in PLPs</li> <li>4. Schedule regular Classroom Observations with a focus on the Agreed Practices</li> <li>5. Coach Domain Leaders to develop their leadership skills</li> <li>7. English Domain to continue to improve the teaching of writing</li> <li>8. Build understanding and application of Grammar and spelling strategies for English teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers differentiating to meet the learning needs of LAP students</li> <li>2. - Clear distinction between Mathematics and Numeracy with all teachers understanding their responsibilities <ul style="list-style-type: none"> <li>- Data reflects improvement in skill development</li> <li>- Mathematics curriculum documentation and lesson planning consistent across year levels</li> </ul> </li> <li>3. - Consistent approach to teaching and learning in all classrooms <ul style="list-style-type: none"> <li>- Improved lesson planning</li> <li>- Evidence that student achievement data has informed lesson planning and delivery</li> <li>- All students engaged in challenging tasks featuring a range of high order thinking</li> </ul> </li> <li>4. - All teachers participating in a cycle of learning walks and collegiate visits <ul style="list-style-type: none"> <li>- Consistent application of agreed teaching practices evident in classroom observations</li> </ul> </li> <li>5. - Domain Leaders understanding their role <ul style="list-style-type: none"> <li>- Domain Teams having a clear purpose and working towards achieving set goals</li> </ul> </li> <li>7. Improved student achievement in writing</li> <li>8. The teaching of grammar and spelling evident in English classes</li> </ol>

	Year 2	<ol style="list-style-type: none"> <li>1. (a) Succession planning to increase trained teachers operating in the program</li> <li>1. (b) Ongoing monitoring and support of students post LAP</li> <li>1. (c) PD/Support for classroom teachers with LAP students</li>   <li>2 (a) Implement the strategic approach to mathematics, numeracy and intervention</li>   <li>3. Continue to embed Agreed Practices</li>   <li>4. Schedule regular classroom observations with a focus on the Agreed Practices</li>   <li>5. Continue to coach Domain Leaders in develop their leadership skills</li>   <li>6. Domain teams identify numerical concepts and skills within their domain, develop a common language to describe them and develop common approaches to teaching them.</li>   <li>7. Domain teams identify the writing genre and text type related to their domains and adopt approaches to support student's learning</li>   <li>8. English teachers to implement common strategies to improve student's Grammar and spelling</li> </ol>	<p>The Year 1 Achievement Milestones with the following additional Milestones:</p> <ol style="list-style-type: none"> <li>1. - New teachers trained and meeting regularly to implement and monitor program <ul style="list-style-type: none"> <li>- Follow up support program established</li> <li>- Tracking data system operating for for LAP students</li> <li>- PD sessions continuing to be provided for classroom Teachers</li> </ul> </li>   <li>2. Strategic approach to teaching Mathematics and Numeracy in Years 7-10</li>   <li>6. Curriculum documentation in each Domain includes the teaching of specific numerical concepts and language</li>   <li>7. - Domain Teams identifying the writing genre and text types related to their Domain and discussing the teaching and learning implications <ul style="list-style-type: none"> <li>- Rubrics include aspects of writing</li> </ul> </li>   <li>8. Improved student achievement in Grammar and Spelling</li> </ol>
--	--------	--	--

	Year 3	<p>1-5. Continue to implement and strengthen Year 2 actions</p> <p>6. Domain teams implement common approaches to teaching the numerical concepts, language and skills within their domain.</p> <p>7. Domain teams implement common teaching approaches to develop student's writing skills in the genre and text types related to their Domain</p> <p>8. English teachers continue to implement common strategies to improve student's Grammar and Spelling</p>	<p>Year 1 and Year 2 Achievement Milestones including:</p> <p>1-8. Improved student achievement in all Domain areas but specifically in English and Mathematics</p>
	Year 4	<p>1-5. Continue to implement and strengthen Year 2 actions</p> <p>6. Domain teams continue to implement common approaches to teaching the numerical concepts, language and skills within their domain and review their impact.</p> <p>7. Domain teams implement common teaching approaches to develop student's writing skills in the genre and text types related to their Domain and review their impact</p> <p>8. English teachers to implement common strategies to improve student's Grammar and spelling and review their impact</p>	<p>Year 1, 2 and 3 Achievement Milestones</p>

<p><b>Achievement (2)</b></p> <p>9. Improve teachers' understanding of the learning needs of ALL our students</p> <p>10. Broaden students understanding of learning opportunities</p> <p>11. Establish structures and processes to ensure consistent application of how we teach the agreed practices</p> <p>12. Establish clear expectations of teachers &amp; students in regard to VCE procedures &amp; protocols</p> <p>13. Improve VCE teaching and learning strategies by developing relationships with other schools and tertiary institutions</p> <p>14. Improve students' understanding of subjects available to them and the pathways they create at years 10,11 and 12</p> <p>15. Improve the teaching and learning strategies of the VCAL program</p> <p>16. Improve access to VET subjects</p> <p>17. Improve teaching team operations and the use of data and tracking student performance</p> <p>18. Establish protocols for tracking students and track for 3 years</p> <p>19. Refine existing Curriculum documentation to ensure alignment with VCAA and AusVELS</p> <ul style="list-style-type: none"> <li>- use of agreed format</li> <li>- sequential within year levels and from 7-12, located on resource drive</li> </ul>	<p>Year 1</p>	<p>9. (a) Professional learning to enable differentiation related to LBOTE, EAL and Integration needs of students</p> <p>9. (b) Data used to understand learning needs and monitor teaching success</p> <p>9. (c) Review acceleration policy - alumni</p> <p>9. (d) Develop a consistent approach to all acceleration classes</p> <p>9 (e) Improve the common assessment tasks and moderation processes of Domains</p> <p>10. Domain Leaders investigate programs offered by Universities</p> <p>11. (a) Establish scheduled time for all teachers of the same classes (domain and/or year level) to plan together</p> <p>11. (b) Provide targeted PD on agreed practices</p> <p>11. (c) Identify champions to model successful teaching and learning strategies matched to Agreed Practices</p> <p>11. (d) Provide coaching/mentoring matched to teachers' needs</p> <p>11. (e) Review homework policy and practices</p> <p>12. (a) Conduct joint meetings of all VCE teachers from Glenroy College and John Fawkner College</p> <p>12. (b) Establish consistency in the teaching of the same units across both colleges</p> <p>12. (c) Establish consistent processes and procedures through the development of a VCE Handbook</p> <p>12. (d) Conduct separate, regular student briefings for VCE and VCAL</p> <p>14. Review course counselling processes and procedures especially in relation to the joint VCE program with John Fawkner College</p> <p>15. (b) Incorporate Year 10 Internship into the overall VCAL program</p>	<p>9. - Classroom observations show differentiation to cater for individual student's needs</p> <ul style="list-style-type: none"> <li>- Consistent teaching and learning strategies in all classrooms</li> <li>- Data used consistently in planning meetings to guide teaching and learning</li> <li>- Improved student data (rubrics, assessment tasks, OD etc)</li> <li>- Agreement reached on the teaching and learning approach to be used in all acceleration classes</li> <li>- Quality common assessment tasks and rubrics</li> <li>- All teachers moderate common assessment tasks</li> <li>- Common assessment tasks included in student timelines</li> </ul> <p>10. Students participating in programs offered by various tertiary institutions</p> <p>11. – Teachers meeting regularly to plan and monitor student performance</p> <ul style="list-style-type: none"> <li>- Consistent application of agreed practices in all classrooms</li> <li>- 'Champions' identified</li> <li>- New Homework policy developed</li> </ul> <p>12. - VCE teachers from both colleges meeting at least once a term</p> <ul style="list-style-type: none"> <li>- Discussions between teachers of the same subject in the two colleges about consistency in teaching and learning practices and having the same outcomes and texts</li> <li>- VCE Handbook developed and used consistently</li> <li>- Student briefings each term</li> <li>- Regular monitoring of student attendance and progress with intervention when appropriate</li> </ul>
--	---------------	--	--

<p>20. Modification of the resources drive to include domain folders, curriculum documents on Resources drive</p> <p>21. Improve communication and parents' engagement in students learning</p> <p>22. Improve regular reporting to parents</p>		<p>16. Investigate opportunities offered by providing students with wider access to VET subjects</p> <p>17. (a) Review the teaching team structure and protocols and re-establish them to cater for staff teaching multiple groups at a single year level</p> <p>17. (b) Build the use of evidence based practice into Teaching Teams</p> <p>18. (a) Domains to establish a common approach (spreadsheet) for tracking student achievement over a 3 year period</p> <p>18 (b) Careers Coordinator to track students who have exited over a three year period</p> <p>19.(a) Ensure that documentation includes explicit teaching tasks aligned with agreed teaching practices</p> <p>19. (b) Develop common assessment tasks that are documented and consistently implemented</p> <p>19. (c) Review and improve the development and use of rubrics to assess student achievement</p> <p>21. (a) Introduce the portal and develop the associated use protocols</p> <p>21. (b) Promote widespread use of portal to teachers, students and parents</p>	<p>14. Course counselling processes and procedures revised</p> <p>15. Alignment of Year 10 Internship program with VCAL</p> <p>16. Contact with other schools to investigate how to widen access to VET subjects</p> <p>17. Improved operation of Teaching Teams</p> <p>18. Improved tracking of student progress and destinations</p> <p>19. Common assessment tasks documented and used to monitor student progress</p> <p>21. Portal being used by students, teachers and families</p>
---	--	--	---

	Year 2	<p>9. (a) Continued professional learning to enable differentiation related to LBOTE, EAL and Integration needs of students</p> <p>9. (b) Data used to understand learning needs and monitor teaching success</p> <p>9. (c) Implement the revised acceleration policy</p> <p>9. (d) Implement a consistent approach to all acceleration classes</p> <p>9. (f) Introduce AusVELS General Capabilities into the curriculum</p> <p>10. Domain Leaders coordinate access to programs offered by Universities</p> <p>11. (a) Continue to provide scheduled time for all teachers of the same classes (domain and/or year level) to plan together</p> <p>11. (b) Provide targeted PD on agreed practices</p> <p>11. (c) Schedule opportunities for champions to model successful teaching and learning strategies matched to Agreed Practices</p> <p>11. (d) Match coaches/mentors with teachers according to the teachers' needs</p> <p>11. (e) Implement the revised homework policy and practices</p> <p>12. (a) Continue to conduct joint meetings of all VCE teachers from Glenroy College and John Fawkner College</p> <p>12. (b) Develop consistency in the text books, outcomes and teaching approaches for each unit taught at both colleges</p> <p>12. (c) Embed the consistent application of the processes and procedures outlined in the VCE Handbook</p> <p>12. (d) Conduct separate, regular student briefings for VCE and VCAL</p>	<p>The Year 1 Achievement Milestones with the following additional Milestones:</p> <p>9. - New acceleration policy and agreed teaching and learning practices implemented - General Capabilities are start to be evident in Curriculum planning</p> <p>13. Cross marking of SACs with teachers from other schools</p> <p>14. Implementation of the revised course counselling process</p> <p>15. - VCAL Handbook developed and used consistently to guide practice - VCAL students promoting their work at assemblies, in the newsletter and on the portal - VCAL program supported by other schools, local agencies and local business and industry</p> <p>16. Wider range of VET subjects offered</p> <p>20. Plan to remodel the resources drive developed</p> <p>22. Six week cycle of reporting to families introduced</p>
--	--------	--	--

		<p>13. (a) Work with other schools to cross mark, develop and moderate SACs</p> <p>13. (b) Continue to make connections with Universities to provide students with tertiary experience opportunities eg Uni Bridges, I Believe</p> <p>14. Implement the revised course counselling processes and procedures and ensure consistency with John Fawkner College</p> <p>15. (a) Establish clear expectations for teachers and students in regard to VCAL procedures &amp; protocols through the development of a VCAL handbook</p> <p>15. (c) Develop shared approaches to the teaching of skills and content</p> <p>15. (d) Increase the profile of VCAL in the school and community</p> <p>15.(e) Build relationships with other schools, tertiary institutions and the community</p> <p>16. Investigate how to widen student access to VET subjects</p> <p>17. (a) Monitor the effectiveness of the revised Teaching Team structure</p> <p>17. (b) Consolidate the use of evidence based practice into Teaching Teams</p> <p>19.(a) Consistent use of explicit teaching tasks that are aligned with agreed teaching practices</p> <p>19. (b) Consistent use of common assessment tasks</p> <p>19. (c) Consistent use of rubrics to assess student achievement</p> <p>20. Develop a strategy, including timelines for the remodelling of the resources drive</p>	
--	--	--	--

		<p>21. (a) Continue to introduce the portal and embed the associated use protocols</p> <p>21. (b) Continue to promote widespread use of portal to teachers, students and parents</p> <p>22. Develop the plan for a 6 week cycle of reporting to parents –covering assessments and general performance</p>	
	Year 3	<p>9-11. Continue to implement and strengthen Year 2 actions</p> <p>12. Continue to implement the Year 2 actions</p> <p>13. (a) Strengthen relationships with other schools to cross mark, develop and moderate SACs</p> <p>13. (b) Strengthen connections with Universities to provide students with tertiary experience opportunities eg Uni Bridges, I Believe</p> <p>14. Strengthen the Year 2 action</p> <p>15. (a) Implement agreed VCAL procedures &amp; protocols outlined in the VCAL handbook</p> <p>15. (c) Consolidate shared approaches to the teaching of skills and content</p> <p>15. (d) Continue to increase the profile of VCAL in the school and community</p> <p>15.(e) Strengthen relationships with other schools, tertiary institutions and the community</p> <p>16. introduce a wider offering of VET subjects to students in Years 10-12</p> <p>17-19. Strengthen the Year 2 actions</p> <p>20. Implement the strategy for the remodelling of the resources drive</p>	Year 1 and Year 2 Achievement Milestones

		<p>21. Strengthen the Year 2 actions</p> <p>22. Implement a 6 week cycle of reporting to parents –covering assessments and general performance</p>	
	Year 4	<p>9. Continue to implement and strengthen Year 3 actions</p> <p>9. (c) Review the impact of the revised acceleration policy</p> <p>9. (d) Review the impact of the approach to all acceleration classes</p> <p>10. Domain Leaders coordinate access to programs offered by Universities</p> <p>11-19. Continue to implement the Year 3 actions and review their impact on teaching and learning</p> <p>20. Review the effectiveness of the revised resources drive</p> <p>21. Review the impact of the portal on family engagement and student achievement</p> <p>22. Review the impact of the 6 week cycle of reporting to parents</p>	Year 1, 2 and 3 Achievement Milestones
<p><b>Engagement (1)</b></p> <p>23. Review current practices to improve the experience for grade 6 students entering year 7</p> <p>24. Improve the function of year 7 teaching team in term 1 to focus on transition issues</p> <p>25. Include opportunities to build relationship with year 7 parents/families and improve communication in Parent Involvement Strategy</p>	Year 1	<p>23. (a) Review current transition practices and create a transition strategic plan (This is supported by the Transition audit partially funded through a grant from Moreland Council and the work with local primary schools)</p> <p>23. (b) Continue to conduct regular meetings with Primary principals</p> <p>23. (c) Review data collection process and how it is used by year 7 teachers</p> <p>23. (d) Identify children ‘at risk’ as early as possible and develop strategic support strategies</p>	<p>23. - Transition audit completed and strategic plan developed</p> <ul style="list-style-type: none"> <li>- Regular meetings with primary principals conducted</li> <li>- Review of Year 6 to Year 7 data collection process completed</li> <li>- ‘At risk’ students identified prior to the beginning of Year 7 and provided with support from day 1</li> <li>- Start Up program reviewed and Modified</li> </ul>

		<p>23. (e) Improve the Start Up program to include explicit plans for the first week of lessons, and include opportunities to develop friendship groups and a common language about secondary school</p> <p>23. (f) Develop teachers understanding of the impact of explicit instruction in their domain compared with the approach in primary schools</p> <p>24. (a) Year 7 Teaching Team meetings to focus on identifying and meeting the common needs of students</p> <p>25. (a) Conduct a family introduction evening</p>	<ul style="list-style-type: none"> <li>- Program of classroom visits (primary to secondary and vice versa) introduced</li> </ul> <p>24. - Improved operation of the Year 7 Teaching Team</p> <ul style="list-style-type: none"> <li>- Data used in Teaching Teams</li> </ul> <p>25. Year 7 Family information evenings conducted with greater than 50% of families attending</p>
	Year 2	<p>23. (a) Implement the transition strategic plan</p> <p>23. (b) Continue to conduct regular meetings with Primary principals</p> <p>23. (c) Consolidate how data is used by year 7 teachers to improve the student transition</p> <p>23. (d) Consolidate practices supporting students identified as 'at risk'.</p> <p>23. (e) Implement the improved Start Up program.</p> <p>23. (f) Continue to develop teachers understanding of the impact of explicit instruction in their domain compared with the approach in primary school</p> <p>23.(g) Establish protocols for contact/liaison with primary schools (for domain events etc)</p> <p>23. (h) Establish primary – secondary classroom visits/meetings with teachers</p> <p>24. (a) Year 7 Teaching Team meetings to focus on identifying and meeting the common needs of students</p> <p>24. (b) Track a year 7 class through a day to improve teachers understanding of the experience for students</p>	<p>The Year 1 Achievement Milestones with the following additional Milestones:</p> <p>23. - Strategic plan implemented</p> <ul style="list-style-type: none"> <li>- Revised Start Up program conducted</li> <li>- Primary school students participating in secondary school programs</li> <li>- Primary and secondary teachers visiting each other's classrooms</li> </ul> <p>24. - Year 7 Teaching Team meeting regularly to discuss the learning needs of the students</p> <ul style="list-style-type: none"> <li>- Observations contributing to the development of lessons, strategic plan and Teaching Team meetings</li> <li>- Identified needs and strategies evident in lesson planning</li> </ul> <p>25. - Strategic plan developed to coordinate contact with families in week 1 and beyond</p> <ul style="list-style-type: none"> <li>- Staff records of calls to families indicating 95% of families spoken to</li> </ul>

		<p>25. (a) Conduct a parent introduction evening</p> <p>25. (b) Invite parents to Domain Events</p> <p>25. (c) Develop a strategic plan to coordinate contact with families during week 1 and beyond</p>	
	Year 3	<p>23. Continue to implement Year 2 actions</p> <p>23. (e) Implement the improved Start Up program.</p> <p>23.(g) Improve links with primary schools through the contact/liaison person and increase their involvement in domain events etc)</p> <p>23. (h) Continue to conduct primary – secondary classroom visits/meetings with teachers</p> <p>24. Continue implement the Year 2 actions</p> <p>25. (a) Conduct a parent introduction evening</p> <p>25. (b) Invite parents to Domain Events</p> <p>25. (c) Implement the strategic plan to coordinate contact with families during week 1 and beyond</p>	Year 1 and Year 2 Achievement Milestones:
	Year 4	23-24. Continue to implement Year 3 actions and review their impact	Year 1, 2 and 3 Achievement Milestones
<p><b>Engagement (2)</b></p> <p>26. Develop a whole school approach to absenteeism including processes and protocols, roles and responsibilities and intervention strategies</p> <p>27. Convey a positive message about the importance of attending school</p>	Year 1	<p>26. (a) Research other approaches to absenteeism through contacting other schools and reviewing other systems.</p> <p>26. (b) Document protocols and processes for a whole school approach to absenteeism including weekly letters for unexplained absences</p> <p>26. (c) Clarify roles and responsibilities of Level Leaders, welfare, teaching staff etc)</p> <p>26. (d) Develop an agreed program of intervention strategies</p> <p>26. (e) Develop a schedule of regular reviews of student absences for Years 11-12 students</p>	<p>26. - Review of processes completed</p> <ul style="list-style-type: none"> <li>- Processes and protocols documented</li> <li>- Staff clear about their roles and responsibilities</li> <li>- Attendance of Year 11 and 12 students monitored regularly with interventions conducted according to the agreed process</li> </ul>

	Year 2	<p>26. (a) Develop a consistent approach to absenteeism based on 'best practice' models</p> <p>26. (b) Implement the agreed protocols and processes for a whole school approach to absenteeism including weekly letters for unexplained absences</p> <p>26. (c) Ensure that all staff are aware of and carry out their specific role and responsibilities</p> <p>26. (d) Implement the agreed program of intervention strategies</p> <p>26. (e) Implement the agreed schedule of regular reviews of student absences for Years 11-12 students and develop a schedule for Year 9-10 students</p> <p>27. Work with local primary schools to develop joint strategies to address the issue of student absences</p>	<p>Year 1 Achievement Milestones with the following additional Milestones:</p> <p>26. Attendance of Year 9-12 students monitored regularly with interventions conducted according to the agreed process</p>
	Year 3	<p>26. (a) Implement a consistent approach to absenteeism based on 'best practice' models</p> <p>26. (b) Consolidate the consistent implementation of agreed protocols and processes for the whole school approach to absenteeism including weekly letters for unexplained absences</p> <p>26. (c) Continue to ensure that all staff are aware of and carry out their specific role and responsibilities</p> <p>26. (d) Continue to implement the agreed program of intervention strategies</p> <p>26. (e) Implement the agreed schedule of regular reviews of student absences for Years 9-12 students and develop a schedule for Year 7-8 students</p> <p>27. Continue to work with local primary schools to develop joint strategies to address the issue of student absences</p>	<p>Year 1 and Year 2 Achievement Milestones with the following additional Milestones:</p> <p>26. Attendance of Year 7-12 students monitored regularly with interventions conducted according to the agreed process</p>

	Year 4	26 and 27. Continue to implement Year 3 actions and review their impact	Year 1, 2 and 3 Achievement Milestones
<b>Engagement (3)</b>  28. Ensure a consistent application of DMA across the college  - using strategies effectively  - using correct language  29. Explore the particular learning needs of boys – whole school or targeted to teacher who have all boy classes?	Year 1	28. (a) Leadership to monitor and analyse student relocations and communicate key issues to staff 28 (b) Conduct regular PD for staff each term (two in term 1, targeted to specific staff – new and returning staff/staff with specific needs, based on Ramon Lewis’ book) 28 (c) Provide coaching/mentoring for specific staff 28. (d) Review DMA processes and modify agreed approach accordingly	28. - Decrease in student relocations and suspensions - Regular review of student management practices - Mentoring of specific staff
	Year 2	28. Continue to implement and strengthen Year 1 actions  29. Investigate the particular learning needs of boys and teaching and learning implications	Year 1 Achievement Milestones
	Year 3	28. Continue to implement and strengthen Year 2 actions  29. Provide PD for staff on “teaching boys’ and incorporate associated teaching strategies into the lesson structure	Year 1 and Year 2 Achievement Milestones
	Year 4	28 and 29. Continue to implement Year 3 actions and review their impact on student behaviour and learning	Year 1, 2 and 3 Achievement Milestones
<b>Engagement (4)</b>  30. Develop meaningful student leadership opportunities for leaders in years 7-9	Year 1	30. (a) Conduct regular meetings of the Year 7-9 leadership group 30. (b) Conduct focus groups involving Year 7-9 leaders on specific issues – school environment, classroom management, ICT etc (provide ‘real’ leadership opportunities) 30. (c) Share student leadership actions with the college community through assemblies, the portal and the newsletter	30. – Year 7-9 leaders participating in school assemblies - High number of applicants for leadership – positions - Focus groups conducted - Leadership training programs conducted - Year 7-9 leaders meeting regularly with Level Leaders

		<p>30. (d) Student leaders to participate in leadership training</p> <p>30. (e) Year 7-9 leaders mentored by senior student leaders</p> <p>30. (f) Year 7-9 leaders to meet with Level Leaders each month</p>	
	Year 2	30. Continue to implement Year 1 actions	Year 1 Achievement Milestones
	Year 3	30. Continue to implement Year 2 actions	Year 1 and Year 2 Achievement Milestones
	Year 4	30. Continue to implement Year 3 actions and review their impact on student leadership	Year 1, 2 and 3 Achievement Milestones

Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<b>Wellbeing (1)</b>  31. Investigate positive psychology in order to develop student / staff emotional intelligence  32. Evaluate & continue to develop targeted programs - year 9 project / rite journey / goals etc  33. Use reporting home process (portal) to focus on students at risk and ensure early intervention  34. Research the latest information about teaching girls	Year 1	32. (a) Develop and document the approach to delivering targeted programs – wellbeing, building relationships, mentoring, volunteering, cross age tutoring etc 32. (b) Improve communication about extra-curricula activities including year 9 program to staff and the college community	32. - Targeted programs delivered in a systematic manner - Programs and extra-curricula activities promoted at assemblies, in the newsletter and on the portal - Prompt, timely and appropriate support for students with welfare needs
	Year 2	31. Provide staff with PD on Positive Psychology  32. (a) Implement the agreed approach to delivering targeted programs – wellbeing, building relationships, mentoring, volunteering, cross age tutoring etc  32. (b) Continue to improve communication about extra-curricula activities including year 9 program to staff and the college community  33. Learning Leaders and Wellbeing Team to use the portal to communicate with families and support students ‘at risk’  34. Provide staff with PD on the specific learning and leadership needs of girls	The Year 1 Achievement Milestones with the following additional Milestones:  31. Professional development sessions conducted on Positive Psychology
	Year 3	31. Implement Positive Psychology strategies into meetings, PD etc  32 and 33. 30. Continue to implement Year 2 actions	Year 1 and Year 2 Achievement Milestones with the following additional Milestones:  34. Teaching and learning strategies specific to teaching girls evident in lesson planning and delivery

		34. Incorporate specific teaching and learning strategies appropriate for teaching girls into the lesson structure	
	Year 4	31-34. Continue to implement Year 3 actions and review their impact on student wellbeing	Year 1, 2 and 3 Achievement Milestones
<b>Wellbeing (2)</b>  35. Develop processes and protocols to provide resources for identified students to support them to learn	Year 1	35. (a) Identify the resourcing needs of specific students and follow agreed processes and protocols to ensure they have full access to the learning program 35 (b) Ensure that all staff are aware of the processes and protocols available to meet the resourcing needs of specific students	35. Students with specific needs (EAL, PSD etc) provided with the resources to fully engage in the learning program
	Year 2	35. Continue to implement Year 1 actions	Year 1 Achievement Milestones
	Year 3	35. Continue to implement Year 2 actions	Year 1 and Year 2 Achievement Milestones
	Year 4	35. Continue to implement Year 3 actions and review their impact on student learning	Year 1, 2 and 3 Achievement Milestones
<b>Productivity (1)</b>  36. Review meeting structures each term to provide focus  37. Ensure clarity for all meetings around purpose, processes and practice with clear links to P&D process and professional learning focus.  38. Audit of internal and external professional learning opportunities to align with the Strategic Plan	Year 1	36-38. Strategic Plan and Annual Implementation Plan developed and used consistently to guide the strategic direction of the college  36. Leadership to monitor the impact of meetings each term and develop the meeting schedule and focus for the following term  37 and 38. Strategic Plan and AIP developed and used to guide PL and the strategic direction of Domain and Teaching Teams and audit the effectiveness of meeting structures and processes  37 and 38 Roles and responsibility statements developed and documented	36-38 Strategic Plan and AIP developed and used to set the strategic direction of the college  36. Leadership Team regularly reviewing the meeting schedule and setting the direction each term  37-38 - Targeted Professional learning - Domain and Teaching Teams operating effectively - Documented roles and responsibilities

	Year 2	36-38 Continue to implement Year 1 actions	Year 1 Achievement Milestones
	Year 3	36-38 Continue to implement Year 2 actions	Year 1 and Year 2 Achievement Milestones
	Year 4	36-38 Continue to implement Year 3 actions and review their impact on student learning	Year 1, 2 and 3 Achievement Milestones
<b>Productivity (2)</b>  39. Clear definition, process and protocols for learning walks and collegiate visits  40. Professional learning for staff on the process and protocols	Year 1	39. (a) Develop clear purpose and protocols for classroom observations and collegiate visits 39. (b) Implement a program of regular classroom observations conducted according to a published schedule 39 (c) Classroom observations and collegiate visits to be part of the P & D process  40. PD provided to staff on the classroom observations and collegiate visits and how they link to the P & D process	39-40. Classroom observations and Collegiate visits operating effectively and improving teaching and learning practices
	Year 2	39-40 Continue to implement Year 1 actions	Year 1 Achievement Milestones
	Year 3	39-40 Continue to implement Year 2 actions	Year 1 and Year 2 Achievement Milestones
	Year 4	39-40 Continue to implement Year 3 actions and review their impact on teaching and learning practices	Year 1, 2 and 3 Achievement Milestones
<b>Productivity (3)</b>  41. Tracking enrolments  42. Communication with the community  43. Strengthen relationships with selected community agencies, businesses & tertiary institutions	Year 1	41-46 Include funding for specific initiatives in program budgets  41 and 46. Assign designated staff to monitor enrolments (especially at Year 7), track student attendance and establish links with local primary schools  42. Conduct information sessions for students, staff and families to promote the use of the college portal	41-46. Program budgets approved by School Council and providing funding support for the proposed initiatives  41 and 46. Staff appointed to carry out designated roles  42. Portal used by students, teachers and Families  43-45. Strong community partnerships  45. - High level of involvement of community

<p>44. Clever connections with community groups to promote the College.</p> <p>45. Contact with agencies, employers etc</p> <p>46. Partic strategy for yr7</p>		<p>43, 44 and 45. Provide funding to support and develop current com unity partnerships and build new relationships</p> <p>45. Provide time for staff to build strong relationships with agencies, employers etc (Welfare, Year 9 program, Later Years programs)</p>	<p>agencies and local business and industry - Staff provided with sufficient time to carry out their roles in the timetable</p>
	Year 2	41-46 Continue to implement Year 1 actions	Year 1 Achievement Milestones
	Year 3	41-46 Continue to implement Year 2 actions	Year 1 and Year 2 Achievement Milestones
	Year 4	41-46 Continue to implement Year 3 actions and review their impact	Year 1, 2 and 3 Achievement Milestones