



Our vision

A community growing respectful, responsible and resilient learners.

Our values

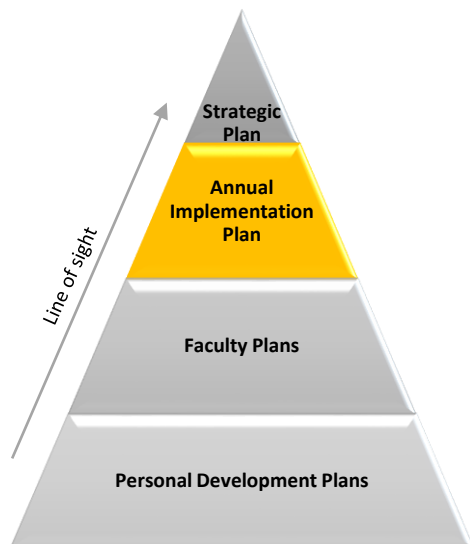
Our core values (5Cs):

- Commitment
- Cooperation
- Courtesy
- Consideration
- Common sense

Our motto

Strive to accomplish.

Planning framework



Strategic goals

Strategies

- 1.1 Explicit instruction is fully embedded.
- 1.2 Developing effective formative and summative assessment practices.
- 1.3 Differentiated teaching, learning and assessment practices.
- 1.4 Curriculum that has currency and is responsive to emerging trends.
- 1.5 Integrated and equitable information and communication technologies.

Strategies

- 2.1 Develop and maintain a highly skilled and capable workforce.
- 2.2 Effective professional development programs linked to the Annual Implementation Plan and evidenced in Personal Development Plans.
- 2.3 Develop a culture of shared professional learning and innovative practice.
- 2.4 Build leadership capacity and density.

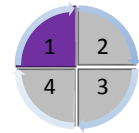


Strategies

- 4.1 Support students and staff in their social, physical and emotional wellbeing.
- 4.2 Focus on *Every day counts* and *Back to Basics* - with students in attendance, alert, equipped and ready to learn.
- 4.3 The school community upholds our core values through personal actions, behaviours, leadership and relationships.
- 4.4 Clean, safe, well maintained facilities to be shared with the community.

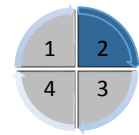
Strategies

- 3.1 Enhancing communication and creating supportive and positive partnerships with parents/caregivers.
- 3.2 Broaden the recognition and reputation of the school in the community.
- 3.3 Review and develop quality relationships with key stakeholders to provide innovative learning opportunities and diverse pathways for students.



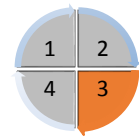
GOAL 1 – EFFECTIVE LEARNING

Strategy	Tactic	Owner	Timeframe	Effectiveness measures	Related strategies or tactics	
1.1 Explicit instruction is fully embedded.	1.1.1	Focus on the full implementation of explicit instruction (EI), with it clearly identified in Faculty Implementation Plans.	HoDs	December	Feedback - Walk through data, Professional Development (PD) take up, school opinion survey, academic results (pass rates).	2.1.2 2.2.1 2.3.1
	1.1.2	Implement a clear instructional coaching program that supports teachers in the implementation of EI and is clearly identified in the Faculty Implementation Plans.	Master Teacher	Term 1 -Program in place Term 3 - Review	Program has commenced in all Faculties.	2.3.1
1.2 Developing effective formative and summative assessment practices.	1.2.1	Review and enhance assessment practices to ensure appropriate and consistent practices that improve student outcomes.	Deputy Principals	End Term 4 – Complete review	Report delivered. Improved A-E results.	
	1.2.2	Build a culture of high quality formative assessment through Professional Development.	HoDs		One twilight session and one staff meeting held.	1.2.1
1.3 Differentiated teaching, learning and assessment practices.	1.3.1	Develop and implement a Data Plan which identifies data sources, timelines and review and discussion processes.	Master Teacher with Junior and Senior school HoDs	December - Plan developed	Plan developed, implemented and reviewed.	2.1.3
	1.3.2	Implement effective student academic coaching, incorporating goal setting and tracking performance.	English HoD / Aspirational leaders	Already commenced	Plan developed, endorsed and rolled out.	1.3.1
1.4 Curriculum that has currency and is responsive to emerging trends.	1.4.1	Review and plan whole school curriculum, staff and school resources plan - informed by QCAA, ATAR, ACARA, VET, employment trends and student needs. Stay informed of emerging changes in post secondary pathways, understand implications for the school and develop appropriate implementation strategies.	Principal with Deputy Principals	Ongoing	Key stakeholders prepared for ATAR changes. Community engagement.	
1.5 Integrated and equitable information and communication technologies.	1.5.1	Develop an IT Plan to deliver eLearning resources which are affordable and effective for our parents and our school.	HoD IT	Term 2 - Annual review	Plan developed and implementation commenced.	
	1.5.2	Implement staff training in effective eLearning pedagogies within the Explicit Instruction framework.	HoD IT / Aspirational leaders.	Term 1 - Rollout commenced	Teaching staff have received PD.	



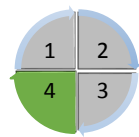
GOAL 2 – EXCEPTIONAL STAFF

Strategy		Tactic	Owner	Timeframe	Effectiveness measures	Related strategies or tactics
2.1 Develop and maintain a highly skilled and capable workforce.	2.1.1	Review and update the Professional Development program (aligned with the Strategic Plan), inclusive of all staff.	Principal and Deputy Principals	End Term 2	Program and schedule developed. 100% staff involved in PD.	
	2.1.2	Enhance and enable the EI skills of staff through planned professional development activities, walk-throughs and instructional coaching.	Master teacher with Deputy Principals	Ongoing		
	2.1.3	Ensure staff have high levels of data literacy and are engaging with the data.	HoDs	Ongoing Reviewed each semester or per timelines in Data Plan	Data Plan is implemented.	
2.2 Effective professional development programs linked to the Annual Implementation Plan and evidenced in Personal Development Plans.	2.2.1	Discuss PDPs with Line Managers, clearly linked to Strategic, AIP and Faculty Plans as well as incorporating personal and professional learning goals. Utilise the ATSIL standards to identify professional learning needs.	Line Managers	Semester 1	All staff have PDPs written in consultation with line managers. SOS reflects improved teacher satisfaction with PDPs.	
2.3 Develop a culture of shared professional learning and innovative practice.	2.3.1	Implement Instructional Coaching program to reflect on and improve teaching that is aligned to explicit instruction.	Master Teacher	Program to recommence by end Semester 1	Program developed and implemented. Improved engagement of staff in the program	
	2.3.2	Resource staff teams by providing opportunities to collaborate and develop programs as identified.	Principal	Resource in budget process.	Survey for satisfaction. Feedback to staff at staff briefings/meetings on outcomes.	
2.4 Build leadership capacity and density.	2.4.1	Identify aspirational leaders group; develop their leadership skills; and identify and support leadership opportunities within and external to the school.	Principal / Aspirational leader	Semester 2	Aspirational leadership group identified.	



GOAL 3 – STRONG PARTNERSHIPS

Strategy		Tactic	Owner	Timeframe	Effectiveness measures	Related strategies or tactics
3.1 Enhancing communication and creating supportive and positive partnerships with parents/caregivers.	3.1.1	Develop and implement a plan and strategies to promote student and parent engagement within the school.	Principal and Community Liaison Officer (CLO)	Term 1	Strategy developed. CLO selected and recruited. Better than 95% attendance.	4.1.2 3.1.2
	3.1.2	Develop a range of planned, positive, regular communication practices with parents.	HoDs	Term 1	Strategies & practices in place. Detailed in Faculty Plans. Improved parent SOS results.	
3.2 Broaden the recognition and reputation of the school in the community.	3.2.1	Build and maintain a current, quality profile in traditional and social media.	Community Liaison Officer	Semester 1	Facebook page created. Website regularly updated. Increased number of news item in local newspaper. Hit rates improving.	
	3.2.2	Develop a plan for engagement with prominent community events, organisations and former students.	Community Liaison Officer	Ongoing	Plan developed and implemented. School opinion survey results. Increased student participation.	
3.3 Review and develop quality relationships with key stakeholders to provide innovative learning opportunities and diverse pathways for students.	3.3.1	Build strong links with primary feeder schools with shared activities in academic, sporting and cultural areas.	Community Liaison Officer	Ongoing	Increased number of activities with primary schools. Increased enrolments.	
	3.3.2	Embed Metro Pathways project into data collection and analysis into school and regional processes	Pathways Officer	Semester 1 End Semester 2 - Review	High quality data sets developed to track and assess program effectiveness. Increased retention of 'at risk' students.	
	3.3.3	Engage with local industry and businesses to observe changing training and employment patterns and needs.	Senior schooling HoD	Ongoing	Internal and external reviews.	



GOAL 4 – WELLBEING

Strategy		Tactic	Owner	Timeframe	Effectiveness measures	Related strategies or tactics
4.1 Support students and staff in their social, physical and emotional wellbeing.	4.1.1	Enhance and strengthen the Well-Being team by clarifying key roles, responsibilities and stakeholders.	Guidance Officer	Semester 1	Improved school survey and SOS responses.	
	4.1.2	Develop and implement a whole-school plan that supports student and staff wellbeing.	Guidance Officer	End Semester 1 (plan)	Plan developed.	
	4.1.3	Identify and engage with external agencies which support the health and wellbeing of the school community.	Guidance Officer with wellbeing team	End Semester 1 - identify		
4.2 Focus on <i>Every day counts</i> and <i>Back to Basics</i> - with students in attendance, alert, equipped and ready to learn.	4.2.1	Develop strategies to improve student attendance.	Community Liaison Officer	End Semester 1 – discovery End Semester 2 – strategy	Strategy developed.	
	4.2.2	Enhance support programs, resources and communication systems for vulnerable students.	HOD Educational Support Services with Coordinators and Wellbeing Team	Ongoing	First collective meeting held by end of Term 1 (to identify practices).	
4.3 The school community upholds our core values through personal actions, behaviours, leadership and relationships.	4.3.1	Understanding of and consistent application of our school policies, routines and practices including our Responsible Behaviour Plan, Back to Basics, Uniform guidelines and Bookwork expectations.	Deputy Principals	Ongoing	A range of data results including One School records; suspension data; walkthrough data; student presentation and reduction in detention rates.	
	4.3.2	Review, investigate and enhance student leadership programs which highlight opportunities internal and external to the school.	Aspiring leader under sponsorship of Principal	Initiated by Semester 2 (identification of person and scope)	Leadership structure and strategies for implementation.	
4.4 Clean, safe, well maintained facilities to be shared with the community.	4.4.1	Develop and implement a whole-of-school facilities plan in consultation with key stakeholders.	Principal and BSM	Priorities set by the End Term 1. Plan continue to develop through 2016	Plan developed. Resource Centre refurbishment.	



Document control

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Approved by	Ray Johnston	Assistant Regional Director	March 2016
Approved by	Michael Norton	P&C	March 2016

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Amendment Record

A record of material additions or omissions is given below:

Reference	Description of change made	Version	Approved by	Date