

School Strategic Plan for EAST DONCASTER SECONDARY COLLEGE 01 - 7773 2016 - 2019

Endorsements

<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's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	To develop passionate learners who are critical thinkers with the confidence and capability to engage in the global community
Values	Care and Compassion, Curiosity, Excellence, Fairness, Resilience, Respect and Teamwork are the core values that underpin the culture of our school community as we embrace the challenges of 21 st Century schooling.
Environmental Context	<p>Our College was established in 1974 and is situated in the eastern suburbs of Melbourne. The College has an enrolment in excess of 1520 students, including about 100 international students, and more than 150 staff.</p> <p>We are proudly multicultural across 44 nationalities, with an increasing international student program. In fact, more than one third of our students speak a language other than English at home, mainly an Asian language. Over recent years there has been a significant cultural shift from European to Asian influence at East Doncaster. The proportion of students from Language backgrounds other than English (LBOTE) has increased from 30% to 66% over the past eight years, whilst the Student Family Occupation (SFO) density has decreased slightly to 0.3475 and the newly released Student Family Occupation and Education (SFOE) is 0.2931. This creates challenges in ensuring cross – cultural understandings are maintained to sustain a genuine sense of unity, acceptance of diversity and teacher capacity.</p> <p>At East Doncaster Secondary College we have a strong tradition of academic excellence and we aim to promote and sustain a reflective learning culture. We want students to experience a sense of achievement and growth in their academic, personal, social and emotional development. Over the past four years we have been explicit in the use of this language and are striving to embed the concept of reflective practice and teaching the “whole child” into every element of school life. We have developed and implemented a consistent, research based instructional model, together with improved processes for feedback on learning. We provide Health and Personal Development, Sport, Music and Drama as compulsory studies across Years 7 to 9. In the senior school a school based apprenticeship VCAL is provided as a pathway option, whilst we provide access to a wide range of VET studies to maximise the opportunities of success for all students. Through a successful VCE program, more than 80% of our students progress to university.</p> <p>We have high expectations that our students will commit to being supportive of each other as they strive for</p>

success as learners. As we continue to develop a tolerant and cohesive learning environment that enables our students to flourish and allow them to become thinking, articulate and enriched young adults, we are challenged to think what this looks like in a 21st Century school. From a teacher learning perspective, we continue to focus on sustaining a common instructional model, identification and mainstreaming of the most effective pedagogical practices, and the use of high quality feedback mechanisms. This occurs with an emphasis on collaboration in teaching teams. We actively embrace the notion that teaching and learning is in the public rather than the private domain and strive to ensure that there is a focus on learning improvement for every student.

The College has embarked on an innovative 1 to 1 ICT strategy incorporating iPads for Years 7, 8 and 9 students, and Notebook computers for Years 10, 11 and 12 students. We have adopted the COMPASS Management system, and work collaboratively with COMPASS to adapt elements of their system to better meet our needs.

The internationalising Education Agenda is a prominent school focus. We aim to provide our students with opportunities to develop cultural literacy, global knowledge, and cross cultural understanding through our sister school relationships with Suzhou Caoqiao Middle School in Suzhou, Jiangsu Province, China and Istituto Istruzione Superiore Biagio Pascal in Novara, Northern Italy. These include teacher and student exchange on a biennial basis, and we continue to engage in Department initiatives like the China Young Leaders Immersion program. These are complemented with opportunities for students to participate in tours to NASA and World Challenge projects.

Our catch phrase as learners is "Creating a Culture of Curiosity" – promoting in learning the key skills of constructing, deconstructing and reconstructing meaning.

Strategic Direction

Achievement		Key improvement strategies
Goals	<ol style="list-style-type: none"> 1. To maximise individual student learning growth across all curriculum areas and year levels, with a whole school focus on literacy. 2. To improve VCE outcomes. 	<p>KIS 1. Further develop the instructional practice of every teacher to ensure a consistent approach to teaching and learning (based on the College's instructional model) is implemented across the whole College.</p> <p>KIS 2. To further develop whole school, consistent approaches to assessment, moderation, tracking and analysis of data to ensure curriculum is differentiated and to measure the impact of teaching on student learning.</p> <p>KIS 3. Continue to improve literacy outcomes for all students at all levels of ability, including Non-English Speaking Background (NESB) and English as an Additional Language (EAL) students.</p>
Targets	<ul style="list-style-type: none"> • NAPLAN Learning Gain - Over 85% of students making medium to high relative growth between Years 7 and 9 in Reading and Writing, and 90% in Numeracy • Victorian Curriculum data Years 7-10: Allocation of at least 2 levels above the expected level to be at least 30% of students in Literacy and 35% in Numeracy • All teachers provide ongoing online feedback, including what the student has achieved and how they could improve, on all common learning domain learning tasks • Maintain a VCE Median study score at or above 33, and the percentage of scores of 40+ at or above 10%. • Student Attitudes To School Survey – Continue to improve in Teacher Effectiveness to equal or exceed State Secondary School Mean; • Staff opinion (a) continue to improve School Climate results for Teacher Collaboration and (b) continue to improve Professional Learning results for Renewal of Knowledge and Skills, Active Participation and Applicability of Professional Learning so that they trend up and are sustained above secondary school mean levels. 	
Theory of action (optional)	<p>When schools and teachers adopt consistent teaching and learning protocols and practices across all classrooms, then in-class variability is reduced and student achievement will increase.</p> <p>When data and evidence is used to monitor, provide feedback about, and enhance student performance then</p>	

	students' progress accelerates more quickly. When there is a deliberate, whole school plan to improve literacy and all teachers take responsibility for the teaching of literacy, then literacy outcomes for all students at all levels of ability will improve.	
	Actions	Success criteria
Year 1 KIS 1 Review and revise the whole college Instructional Model to ensure it is based on the college's vision for learning, including a focus on high expectations and the embedding of deep learning principles, and makes explicit reference to visible learning, the role of feedback, the role of the learner.	<ul style="list-style-type: none"> Review our college wide Instructional Model and develop teacher knowledge and understanding of the purpose and value of an instructional model through targeted professional learning. Develop and implement a college wide strategy for embedding deep learning to prepare students for VCE and tertiary studies Review and develop the agreed collaboration protocols and practices of the college, including learning walks, peer observation, mentoring, coaching and feedback. Ensure teams of teachers embed opportunities to share high quality practice during whole school, domain and team meetings. 	<ul style="list-style-type: none"> Revised instructional model documented and professional learning program implemented. Teacher practice reflects depth of understanding of our instructional model A strategy to embed deep learning is documented and trialled. Learning Tasks include examples of stimulating, deep and purposeful learning. Collaboration protocols documented and employed by all teams of Maths, Science, Commerce and Humanities teachers. Professional learning on effective teams undertaken. Staff Opinion Survey increases in % endorsement for: Collective efficacy, Academic emphasis, Collective focus on student learning, Guaranteed and viable Curriculum.
KIS 2 Ensure individual teachers and teams of teachers have ready access to data, know how to interpret and use it to inform more differentiated, stimulating and purposeful teaching.	<ul style="list-style-type: none"> Devise a professional learning plan to build the capacity of teams of teachers to collaboratively interpret and use data to inform more differentiated, stimulating and purposeful teaching Build the capacity of teachers and teams of teachers to develop deeper understandings and share approaches that challenge and progress students working above the standard, at the standard and below the standard so that they are better able to cater for the range of learning needs in their classrooms. 	<ul style="list-style-type: none"> Teachers and teams of teachers are regularly using and interpreting data to inform teaching that meets individual student needs. Teacher teams follow documented protocols in using data to inform teacher judgements. Documented curriculum is mapped against Victorian Curriculum standards and progression points – one summative task per cycle in each subject and year level. Increased consistency between teacher judgements and other learning data.
KIS 3 Continue to improve literacy outcomes for all students at all levels of ability, including Non-English Speaking Background (NESB) and English as an Additional Language (EAL) students.	<ul style="list-style-type: none"> Devise a whole college approach to teaching literacy across the curriculum. Devise a professional learning plan to build all teachers' capacity to understand their roles as teachers of literacy. 	<ul style="list-style-type: none"> A whole college approach to teaching literacy across the curriculum, with an explicit focus of EAL learners, has been researched, designed and documented. Maths, Science, Commerce and Humanities teachers have implemented our Literacy Plan in their classes.

<p>Year 2</p>	<ul style="list-style-type: none"> • Continue to monitor the use of the EDSC Instructional Model • Establish close links between the EDSC Instructional Model and the PDP process. • More consistent and widespread use of collaboration protocols across all teams and all year levels and domains. • Increase understanding of Standards so that teachers make accurate judgments of student work. • Conduct professional learning to build all teachers' capacity to implement deep learning strategies. • Pilot a whole college approach to teaching literacy across the curriculum with targeted teams. • Conduct professional learning to build all teachers' capacity to understand their roles as teachers of literacy, particularly with EAL learners. 	<ul style="list-style-type: none"> • PDP and Learning Walk data demonstrates that teachers are using the Instructional Model. • Continued rise in percentage endorsements for collective efficacy and teacher collaboration and feedback from teacher teams shows increased collaboration. • Documented curriculum is mapped against Victorian Curriculum standards – at least one summative and at least one formative task per cycle in each subject and year level. • Teachers develop and document exemplars and make accessible via Compass. • Teachers undertake PD focussing on deep learning strategies. • Literacy approach piloted by teacher teams • Feedback on whole college literacy plan collated and used to refine the approach. • PDP includes evidence to demonstrate teacher understanding of literacy needs, including EAL needs.
<p>Year 3</p>	<ul style="list-style-type: none"> • Continue to monitor the use of the EDSC Instructional Model • Continue to build all teachers' capacity to implement deep learning strategies. • Embed differentiation in all units of work across all year levels in all domain areas, including linking learning tasks to standards. • All domains will implement and document the whole college approach to teaching literacy across the curriculum, focusing on EAL and NESB learners. 	<ul style="list-style-type: none"> • PDP and Learning Walks data demonstrates that teachers are using the Instructional Model. • Collaboration protocols are embedded in the way all teams operate • Documented curriculum which provides detail of content and learning activities that cater effectively for the range of learners, including the use of open-ended tasks, deep learning strategies, intervention and support, the use of Individual Learning Plans (ILPs). • The whole college literacy approach has been documented in all year levels in all subject areas which explicitly focusses on EAL learners. • Teachers continue PD about deep learning strategies.
<p>Year 4</p>	<ul style="list-style-type: none"> • Evaluate the implementation of the EDSC Instructional Model • Review effectiveness of collaboration protocols • Audit the curriculum for differentiation, deep learning and use of Standards. • Evaluate the implementation and documentation of the whole college approach to teaching literacy across the curriculum. 	<ul style="list-style-type: none"> • Teachers are using the EDSC Instruction Model. • Review of collaboration protocols conducted and refinements made. • Curriculum audit completed and areas of concern identified. • A whole college literacy action plan, including EAL training, is documented and implemented in every learning domain at each year level.

Engagement		Key improvement strategies
Goals	1. To create a culture of curiosity through providing a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep learning.	<p>KIS 1. Create opportunities for students to increase their cognitive engagement, self-efficacy and be actively involved in their learning, by developing practices that require metacognition and self-regulation.</p> <p>KIS 2. Build the capacity of teachers to increase student engagement and active participation in learning.</p> <p>KIS 3. Continue to create opportunities to promote student voice, feedback and direct influence on classroom learning, activities and assessment.</p> <p>KIS 4. Increase parent and broader community engagement with the school by continuing to foster productive partnerships and relationships.</p>
Targets	<ul style="list-style-type: none"> • Student Attitudes To School Survey – Continue to improve in Stimulating Learning, School Connectedness, Teacher Effectiveness, Teacher Empathy to equal or exceed State Secondary School 75th percentile; • Parent Opinion Survey – Teacher Morale, Stimulating Learning and Reporting to equal or exceed State Secondary School Mean; • Student retention – Percentage of Year 7 students who remain at the College through to Year 12 continue to exceed 70% 	
Theory of action (optional)	<p>When students are actively involved in their learning and take greater charge of their own and each other's learning, then learning confidence, connectedness, engagement and achievement will improve.</p> <p>When students develop greater learning confidence and believe their intelligence and talent can be developed through effort and persistence, then the love of learning and the higher levels of resilience achieved will lead to enhanced learning, engagement and wellbeing outcomes.</p>	
	Actions	Success criteria
Year 1 KIS 1 Create opportunities for students to increase their cognitive engagement, self-efficacy and be actively involved in their learning, by developing practices that require metacognition	<ul style="list-style-type: none"> • Consistently involve students across all year levels in regularly establishing meaningful learning goals, reflective practices, peer and self -assessment • A sequential program of events developed to increase the connectedness, resilience, mindfulness and self-efficacy of the Senior School students cohort 	<ul style="list-style-type: none"> • Allocate sub-school workshops to guide teachers in establishing student learning goals and lesson learning intentions. • Plan and implement Professional Learning on the theoretical basis of cognitive engagement and self-directed inquiry and its use in teacher practice. • Conduct student focus groups • Develop and trial Positive Education programs in Senior

and self-regulation.		School.
<p>KIS 2 Build the capacity of teachers to increase student engagement and active participation in learning.</p>	<ul style="list-style-type: none"> To embed a culture of curiosity by developing deeper understanding of cognitive engagement and self-directed inquiry based learning across the college. Teachers seek to gain a greater level of student feedback on how to effectively meet student needs in an engaging learning environment. Teachers engage in professional practice, including peer observation and team discussion, to increase their capacity to engage students in deep, meaningful learning. Ensure greater use of individual/personalized learning plans to better cater for individual learning needs including students who require stretch and challenge and those requiring support and specific intervention 	<ul style="list-style-type: none"> Plan and implement Professional Learning on the theoretic basis of cognitive engagement and self-directed inquiry and its use in teacher practice Plan and implement Professional Learning on the effective use of data to inform teaching. Teachers implement class conferences and provide evidence of student feedback in PDP interviews ILP's are written and published on COMPASS insight
<p>KIS 3 Continue to create opportunities to promote student voice, feedback and direct influence on classroom learning, activities and assessment.</p>	<ul style="list-style-type: none"> Ensure students understand their learning needs to embrace challenge and to increase personal learning growth. Define and clarify the role of Class Captains in Year 7-9 Home groups. Mandated use of class conferences in all subjects Years 7-12, to discuss and inform teaching and learning and promote student reflection. 	<ul style="list-style-type: none"> Workshops are conducted for students to understand the theoretic basis of cognitive engagement and self-directed inquiry. Conduct focus groups with student leaders to identify roles and responsibilities of Class Captains in Years 7 – 9. Develop and publish Role Description for Class Captains. Workshop with teachers to promote the value of student voice and class conferences.
<p>KIS 4 Increase parent and broader community engagement with the school by continuing to foster productive partnerships and relationships.</p>	<ul style="list-style-type: none"> Strengthen the three way education partnership through strategies such as the development of a parent compact. Build an identifiable Alumni group and work with past students as mentors, role models, coaches, ambassadors and benefactors. Further develop partnerships and links with other education providers (locally and globally), industry and community agencies. 	<ul style="list-style-type: none"> Provide opportunity for input from parents, School Council members. Teachers and Sub School teams regarding College interactions. Develop a Parent Engagement Handbook Protocols for Publicity of student achievements are developed and responsibility assigned to ensure this occurs. Communicate regularly with ex -students to establish alumni group. Promote involvement in school activities post Year 12 with current senior students. Conduct teacher and student exchange with Italy in 2016. Plan and conduct YLCP for Year 9 Chinese students in 2016 Plan for teacher and student exchange to Suzhou in 2017 Plan and conduct World Challenge in 2016 Plan for NASA tour 2017 Coordinate and document interactions with local and international agencies through Sport, Music and co-Curricula Programs, Health and Personal Development Community

		Projects and Leadership activities.
Year 2	<ul style="list-style-type: none"> • Audit student learning goals and the process by which goals are reviewed and student reflection of their learning progress is undertaken. • Student voice is consistently used in the classroom to shape teaching and learning practice. • A sequential program of events developed to increase the connectedness, resilience, mindfulness and self-efficacy of the Senior School student cohort. • Introduce students to metacognitive strategies and self-regulatory behaviours. • Develop understandings of cognitive engagement in relation to metacognition and self-regulation to promote deeper learning of subject concepts and content. • Teachers consistently use multiple sources of student feedback to establish an engaging learning environment. • Increased use of individual/personalised learning plans for students who require stretch and challenge and those requiring support and specific intervention. • Continue to regularly utilise student voice in all classrooms to provide feedback in relation to student engagement in learning. • Continue to use class conferences in all subjects Years 7-12, to discuss and inform teaching and learning and promote student reflection. • Continue to strengthen partnerships throughout our college community and engage with parents in regular forums and provide opportunities for feedback. • Continue to grow the college Alumni group, working with past students as mentors, role models, coaches, ambassadors and benefactors. • Strengthen partnerships and links with other education providers, industry and community agencies to create opportunities for students to be exposed to a wider range of authentic experiences, applied learning and community participation. 	<ul style="list-style-type: none"> • Audit of student learning goals is undertaken. Recommendations for improvement of process to be embedded into teacher professional development. • Evidence of the use of student feedback to inform teaching and learning practice. • A series of events, workshops and assemblies are conducted which focus on values and themes from Positive Education. • Students employ metacognitive strategies and self-regulation to engage in and assess their learning performance. • Teachers have undertaken Professional Development on the application of metacognition and self-regulation strategies in the classroom. • Teachers show evidence of the collection of student feedback and how it informed changes in practice. • Teachers demonstrate use of student data, student feedback and formative assessment to develop personalised learning plans. • Teacher lesson planning, learning goals and learning tasks will incorporate effective strategies to increase student engagement. • Minutes from class conferences will continue to be used as a source of feedback and collated on Compass 'Resources' • Student Voice recognized as a significant influence on teaching and learning within the college. • Class Captains are used within all Middle School classrooms to promote student voice, feedback opportunities and influence on the learning program. • The college Parent Engagement Policy will be used to shape interactions within the college community. • Student achievement is acknowledged via the college publications, assemblies, performances and exhibitions. • The college Alumni group is involved more broadly in mentoring and tutoring of VCE students. • Increased participation and opportunity for International Tours and involvement in curriculum projects with Sister Schools.

		<ul style="list-style-type: none"> • Involvement in Government initiatives that build partnerships. • Active student participation in local community agencies, charities and events.
Year 3	<ul style="list-style-type: none"> • Expand the opportunities for student voice to be utilised by teachers in their practices and classroom management. • Students regularly employ metacognitive and self-regulatory strategies to manage and advance their learning. • Teachers will promote deeper learning of subject concepts and content through the regular use of metacognition, enquiry learning and self-regulation strategies. • Continue to strengthen partnerships throughout our college community and engage with parents in regular forums and provide opportunities for feedback. 	<ul style="list-style-type: none"> • Student Voice influences all aspects of teaching and learning within the college. • Students employ metacognitive strategies and self-regulation to engage in and improve their learning performance. • Classroom practice will demonstrate effective strategies to increase student engagement and learning improvement. • The college Alumni group is involved more broadly in mentoring and tutoring of VCE students • Productive partnerships and relationships will be fostered with parents and the broader community.
Year 4	<ul style="list-style-type: none"> • Students routinely employ metacognitive and self-regulatory strategies to manage and advance their learning. Review the strategies employed by teachers to increase student engagement and active participation in learning. • Review Teacher Professional Development to ensure that teachers have undertaken sufficient and targeted Professional Development to enable them to develop deeper understandings of cognitive engagement and strategies to achieve deeper learning in their classrooms. • Evaluate the effectiveness of the key strategies to determine the success in improving student and broader community engagement across the College 	<ul style="list-style-type: none"> • Student Voice influences all aspects of teaching and learning within the college. • Students utilise metacognitive and self-regulatory strategies to responsibility for and engage in improving their learning performance. • Classroom practice will demonstrate effective strategies to increase student engagement and learning improvement. • Parent and Student responses to Attitude to School Surveys show increased engagement across the college.

Wellbeing		Key improvement strategies
Goals	1. To continue to foster a safe and supportive environment and culture, one that promotes positive relationships, values diversity and is inclusive, and supports the development of students' optimism, social and emotional skills, so that they are well placed for success now and beyond school.	<p>KIS 1. To support every student to build their social and emotional wellbeing and to be resilient and optimistic through positive education programs which create opportunities for students to be mindful and to develop a 'growth' mindset.</p> <p>KIS 2. For teachers to improve their capacity to contribute to student wellbeing.</p>
Targets 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.	<ul style="list-style-type: none"> • Student Attitudes To School Survey at Years 10 to 12 to continue to improve in Student distress, Student Morale and Connectedness to Peers to equal or exceed State Secondary School 75th percentile; • Parent Opinion Survey to continue to improve in – Connectedness to Peers, School Connectedness and Social Skills to equal or exceed State Secondary School Mean. 	
Theory of action (optional)	When schools and teachers foster a safe and supportive environment through a culture that prioritises high expectations and positive, respectful relationships, values diversity and supports the development of students' social and emotional skills, then students will experience success now and beyond school.	
	Actions	Success criteria
Year 1 KIS 1 To support every student to build their social and emotional wellbeing and to be resilient and optimistic through positive education programs that creates opportunities for students to be mindful and to develop a 'growth' mindset.	<ul style="list-style-type: none"> • Ensure all students have access to explicit curriculum that builds an understanding of Positive Education principles to further develop all students' social and emotional skills and sense of optimism. • Continue to consult regularly with students through regular classroom meetings and focus groups and following the publication of the ATS Survey data so that the College listens and responds to student needs. • Ensure on-going evaluation and review of wellbeing programs and services to guarantee relevance and support the best wellbeing outcomes for students as 	<ul style="list-style-type: none"> • An Action Plan for continued growth in our 'Positive Futures' program is agreed upon and adopted. • A selection of Positive Education interventions and programs will be trialled with teachers, focus groups or cohorts. • Multiple Focus groups with students will be conducted to collect and analyse feedback and to seek opinion on student achievement, engagement and wellbeing. • Complete an audit of wellbeing and personal development programs to identify which wellbeing and personal development areas are catered for at each

	<p>they transition through the College.</p> <ul style="list-style-type: none"> • Introduce activities to increase community connectedness within the Year Level groups at Senior School. 	<p>year level and across the college.</p> <ul style="list-style-type: none"> • Collect and evaluate data from the Student Wellbeing Team to identify areas of student distress. • College values are prominently displayed in all classrooms and common areas, and are referenced by teachers and Year Level Coordinators to guide behaviour both inside and outside the classroom. • Student leaders and focus groups identify suitable activities to increase connectedness within the Year Level. • A community-building event will take place each term.
<p>KIS 2 For teachers to improve their capacity to contribute to student wellbeing.</p>	<ul style="list-style-type: none"> • Provide Professional Learning on the identified Positive Education foci of 'Mindfulness', 'Growth Mindsets', 'Gratitude' and 'Restorative Practices'. • Increase the focus of student wellbeing in the staff induction process. 	<ul style="list-style-type: none"> • Positive Education foci in teaching strategies will be evident in curriculum documentation and will be reflected in the building of authentic relationships with students. • Staff Induction process documentation includes a focus on student well-being
<p>Year 2</p>	<ul style="list-style-type: none"> • Publish explicit curriculum which includes Positive Education principles. • Consultation with students is embedded in college practice following the publication of the ATS Survey data. • Continue evaluation and review of wellbeing programs and services. • Strategies to build positive relationships vertically across the College are implemented. • Ongoing Professional Learning on the identified Positive Education foci of 'Mindfulness', 'Growth Mindsets', 'Gratitude' and 'Restorative Practices'. • Staff induction process includes explicit focus on student wellbeing. 	<ul style="list-style-type: none"> • Teacher lesson plans and learning goals include Positive Education Principles. • ATS Survey data is analysed. Key areas for improvement and scope of work are identified. • Wellbeing and Personal Development programs are aligned to sequentially cater for the identified needs of each year level and across the college in a planned and structured manner. • Positive Education interventions and programs will be introduced at each year level across the college. • College values continue to be prominently displayed in all classrooms and common areas and referenced by teachers and Year Level Coordinators to guide behaviour both inside and outside the classroom. • Staff Induction process documentation includes a focus on student well-being
<p>Year 3</p>	<ul style="list-style-type: none"> • Student will develop their social and emotional wellbeing, resilience and optimism through a range of Positive Education and Personal Development programs and interventions. • Professional Learning for teachers will continue on the identified Positive Education foci of 'Mindfulness', 'Growth Mindsets', 'Gratitude' and 'Restorative Practices' 	<ul style="list-style-type: none"> • Positive Education interventions and foci including 'Mindfulness', 'Growth Mindsets', 'Gratitude' and 'Restorative Practices', will be present in classroom content. • Wellbeing and Personal Development programs will be delivered to each year level and across the college in a planned and structured manner. • Professional Development and Staff Induction will

	<ul style="list-style-type: none"> All teachers will contribute to student wellbeing by engaging in values-based discussions with students and employing Positive Education foci within their classrooms and in their development of authentic relationships with students. 	<p>include an explicit focus on Student Wellbeing and Positive Education Principles.</p> <ul style="list-style-type: none"> Teacher lesson plans and learning goals include Positive Education Principles.
Year 4	<ul style="list-style-type: none"> Student will continue to develop their social and emotional wellbeing, resilience, optimism, mindfulness and 'growth' mindset through a range of Student Wellbeing programs. Evaluate the Wellbeing and Personal Development programs to ensure that they cater for the identified needs of each year level as they transition through the College. Review data from ATS surveys to determine Wellbeing and Personal Development Program is responding to student needs. Evaluate the effectiveness of the key strategies to determine the success in improving student wellbeing across the College. 	<ul style="list-style-type: none"> Positive Education interventions and foci will be present in classroom content. Review Student Wellbeing Key Improvement Strategies Parent and Student responses to Attitude to School Surveys show increased confidence in the Student Wellbeing program across the college.

Productivity		Key improvement strategies
Goals	1. To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing set out in the SSP 2016-2019.	<p>KIS 1. To build a community of reflective learners focused on continuous school improvement.</p> <p>KIS 2. Investigate and implement the optimal allocation, monitoring and review of resources to provide the best learning, engagement and wellbeing opportunities for students and the school community.</p> <p>KIS 3. Continue to develop our students to be citizens who are globally engaged, comfortable with diversity and with the skills to operate effectively across cultures with different world views and belief systems;</p> <p>KIS 4. Continue to develop the capacity of Compass and to invest in new ICT trends and developments to ensure an innovative ICT environment which supports students' and teachers' learning and enhances the communication between home and school.</p>
Targets	<ul style="list-style-type: none"> • All staff participating in ongoing targeted professional learning relating to Professional Development Plan Goals and targets • All teachers are using COMPASS effectively in communication on learning and assessment • Continued increase in student engagement in cross cultural activities • Wider engagement of School leaders in Resource Management and Planning 	
Theory of action (optional)	<p>When leadership is instructionally focused and widely distributed, then both teachers and students can capitalise on their capacity to learn and achieve.</p> <p>When resource allocation is aligned with achieving the strategic intent as set out in the SSP, then the school is likely to achieve its goals and targets related to achievement, engagement and wellbeing.</p>	
	Actions	Success criteria
Year 1 KIS 1 To build a community of reflective learners focused on continuous school improvement.	<ul style="list-style-type: none"> • Develop an annual professional learning plan aligned with the goals, targets and strategies set out in the SSP and Annual Implementation Plan (AIP). • Ensure each Continuous Professional Learning Plan (CPLP) for staff is aligned with the goals, targets and strategies set out in the SSP and AIP. • Enable all staff and teams continue to build their capacity through active involvement in professional development and learning programs such as through coaching and mentoring. • Research, develop and implement an observational 	<ul style="list-style-type: none"> • Annual Professional Learning Plan is approved by School Leadership Team and School Council • CPLPs are approved • Leadership Training for LDLs and SSCs has occurred • A Plan for Classroom Observation is prepared, trialled and implemented

	<p>practice program to give staff more opportunities to share practice, receive feedback and reflect on their practice.</p> <ul style="list-style-type: none"> Continue to build a culture of collaboration, shared responsibility and collective accountability in teams and across the whole school. 	
<p>KIS 2 Investigate and implement the optimal allocation, monitoring and review of resources to provide the best learning, engagement and wellbeing opportunities for students and the school community.</p>	<ul style="list-style-type: none"> Establish an operating business and management model for the use of EDSC facilities including our Sports Centre, Performing Arts Centre and Classroom Spaces outside of EDSC school times for 2016-2019. 	<ul style="list-style-type: none"> A Business and Management model for School facilities is developed
<p>KIS 3 Continue to develop our students to be citizens who are globally engaged, comfortable with diversity and with the skills to operate effectively across cultures with different world views and belief systems;</p>	<ul style="list-style-type: none"> To review the available opportunities for global learning for our students through engagement in DET and other Internationalisation programs, including investigating ways to promote these opportunities to EDSC families. To establish an English Language Centre at EDSC with an aim to conduct high quality transition programs for secondary school students upon arrival in Australia. 	<ul style="list-style-type: none"> English Language Centre in operation Increased engagement in cross cultural activities
<p>KIS 4 Continue to develop the capacity of Compass and to invest in new ICT trends and developments to ensure an innovative ICT environment which supports students' and teachers' learning and enhances the communication between home and school.</p>	<ul style="list-style-type: none"> Develop an eLearning plan to maximise the use of ICT and to plan for more flexible and powerful use of 21st century technology across the College. Build the capacity of teachers to increase their teaching repertoire to integrate the latest ICT pedagogies (including reference to the increased use of the LMS – Compass, the flipped classroom, augmented reality, etc.). Use students as ICT leaders and mentors. 	<ul style="list-style-type: none"> Increased application of COMPASS functionalities
<p>Year 2</p>	<ul style="list-style-type: none"> Develop an annual professional learning plan aligned with the goals, targets and strategies set out in the SSP and Annual Implementation Plan (AIP), in light of progress in Year 1 Ensure Professional Development Plans (PDPs) for staff are aligned with the goals, targets and strategies set out in the SSP and AIP 	<ul style="list-style-type: none"> Annual Professional Learning Plan is approved by School Leadership Team and School Council CPLPs are approved Annual review of Resource Allocation completed

	<ul style="list-style-type: none"> • Enable all staff and teams continue to build their capacity through active involvement in professional development and learning programs such as through coaching and mentoring • Continue to engage School Leaders in planning and evaluation of school resource allocation to ensure optimal value • Continue to expand the functionalities of COMPASS and other related ICT environments to support school improvement, including communication and engagement of all within our community • Ongoing Review of the effectiveness of the ELC from a business and educational model perspective 	
Year 3	<ul style="list-style-type: none"> • Develop an annual professional learning plan aligned with the goals, targets and strategies set out in the SSP and Annual Implementation Plan (AIP), in light of progress in Year 2 • Ensure Professional Development Plans (PDPs) for staff are aligned with the goals, targets and strategies set out in the SSP and AIP • Enable all staff and teams continue to build their capacity through active involvement in professional development and learning programs such as through coaching and mentoring • Continue to engage School Leaders in planning and evaluation of school resource allocation to ensure optimal value • Continue to expand the functionalities of COMPASS and other related ICT environments to support school improvement, including communication and engagement of all within our community • Ongoing Review of the effectiveness of the ELC from a business and educational model perspective 	<ul style="list-style-type: none"> • Annual Professional Learning Plan is approved by School Leadership Team and School Council • CPLPs are approved
Year 4	<ul style="list-style-type: none"> • Undertake a review of all resource based practices in preparation for a School Self-Evaluation • Undertake a School Self-Evaluation and engage in a School review 	<ul style="list-style-type: none"> • Annual Professional Learning Plan is approved by School Leadership Team and School Council • CPLPs are approved • School Self-Evaluation completed