School Strategic Plan for
Copperfield College
South Western Victoria Region
2013-2016

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<tr>
<th>Endorsement by School Principal</th>
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<td>Name. ...........................................................................</td>
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<tr>
<th>Endorsement by School Council</th>
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<th>Endorsement by Regional Director or nominee</th>
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## School Profile

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Values</th>
<th>Environmental Context</th>
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<tbody>
<tr>
<td>Our purpose is to enable every student to reach their full potential in a culture focussed on learning, teaching, the community and our environment. Meaningful pathways are provided for all.</td>
<td>At the core of our values is that all students can learn. At Copperfield we achieve when we are respectful, responsible and we value relationships</td>
<td>Copperfield College is a multi campus school with two year 7-10 campuses at Kings Park and Sydenham and a year 11-12 campus at Delahey. We have a student population of 1750. Copperfield is a large provider of VET in Schools and a key member of the Brimbank VET Cluster. The Delahey campus has a new Technical Trade Centre focussing on Electro technology, Hospitality and Automotive Studies. In 2011 and 2012 Copperfield played a significant role in Numeracy Improvement in the Western Region and received an Ed Award for leadership in this area. Numeracy and Literacy remain a focus for all teachers. The college has a genuine focus on the environmental leadership and this has resulted in numerous awards and grants being received. There are currently 16 International students and the College is making a concerted effort to increase these numbers. They are predominantly Vietnamese, Chinese and Indian. EAL is taught at all campuses and there are a growing number of students taking up a LOTE in post compulsory years. Copperfield has been recognised as a school doing well when background characteristics are taken into account. National Partnership funding and our focus on building the capacity of each teacher have been used to broaden the involvement of teachers working together on the improvement plans outlined within this document.</td>
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(School Wide Positive Behaviours 2012)
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<thead>
<tr>
<th>Strategic Intent</th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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</table>
| **Leadership**   | Develop a knowledgeable, influential guiding coalition of school leaders to guide the school improvement journey 2013-2016, and actively support collective efficacy | By 2016 improve the whole school mean variable scores on the Staff Opinion Survey for:  
- Supportive Leadership from 61.4 to 70  
- Leadership Team from 60.1 to 70  
- Professional Interaction from 62.9 to 70  
- Empowerment from 55.2 to 65  
- Ownership from 62.9 to 70 | 1. Develop a Guiding Coalition of leaders that will  
- Develop, mobilise, monitor and evaluate school improvement strategies 2013-2016  
- Engage and support the collegiate community in delivering school improvement goals  
- Support distributed leadership throughout the collegiate and student community  
2. Teachers will be part of professional Learning Teams in learning areas and teaching teams. These groups will: mobilise school improvement strategies and actively support collective efficacy and distributed leadership. |
| **Student Learning** | To significantly improve student achievement in all subjects years 7-10  
- To significantly improve student achievement in all VCE subjects  
- To significantly improve student completion of VCAL outcomes  
- To significantly improve student achievement in all co-curricular activities | By 2016:  
- Improve the proportion of Year 9 students achieving above national minimum standard (Band 6) from 72% to 80% on NAPLAN Reading  
- Improve the proportion of Year 9 students achieving above national minimum standard (Band 6) from 70% to 80% on NAPLAN Numeracy  
- Improve proportion of students in Years 7-10 achieving A or B against AusVELs (teacher judgements – Maths and English) to 20%  
- Improve VCE all study mean score to 30  
- Improve VET successful completion to 90%  
- Improve successful completion of senior VCAL to 85%  
- Improve the whole school mean variable scores on the Attitudes to School Survey: for Stimulating Learning from 3.29 to 3.50; for Teacher Effectiveness from 3.77 to 3.9 | 1. Develop, deliver and monitor a guaranteed and viable curriculum for all learning areas  
Criteria for G&VC:  
- Curriculum is whole school & based on VELS/AusELS/VCE/VCAL  
- Ensures a cohesive experience for all students  
- Is explicit, recorded and accessible [documented]  
- Is fully aligned through learning areas and year levels [everyone follows it]  
- Essential learnings identified & assessed  
- Embeds powerful eLearning  
- An enabling timetable to ensure time for essential learnings to be taught/learnt  
- Reflects emerging 21st Century pedagogy  
2. Develop/deliver/monitor a whole school assessment regime which is:  
- Connected with curriculum content and essential learnings  
- Fully integrated into classroom teaching and learning  
- Reliant upon rigorous collection, analysis and publication of data  
- Moderated by PLTS and teaching teams years 7-12  
- Used to differentiate teaching and learning  
3. Develop/deliver/monitor an explicit whole school curriculum delivery framework years 7-12 which:  
- Integrates the high impact instructional strategies [Marzano/Pickering/Pollock 2003 & McREL 2011]  
- Supports differentiation & engagement of student interests  
- Learning Intention - make explicit what students should know by end of the lesson  
- Engage - Accesses students’ prior knowledge/ warm up  
- Introduction of new knowledge  
- Activity – applies/elaborates on new knowledge  
- Reflection/Review/Preview  
- Integrates student/teacher led assessment and feedback |
## Student Engagement and Wellbeing

To build the confidence, enthusiasm and sense of responsibility of all students to enable active engagement with learning:
- High achievement
- Leadership
- Strong connection with community
- A sustained sense of well being and optimism

**To 2016**

- Improve the whole school mean variable scores on the Attitudes to School Survey for: Classroom Behaviour from 3.09 to 3.40
  - Student Morale from 5.03 to 5.2
  - Student Distress from 5.40 to 5.6
- Improve the whole school mean variable scores on the Staff Opinion Survey: for classroom behaviour (school) from 70.3 to 80; for student management from 57.4 to 70
- Absences per student at each year level to be at or below 10 days
- Achieve 5 stars for the ResourceSmart AuSSi Vic initiative

**Note:** the BIG IDEAS under student learning will make a major contribution to achievement of the student engagement & wellbeing goals

- Fully integrate School Wide Positive Behaviours Framework
- Improve classroom management. Build upon current teacher knowledge and capabilities in applying research based classroom management processes/techniques
- Develop purposeful classroom communities through student participation in the development, monitoring of classroom as a purposeful learning community
- Extend current student development and leadership initiatives by identifying best examples of student leadership/peer mentoring & coaching programs
- Engage students in learning activities that develop their understanding of and connection to the wider community.
- Engage students as partners in school improvement and in the development/mobilising/monitoring of key school improvement strategies - in particular curriculum content, classroom curriculum delivery framework, development of 21st Century skills
- Primary prevention promoting good mental health strategies through appropriate curriculum programs
- Improve teacher knowledge/understanding of adolescent development and its impact on learning

## Student Pathways and Transitions

Build the capacity of students to access transition processes, empowering them to maximise post compulsory school options.

To ensure that all students have successful and coherent transitions into, through and beyond the college.

**To 2016**

- Proportion of students exiting at end of Year 12 to University/TAFE to be 85% or greater
- Reduce the proportion of students exiting at end of Year 12 to unemployment/unknown destinations to 0%
- Improve real retention (Y7-12) from 55% to 65%
- Improve the overall Year 7 school mean variable scores on the Attitudes to School Survey for connectedness to peers from 4.17 to 4.30

**Note:** the BIG IDEAS under student learning/engagement-well-being will also make a major contribution to achievement of the student transitions & pathways goals

- Integrate purposeful, research based transition programs for all students
- From year six to Copperfield College
- All new enrolments 7-12
- Years 7/8 to 9/10
- Years 9/10 to 11/12
- Years 11 & 12 to post compulsory options
- Transitions prior to completion of year 12

Integrate explicit transition processes within the curriculum
Sustain student participation in the ‘gateway’ subjects which maximise pathways options
# School Strategic Planner 2013-2016: Indicative Planner

<table>
<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Actions</th>
<th>Achievement Milestones</th>
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<tbody>
<tr>
<td><strong>LEADERSHIP</strong></td>
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<tr>
<td>1. Develop a Guiding Coalition of leaders that will</td>
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<tr>
<td>- Develop, mobilise, monitor and evaluate school improvement strategies 2013-2016</td>
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<td>- Engage and support the collegiate community in delivering school improvement goals</td>
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<td>- Support distributed leadership throughout the collegiate and student community</td>
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<tr>
<td>Year 1</td>
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<tr>
<td>- Develop GVC in areas other than Maths and English, assemble electronically</td>
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<td>- Provide professional learning for KLA leaders and the guiding coalition in the conduct of effective PLTs and assessment practices</td>
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<tr>
<td>- Targeted professional and collegiate learning which builds the confidence and capacity of KLA leaders/guiding coalition to drive school improvement strategies. The professional/collegiate learning will focus upon building knowledge and skills in advocating for the school improvement initiatives</td>
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<td>- acting as lead users in curriculum/instruction/assessment initiatives</td>
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<td>- managing peoples’ experience of change leading the development of robust PLTs</td>
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<td>- building collective efficacy and strong collegiate learning partnerships</td>
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<td>Year 2</td>
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<td>- What do we do when they know it? Focus question for the year – Differentiation to be explored, trialled and enshrined in the GVC</td>
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<td>Year 3</td>
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<tr>
<td>- Revisit assessment in the context of the GVC and leadership required to effectively inform teaching</td>
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<tr>
<td>- PLT model to be refined and developed as necessary as part of improved distributed leadership</td>
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<td>Year 4</td>
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<tr>
<td>- In school variation revisited through data focus and cooperative work via the PLC</td>
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<tr>
<td>- All school improvement goals supported through the guiding coalition, making recommendations for the next plan</td>
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<tr>
<td>- Focus on reduction of ‘in-school’ variation evident in PLC and in system data</td>
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<tr>
<td>- Guiding Coalition equipped to make decisions, supported by strategic plan, and all members.</td>
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<td>- GVC is a living document, taught and revised by all</td>
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<td>- No evidence of a residual culture of volunteerism</td>
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<td>- Du Fours questions at the forefront, explicit in planning. ‘What do we do when they already know it?’ leads to differentiation focus</td>
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<td>Key Improvement Strategies</td>
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| **STUDENT LEARNING**  
(CURRICULUM, INSTRUCTION & ASSESSMENT) | **DOCUMENTATION:**  
- Research, design, build and deploy a Standard Electronic Filing Structure (SEFS) that is:  
  - Suitable for storing curriculum documentation for all subjects for all year levels for all KLAs at all campuses  
  - Accessible to all staff  
- Establish a “Curriculum documentation leadership team” to undertake research, planning and development activities regarding the proposed curriculum documentation framework and other curriculum-related improvement initiatives | **DOCUMENTATION:**  
- Staff store all required curriculum documentation for each KLA in the appropriate place within the relevant instance of the SEFS  
- Teachers work in KLA or other groups to plan for curriculum mapping that will permit examination of curriculum data both horizontally (year level view) and vertically (Year 7 to 12 view)  
- Teachers begin developing curriculum maps of what they are currently teaching |
| 1. Develop, deliver and monitor a guaranteed and viable curriculum for all learning areas | **INSTRUCTION:**  
- Promote Copperfield College “LENAR” instructional model, focusing on “Learning Intentions”  
- Implement high impact instructional strategies as well as the Habits of Mind at all year levels  
- Identify and document current differentiation practices  
- Informing staff of new teaching practices | **INSTRUCTION:**  
- Learning Intentions and high impact instructional strategies are explicitly documented and consistently used in the classroom  
- Evidence of use of Habits of Mind in both documented curriculum and teaching practice, with work samples as evidence |
| 2. Develop/deliver/monitor a whole school assessment regime which is: | **eLEARNING:**  
- Audit current eLearning across the Year 7 and 8 curriculum according to AusVELS.  
- Develop and incorporate eLearning in Year 7 curriculum related to AusVELS with an emphasis on higher order thinking  
- Incorporate cyber safety awareness activities across the curriculum | **eLEARNING:**  
- ELearning will be documented, taught and assessed in the Year 7 curriculum. This will be across all subjects and mapped and assessed against AusVELS.  
- Students in Years 7 – 9 will incorporate the use of ICT in their Student Led Presentations  
- Audit the IT skills of Year 7 and 9 students through random testing and evaluation of work samples |
| 3. Develop/deliver/monitor an explicit whole school curriculum delivery framework years 7-12. | **ASSESSMENT:**  
- Clarify use of assessment for, as and of learning.  
- Provide Professional Learning (PL), training and guidance to staff:  
  - In support of curriculum mapping and other curriculum-related improvement initiatives  
  - Regarding the Copperfield College “LENAR” instructional model, with targeted support and a professional development focus on “Learning Intentions”  
  - To support them in the development and implementation of the Australian Curriculum  
  - To support the incorporation of cyber safety in the curriculum  
  - To increase staff capacity in the use of ICT across the curriculum after evaluating staff needs  
  - Student Learning Team to engage in ‘Visible Learning’ through the Keilor St Albans Network  
  - PLT focus on Formative Assessment. | **ASSESSMENT:**  
- Continued focus on data gained from summative assessment  
- Diagnostic assessment analysis used in English and Maths in Years 7-10  
- Existing routine formative assessment practices audited and shared Years 7-12 |

**Year 1**

| | **Year 1** | |
| 1. Develop, deliver and monitor a guaranteed and viable curriculum for all learning areas | **INSTRUCTION:**  
- Learning Intentions and high impact instructional strategies are explicitly documented and consistently used in the classroom  
- Evidence of use of Habits of Mind in both documented curriculum and teaching practice, with work samples as evidence | |
| 2. Develop/deliver/monitor a whole school assessment regime which is: | **eLEARNING:**  
- Audit current eLearning across the Year 7 and 8 curriculum according to AusVELS.  
- Develop and incorporate eLearning in Year 7 curriculum related to AusVELS with an emphasis on higher order thinking  
- Incorporate cyber safety awareness activities across the curriculum | |
| 3. Develop/deliver/monitor an explicit whole school curriculum delivery framework years 7-12. | **ASSESSMENT:**  
- Clarify use of assessment for, as and of learning.  
- Provide Professional Learning (PL), training and guidance to staff:  
  - In support of curriculum mapping and other curriculum-related improvement initiatives  
  - Regarding the Copperfield College “LENAR” instructional model, with targeted support and a professional development focus on “Learning Intentions”  
  - To support them in the development and implementation of the Australian Curriculum  
  - To support the incorporation of cyber safety in the curriculum  
  - To increase staff capacity in the use of ICT across the curriculum after evaluating staff needs  
  - Student Learning Team to engage in ‘Visible Learning’ through the Keilor St Albans Network  
  - PLT focus on Formative Assessment. | |

**STUDENT LEARNING**

- Record, design, build and deploy a Standard Electronic Filing Structure (SEFS) that is:  
  - Suitable for storing curriculum documentation for all subjects for all year levels for all KLAs at all campuses  
  - Accessible to all staff  
- Establish a “Curriculum documentation leadership team” to undertake research, planning and development activities regarding the proposed curriculum documentation framework and other curriculum-related improvement initiatives  

**INSTRUCTION:**

- Promote Copperfield College “LENAR” instructional model, focusing on “Learning Intentions”  
- Implement high impact instructional strategies as well as the Habits of Mind at all year levels  
- Identify and document current differentiation practices  
- Informing staff of new teaching practices  

**eLEARNING:**

- Audit current eLearning across the Year 7 and 8 curriculum according to AusVELS.  
- Develop and incorporate eLearning in Year 7 curriculum related to AusVELS with an emphasis on higher order thinking  
- Incorporate cyber safety awareness activities across the curriculum  

**ASSESSMENT:**

- Clarify use of assessment for, as and of learning.  
- Provide Professional Learning (PL), training and guidance to staff:  
  - In support of curriculum mapping and other curriculum-related improvement initiatives  
  - Regarding the Copperfield College “LENAR” instructional model, with targeted support and a professional development focus on “Learning Intentions”  
  - To support them in the development and implementation of the Australian Curriculum  
  - To support the incorporation of cyber safety in the curriculum  
  - To increase staff capacity in the use of ICT across the curriculum after evaluating staff needs  
  - Student Learning Team to engage in ‘Visible Learning’ through the Keilor St Albans Network  
  - PLT focus on Formative Assessment.  

**Year 1**

- Staff store all required curriculum documentation for each KLA in the appropriate place within the relevant instance of the SEFS  
- Teachers work in KLA or other groups to plan for curriculum mapping that will permit examination of curriculum data both horizontally (year level view) and vertically (Year 7 to 12 view)  
- Teachers begin developing curriculum maps of what they are currently teaching  

**INSTRUCTION:**

- Learning Intentions and high impact instructional strategies are explicitly documented and consistently used in the classroom  
- Evidence of use of Habits of Mind in both documented curriculum and teaching practice, with work samples as evidence  

**eLEARNING:**

- ELearning will be documented, taught and assessed in the Year 7 curriculum. This will be across all subjects and mapped and assessed against AusVELS.  
- Students in Years 7 – 9 will incorporate the use of ICT in their Student Led Presentations  
- Audit the IT skills of Year 7 and 9 students through random testing and evaluation of work samples  

**ASSESSMENT:**

- Continued focus on data gained from summative assessment  
- Diagnostic assessment analysis used in English and Maths in Years 7-10  
- Existing routine formative assessment practices audited and shared Years 7-12
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<td><strong>STUDENT LEARNING</strong></td>
<td><strong>DOCUMENTATION:</strong></td>
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<tr>
<td>(CURRICULUM, INSTRUCTION &amp; ASSESSMENT)</td>
<td>- Maintain and monitor the ongoing use of the SEFS for each KLA</td>
<td>- Staff ensure that the SEFS is regularly and appropriately maintained and updated, and that the content within the SFS is current and complete for each subject, for each year level, for each KLA</td>
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<td>- Teachers use maps they have created to identify:</td>
<td>- Teachers complete development of curriculum maps of what they are currently teaching</td>
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<td>- Gaps and repetition—within subjects and across year levels</td>
<td>- Teachers collaborate to analyse collections of maps, and use the results of that analysis to plan for, and to achieve the removal of gaps and repetition from the curriculum</td>
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<td>- Essential learnings and alignment to standards</td>
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<td><strong>INSTRUCTION:</strong></td>
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<td></td>
<td>- Promote the Copperfield College “LENAR” instructional model in various forums with targeted support and professional development with a focus on “Reflection”.</td>
<td>The “LENAR” instructional model and high impact instructional strategies are explicitly documented in College curriculum and staff reviews</td>
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<td>- Inform staff of new teaching practices as well as continue to facilitate the successful implementation of high impact strategies as well as the Habits of Mind</td>
<td>Habits of Mind are evident in documented curriculum and staff are able to articulate how they are being used in the classroom</td>
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<td>- Develop teaching practice to support differentiation</td>
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<td></td>
<td><strong>eLEARNING:</strong></td>
<td><strong>eLEARNING:</strong></td>
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<td>- Audit current eLearning across the Year 9 and 10 curriculum according to AusVELS.</td>
<td>ELearning will be documented, taught and assessed in the Year 7 &amp; 8 curriculum. This will be across all subjects and mapped and assessed against AusVELS.</td>
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<td>- Develop and incorporate eLearning in Year 8 curriculum related to AusVELS with an emphasis on higher order thinking</td>
<td>Audit the IT skills of Year 7 and 9 students through random testing and evaluation of work samples</td>
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<td></td>
<td>- To evaluate the effectiveness of instruction on cyber safety in the curriculum</td>
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<td>- To evaluate the effectiveness of the 1:1 notebook program</td>
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<td></td>
<td><strong>ASSESSMENT:</strong></td>
<td><strong>ASSESSMENT:</strong></td>
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<tr>
<td></td>
<td>- Incorporate assessment for, as and of learning in documented curriculum</td>
<td>Documented curriculum reviewed to incorporate assessment for, as and of via reflective practices</td>
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<td></td>
<td>- PLTs moderate ongoing assessment practices in each KLA</td>
<td>Explicit use of summative data as formative assessment Years 7-12</td>
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<td>- Feedback and student self evaluation incorporated routinely in classroom practice.</td>
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<td><strong>PROFESSIONAL LEARNING:</strong></td>
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<td></td>
<td>- Continue to provide PL, training and guidance to staff:</td>
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<td></td>
<td>- In support of curriculum improvement initiatives; such as LENAR, eLearning, high impact instructional strategies, and so on</td>
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<td>- To support them in the development and implementation of the Australian Curriculum</td>
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<td>- To increase staff capacity in the use of ICT across the curriculum</td>
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<td>- To use ‘Visible Learning’ aspects of assessment practices through PLTs</td>
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## Key Improvement Strategies

| STUDEENT LEARNING  
(CURRICULUM, INSTRUCTION & ASSESSMENT) | Actions |
|----------------------------------------|---------|
| 1. Develop, deliver and monitor a guaranteed and viable curriculum for all learning areas | **STUDENT LEARNING**  
(CURRICULUM, INSTRUCTION & ASSESSMENT) |
| 2. Develop/deliver/monitor a whole school assessment regime which is: | **INSTRUCTION:** |
| 3. Develop/deliver/monitor an explicit whole school curriculum delivery framework years 7-12. | **eLEARNING:** |

### Year 3

#### DOCUMENTATION:
- Teachers use maps they have created to:
- Facilitate the explicit identification and documentation of Learning Intentions and, over time, the LENAR framework
- Identify and document common learning and assessment tasks that can be implemented within each subject

#### INSTRUCTION:
- Maintain and monitor the ongoing implementation of the College Instructional model “LENAR” with a focus on “Engage”, “New Knowledge”, and “Activity”
- Inform and guide staff in the use of new teaching practices and continue to facilitate the successful implementation of high impact strategies / Habits of Mind
- Develop teaching practice to support differentiation

#### eLEARNING:
- Review eLearning across the Year 7 and 8 curriculum according to AusVELS.
- Develop and incorporate eLearning in Year 9 curriculum related to AusVELS with an emphasis on higher order thinking

#### ASSESSMENT
- Clearly identify curriculum content and essential learning and assessment practices in all KLA's
- Student feedback and self evaluation refined via reflective practices and improved through data analysis

#### PROFESSIONAL LEARNING:
- Continue to provide PL, training and guidance to staff in support of curriculum improvement initiatives; such as Understanding by Design, common learning and assessment tasks, and so on
- Support staff in development and implementation of the Australian Curriculum
- To increase staff capacity in the use of ICT across the curriculum after evaluating staff needs

#### Achievement Milestones

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<tr>
<th>DOCUMENTATION:</th>
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<tr>
<td>Teachers continue to work collaboratively to analyse collections of maps, and to use the results of that analysis when planning and creating new, or enhancing existing curriculum documentation in accordance with current curriculum improvement initiatives</td>
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<tr>
<td>Teachers use common learning and assessment tasks to promote greater consistency in the learning experiences of students across a given year level</td>
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<th>INSTRUCTION:</th>
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<tbody>
<tr>
<td>Evidence of the successful use of the ‘LENAR’ model as well as the terms Engage, New Knowledge and Activity in curriculum documentation and staff reviews</td>
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<tr>
<td>Habits of Mind and other high impact strategies are infused into the documented curriculum and staff can show evidence and reflect on how they are used within the classroom.</td>
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<table>
<thead>
<tr>
<th>eLEARNING:</th>
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<tbody>
<tr>
<td>Elearning will be documented, taught and assessed in the Year 7, 8 &amp; 9 curriculum. This will be across all subjects and mapped and assessed against AusVELS.</td>
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<tr>
<td>Audit the IT skills of Year 7 and 9 students through random testing and evaluation of work samples</td>
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<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>Student and teacher feedback used to inform differentiation</td>
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<tr>
<td>Key Improvement Strategies</td>
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</table>
| **STUDENT LEARNING** *(CURRICULUM, INSTRUCTION & ASSESSMENT)* | **DOCUMENTATION:**  
- Facilitate continuous improvement of curriculum documentation in order to promote greater consistency in the learning experiences of students  
**INSTRUCTION:**  
- Instructional model - LENAR to be embedded in college curriculum and practice  
- Habits of Mind and other high impact strategies are to be infused into the College curriculum and College culture  
- Inform staff of any new teaching practices and of the Australian curriculum  
**eLEARNING:**  
- Review eLearning across the Year 9 curriculum according to AusVELS.  
- Develop and incorporate eLearning in Year 10 curriculum related to AusVELS with an emphasis on higher order thinking  
**ASSESSMENT:**  
- Student feedback and self evaluation embedded via reflective practices and improved through continued rigorous data analysis Years 7-12  
**PROFESSIONAL LEARNING:**  
- Provide PL, training and support to staff regarding curriculum improvement initiatives; such as differentiation, the minimisation of variability between classes and teachers  
- To increase staff capacity in the use of ICT across the curriculum after evaluating staff needs  
**Year 4** | **DOCUMENTATION:**  
- Teachers routinely collect, record and share curriculum-related data for each subject and year level, for each KLA  
- The documented curriculum throughout the school is:  
  - Clear and coherent, and consistent in structure and format  
  - Aligned through year levels within each KLA  
  - Aligned to relevant standards  
  - Current and maintained  
  - Consistently implemented  
**INSTRUCTION:**  
- “LENAR” and high impact instructional strategies to be part of documented curriculum  
- Habits of Mind embedded in school culture, and evident in school newsletters, in College awards, in documented curriculum  
- Through Professional Development reviews there is sound evidence that the teaching practice of all staff integrates “LENAR”, high impact strategies, feedback and the Habits of Mind  
**eLEARNING:**  
- ELearning will be documented, taught and assessed in the Year 7, 8, 9 & 10 curriculum. This will be across all subjects and mapped and assessed against AusVELS.  
- Audit the IT skills of Year 7 and 9 students through random testing and evaluation of work samples  
**ASSESSMENT:**  
- All teachers apply assessment for, as and of learning to further differentiate teaching and learning in every classroom  
- All documentation explicitly contains assessment for, as and of learning  
- Classroom teachers routinely apply a range of for, as and of assessment strategies in learning sequences |
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<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Actions</th>
<th>Achievement Milestones</th>
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<tbody>
<tr>
<td><strong>STUDENT LEARNING</strong>&lt;br&gt;(NUMERACY)</td>
<td><strong>CURRICULUM</strong>&lt;br&gt;1. Review of current Years 7 to 9 curriculum documents&lt;br&gt;2. Begin documentation of years 10 to 12 curriculum</td>
<td><strong>CURRICULUM</strong>&lt;br&gt;1. All key lessons are consistent with the LENAR model&lt;br&gt;2. All key lessons are planned to include the use of differentiated tasks Y7-9&lt;br&gt;3. Unit outlines exist for years 7 to 12 and include learning intentions</td>
</tr>
<tr>
<td>1. Develop, deliver and monitor a guaranteed and viable curriculum for all learning areas</td>
<td><strong>ASSESSMENT</strong>&lt;br&gt;1. Align Assessment to the Learning Intentions&lt;br&gt;2. Planning teams (with coaches/consultants) to enhance the quality of teacher feedback to students and self-assessment by students&lt;br&gt;3. Develop common record keeping templates for diagnostic tests&lt;br&gt;4. Develop Year 10 diagnostics</td>
<td><strong>ASSESSMENT</strong>&lt;br&gt;1. All Assessment is aligned to the Learning Intentions&lt;br&gt;2. Criteria-assessed Learning Target assessments administered regularly and consistently in Years 7 to 9&lt;br&gt;3. Students are provided with regular feedback&lt;br&gt;4. Explicit self-assessment strategies are provided for students&lt;br&gt;5. A diagnostics record keeping template is finalised and trialled for Y7 to 9&lt;br&gt;6. Diagnostic assessments administered regularly and consistently from Year 7 to 10</td>
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<td>2. Develop/deliver/monitor a whole school assessment regime which is:</td>
<td><strong>INSTRUCTION</strong>&lt;br&gt;1. Planning teams (with coaches/consultants) to enhance the use of ICT, manipulatives and higher order questioning&lt;br&gt;2. Teachers seek feedback about instruction from students&lt;br&gt;3. Planning teams (with coaches/consultants) to develop materials, teacher skills and strategies in differentiating instruction</td>
<td><strong>INSTRUCTION</strong>&lt;br&gt;1. Teachers use questioning that both scaffolds and promotes higher order thinking&lt;br&gt;2. Manipulatives and ICT are used to enhance learning&lt;br&gt;3. Key lessons in years 7 to 9 are differentiated to meet the needs of individuals and groups of students&lt;br&gt;4. Students are exposed to key lessons that are differentiated in Year 10 -12</td>
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<tr>
<td>3. Develop/deliver/monitor an explicit whole school curriculum delivery framework years 7-12.</td>
<td>Year 1</td>
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<tr>
<td><strong>CURRICULUM</strong>&lt;br&gt;• Review of current Years 7 to 9 curriculum documents&lt;br&gt;• Begin documentation of years 10 to 12 curriculum</td>
<td><strong>ASSESSMENT</strong>&lt;br&gt;• Planning teams to enhance the quality of teacher feedback to students and self-assessment by students&lt;br&gt;• Develop common record keeping tool for criteria assessed tasks&lt;br&gt;• Develop Year 11 diagnostics and Year 10 criteria assessed tasks</td>
<td><strong>ASSESSMENT</strong>&lt;br&gt;• Criteria-assessed Learning Target assessments administered regularly and consistently in Years 7 to 10&lt;br&gt;• Diagnostic assessments are administered regularly and consistently from Year 7 to 11&lt;br&gt;• Students are provided with regular feedback against Learning intentions&lt;br&gt;• Students use self-assessment strategies to reflect on their learning&lt;br&gt;• A diagnostic record keeping template is consistently used across Y7 to 10&lt;br&gt;• A record keeping tool is developed and trialled to track student achievement criteria-assessed tasks</td>
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<td><strong>INSTRUCTION</strong>&lt;br&gt;• Planning teams to enhance the use of ICT, manipulatives and higher order questioning&lt;br&gt;• Teachers seek feedback about instruction from students&lt;br&gt;• Planning teams (with coaches/consultants) to develop materials, teacher skills and strategies in differentiating instruction and strategies for student reflection and goal setting</td>
<td><strong>INSTRUCTION</strong>&lt;br&gt;• Teachers use questioning that both scaffolds and promotes higher order thinking&lt;br&gt;• Teachers seek feedback about instruction from students&lt;br&gt;• Manipulatives and ICT are used to enhance learning&lt;br&gt;• Key lessons in Y7-11 meet the needs of individuals/groups of students&lt;br&gt;• Lessons include explicit strategies for student reflection and goal setting</td>
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<tr>
<td><strong>STUDENT LEARNING</strong>&lt;br&gt;(NUMERACY)</td>
<td><strong>CURRICULUM</strong>&lt;br&gt;• Document and review current Years 7 to 11 curriculum documents&lt;br&gt;<strong>ASSESSMENT</strong>&lt;br&gt;• Planning teams to enhance the quality of teacher feedback to students and self-assessment by students&lt;br&gt;• Implement common record keeping tool for criteria assessed tasks Years 7 to 10&lt;br&gt;• Planning teams to evaluate and review criteria assessed tasks&lt;br&gt;<strong>INSTRUCTION</strong>&lt;br&gt;• Planning teams to enhance the use of ICT, manipulatives and higher order questioning&lt;br&gt;• Teachers seek feedback about instruction from students&lt;br&gt;• Planning teams (with coaches/consultants) to develop materials, teacher skills and strategies in differentiating instruction and strategies for student reflection and goal setting&lt;br&gt;• Teachers support students in personal goal setting</td>
<td><strong>CURRICULUM</strong>&lt;br&gt;• Key lessons in Years 7 to 11 are documented&lt;br&gt;• Key lessons include the use of differentiated tasks&lt;br&gt;<strong>ASSESSMENT</strong>&lt;br&gt;• Regular criteria-assessed tasks provide accurate measures of understanding in Years 7 to 11&lt;br&gt;• Diagnostic assessments are administered regularly and consistently&lt;br&gt;• Students regularly use feedback and self-assessment strategies to inform their learning goals&lt;br&gt;• A record keeping tool is used to track diagnostics and student achievement criteria-assessed tasks from Year 7 to 10&lt;br&gt;<strong>INSTRUCTION</strong>&lt;br&gt;• Key lessons in years 7 to 11 meet the needs of individuals and groups of students&lt;br&gt;• Teachers use questioning that both scaffolds and promotes higher order thinking&lt;br&gt;• Manipulatives and ICT are used to enhance learning&lt;br&gt;• Students use strategies to reflect and set goals and manage their own learning</td>
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1. Develop, deliver and monitor a guaranteed and viable curriculum for all learning areas.
2. Develop/deliver/monitor a whole school assessment regime which is:
3. Develop/deliver/monitor an explicit whole school curriculum delivery framework years 7-12.

**Year 3**

**CURRICULUM**
- Document and review current Years 7 to 11 curriculum documents
**ASSESSMENT**
- Planning teams to enhance the quality of teacher feedback to students and self-assessment by students
- Implement common record keeping tool for criteria assessed tasks Years 7 to 10
- Planning teams to evaluate and review criteria assessed tasks
**INSTRUCTION**
- Planning teams to enhance the use of ICT, manipulatives and higher order questioning
- Teachers seek feedback about instruction from students
- Planning teams (with coaches/consultants) to develop materials, teacher skills and strategies in differentiating instruction and strategies for student reflection and goal setting
- Teachers support students in personal goal setting

**Year 4**

**CURRICULUM**
- Document and review current Years 7 to 12 curriculum documents
**ASSESSMENT**
- Planning teams to enhance the quality of teacher feedback to students and self-assessment by students
- Planning teams evaluate the
**INSTRUCTION**
- Planning teams to enhance the use of ICT, manipulatives and higher order questioning
- Teachers seek feedback about instruction from students
- Planning teams (with coaches/consultants) to develop materials, teacher skills and strategies in differentiating instruction and strategies for student reflection and goal setting
- Teachers support students in personal goal setting

**CURRICULUM**
- The curriculum promotes thinking, understanding, rigour in complex real-world and mathematical tasks
- All key lessons fully documented from year 7 to 12
**ASSESSMENT**
- Criteria-assessed tasks provide accurate measures of understanding and ensure access and challenge.
- Assessment tracks all student progress.
- Students regularly set their own learning goals.
**INSTRUCTION**
- Students have ownership of their own learning.
- All students experience a wide range of teaching and learning strategies and media, e.g. collaborative group work, investigative learning, problem solving, use of ICT and manipulatives.
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<td><strong>CURRICULUM</strong></td>
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<tr>
<td>1. Develop, deliver and monitor a guaranteed and viable curriculum for all learning areas</td>
<td>• Review of current English Years 7 to 10 curriculum documents</td>
<td>• All key lessons are consistent with the LENAR model particularly evidence of links with Learning Intentions</td>
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<tr>
<td>2. Develop/deliver/monitor a whole school assessment regime which is:</td>
<td>• Continue documentation of years 11 to 12 English/ EAL and literacy curriculum for VCAL and VCE</td>
<td>• All key lessons are planned to include the use of differentiated tasks Year 7 to 10</td>
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<tr>
<td>3. Develop/deliver/monitor an explicit whole school curriculum delivery framework years 7-12.</td>
<td>• Promote the inclusion of common literacies across the curriculum</td>
<td>• Unit outlines exist for years 7 to 12 and include learning intentions</td>
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<tr>
<td><strong>ASSESSMENT</strong></td>
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<td>• Termly English Scope and Sequence to include hyperlinks to key resources</td>
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<td><strong>INSTRUCTION</strong></td>
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<td>• Curriculum documents to be saved under a common electronic filing system</td>
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<td><strong>Year 1</strong></td>
<td>Planning teams (with coaches/consultants) to enhance the use of ICT and higher order questioning and a multi-sensory approach</td>
<td><strong>ASSESSMENT</strong></td>
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<tr>
<td></td>
<td>To further develop and conduct the Literate Practices Program</td>
<td>• All Assessment is aligned to the Learning Intentions</td>
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<td>Monitor the improvement of student reading levels</td>
<td>• Criteria-assessed Learning Target assessments administered regularly and consistently in Years 7 to 10</td>
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<td></td>
<td>Teachers seek feedback about instruction from students</td>
<td>• Students are provided with regular formal and informal feedback using a variety of methods including the use of rubrics that align to VELS standards</td>
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<td>Planning teams (with coaches/consultants) to develop materials, teacher skills and strategies in differentiating instruction</td>
<td>• Explicit self-assessment strategies are provided for students</td>
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<td>Teachers use questioning that both scaffolds and promotes higher order thinking and a multi-sensory approach</td>
<td>• A diagnostics record keeping template is finalised and trialled for Years 7 to 10</td>
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<td></td>
<td>Meaningful ICT is used to enhance learning</td>
<td>• Diagnostic assessments are administered regularly and consistently from Year 7 to 10</td>
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<td>Key lessons in years 7 to 10 are differentiated to meet the needs of individuals and groups of students</td>
<td>• To progress or maintain student reading levels</td>
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<td>Students are exposed to key lessons that are differentiated in Year 11 to 12</td>
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<td><strong>STUDENT LEARNING (LITERACY)</strong></td>
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<tr>
<td>1. Develop, deliver and monitor a guaranteed and viable curriculum for all learning areas</td>
<td><strong>CURRICULUM</strong>&lt;br&gt;- Consistent documentation of all English / EAL curriculum 7-12 in Scope and Sequence format&lt;br&gt;- Development of common literacy strategies for all KLA’s&lt;br&gt;- Review English Scope and Sequence documents with view to improve</td>
<td><strong>CURRICULUM</strong>&lt;br&gt;- Key lessons are planned and documented and include the use of differentiated tasks Year 7 to 11&lt;br&gt;- All key lessons are consistent with the LENAR model&lt;br&gt;- Continue to develop and save all key curriculum documents under a common electronic filing system</td>
</tr>
<tr>
<td>2. Develop/deliver/monitor a whole school assessment regime which is:</td>
<td><strong>ASSESSMENT</strong>&lt;br&gt;- Planning teams to enhance the quality of teacher feedback to students and self-assessment by students&lt;br&gt;- Continue to develop common assessment tasks and rubrics that link to LENAR, VCE and VELS standards&lt;br&gt;- Review and further develop common record keeping tool for criteria assessed tasks</td>
<td><strong>ASSESSMENT</strong>&lt;br&gt;- Criteria-assessed Learning Target assessments administered regularly and consistently in Years 7 to 10&lt;br&gt;- Diagnostic assessments are administered regularly and consistently from Year 7 to 11&lt;br&gt;- Students are provided with regular feedback on their progress against Learning intentions, VELS, VCE and VCAL standards&lt;br&gt;- Students use self-assessment strategies to reflect on their learning&lt;br&gt;- A diagnostic record keeping template is consistently used across Y7 to 10&lt;br&gt;- A record keeping tool is developed and trialled to track student achievement criteria-assessed tasks</td>
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<tr>
<td>3. Develop/deliver/monitor an explicit whole school curriculum delivery framework years 7-12.</td>
<td><strong>INSTRUCTION</strong>&lt;br&gt;- Planning teams to enhance the use of ICT, higher order questioning and a multi-sensory approach&lt;br&gt;- Teachers seek feedback about instruction from students&lt;br&gt;- Continue to evaluate Literate Practices Program and have stronger links to English scope and sequence topics&lt;br&gt;- Monitor the improvement of student reading levels&lt;br&gt;- Planning teams to develop materials, teacher skills and strategies in differentiating instruction and strategies for student reflection and goal setting&lt;br&gt;- Trial common literacy strategies across all KLA’s</td>
<td><strong>INSTRUCTION</strong>&lt;br&gt;- Teachers use questioning that both scaffolds and promotes higher order thinking and a multi-sensory approach&lt;br&gt;- Teachers seek feedback about instruction from students&lt;br&gt;- Meaningful ICT tasks are used to enhance learning and documented into units of work at Years 7-10&lt;br&gt;- Lessons include explicit strategies for student reflection and goal setting&lt;br&gt;- Common Literacy strategies becoming evident in all KLA’s</td>
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*Year 2*
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</table>
| 1. Develop, deliver and monitor a guaranteed and viable curriculum for all learning areas | **CURRICULUM**  
- Evaluate and review English curriculum 7-12 for scope and sequence and the inclusion of literacy strategies  
- Evaluate literacy strategies adopted across the curriculum (all KLA’s)  
**ASSESSMENT**  
- Planning teams to continue to enhance the quality of teacher feedback to students and self-assessment by students  
- Review the development of common assessment tasks and rubrics that link to LENAR, VCE, VCAL and VELS standards  
- Evaluate and refine common record keeping tool for criteria assessed tasks  
**INSTRUCTION**  
- Clear understanding of support strategies employed across Literate Practices and English curriculum at Years 7 and 8  
- Continue to develop strategies to improve reading levels | **CURRICULUM**  
- Classroom teachers familiar with and adopting common filing of curriculum documents  
- Classroom teachers sharing and working collaboratively on refinements to scope and sequence documents  
- Classroom teachers in all KLA’s to be using the language of common literacy strategies  
**ASSESSMENT**  
- Classroom teachers employing common language and understanding of assessment  
- Classroom teachers review and adopt a common assessment tool  
- Improvement of student Reading levels in NAPLAN  
**INSTRUCTION**  
- Commonly understood literacy strategies being documented in all KLA curriculum |
| 2. Develop/deliver/monitor a whole school assessment regime which is: | **CURRICULUM**  
- Refine English curriculum 7-12 for scope and sequence and the inclusion of literacy strategies  
- Refine and enhance literacy strategies across the curriculum  
**ASSESSMENT**  
- Imbed common assessment tasks and rubrics that link to LENAR, VCE, VCAL and VELS standards  
**INSTRUCTION**  
- Support and links between Literate Practices and the topics within English scope and sequence at Year 7 and 8 to be seamless.  
- Imbed reading improvement strategies for Year 7-9 students | |
| 3. Develop/deliver/monitor an explicit whole school curriculum delivery framework years 7-12. | **CURRICULUM**  
- Classroom teachers routinely teaching and sharing common units of work  
- Classroom teachers to be routinely sharing and employing common literacy strategies in all KLA’s  
**ASSESSMENT**  
- Classroom teachers routinely apply a range of assessment rubrics  
- Classroom teachers routinely employ a common assessment tool  
- 80% of Year 9 students achieving above national minimum standards on the NAPLAN Reading  
- 20% of students in Years 7-10 achieving or B against AusVELS  
**INSTRUCTION**  
- Literacy strategies evident in LENAR planning for all KLA’s | |
### Key Improvement Strategies

**Student Engagement & Wellbeing (Engagement)**

- Fully integrate School Wide Positive Behaviours Framework
- Improve classroom management. Build upon current teacher knowledge and capabilities in applying research based classroom management processes/techniques
- Develop purposeful classroom communities through student participation in the development, monitoring of classroom as a purposeful learning community
- Extend current student development and leadership initiatives by identifying best examples of student leadership/peer mentoring & coaching programs
- Engage students in learning activities that develop their understanding of and connection to the wider community.
- Engage students as partners in school improvement and in the development/mobilising/monitoring of key school improvement strategies - in particular curriculum content, classroom curriculum delivery framework, development of 21st Century skills
- Primary prevention promoting good mental health strategies through appropriate curriculum programs
- Improve teacher knowledge/understanding of adolescent development and its impact on learning

### Actions

**STUDENT LEADERSHIP**

- Investigate the High Resolves program as a means of developing junior student leadership capacity, including an investigation of links to the SOSE KLA
- Creation of guidelines outlining the roles and responsibilities of all College Student Leadership related groups.
- Investigate model for an internal Student Leadership Training Day
- Investigate the re-introduction of a Grade 5-6 leadership day, facilitated by our student leaders.
- Develop an accessible system of recording leadership participation through the new Student Management System.
- Review participation and processes surrounding the School for Student Leadership (particularly campus support/return to campus).
- Review and implement changes to the Student Leadership selection process and timeline.

**STUDENT MANAGEMENT/SWPBS**

- Values Statement embedded in school practices.
- Behaviour Matrix introduced to stakeholders and explicitly taught through learning activities in Years 7 and 8.
- Student Management Tool Introduced and used widely.
- @Risk process investigated.
- Identify targeted areas through EBS results.

**STUDENTS AS PARTNERS IN SCHOOL IMPROVEMENT**

- Decision Making:
  - Increase the number of students participating in College decision-making forums.
- Student Learning Links:
  - Develop scope and sequence outline of debating from years 7-10 in conjunction with the English KLA.
  - Teach students about the LENAR model

**PRIMARY PREVENTION**

- Investigate curriculum links within the Health KLA.

### Achievement Milestones

- Recommendation on suitability to be made the Engagement Strategic Plan group.
- Guideline draft to be presented by Term 3.
- Preferred Model for implementation presented to Strategic Plan Term 4.
- Discussion to be raised with the Transition Strategic Plan.
- System Implemented
- Establishment of working party from comprising members of the Engagement Strategic Plan and Students.
- Draft of recommendations compiled Term 4
- Draft of recommendations submitted by Term 2.
- Selection documents finalised by Term 4.
- SET Results indicate improved student awareness of College Values.
- Overall increase in all EBS Measures.
- Student participation to include Engagement Strategic Plan and at least 1 other forum.
- Scope and sequence document created
- Students use the LENAR structure when delivering Student Led Presentations and in general Oral Presentations
### Key Improvement Strategies

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<th>Year 2</th>
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<tr>
<td><strong>COMMUNITY PARTNERSHIPS</strong>&lt;br&gt;• ABCN rise program&lt;br&gt;• Partnership with Sunshine Hospital and Essendon Keilor College for WARP program&lt;br&gt;• Western Health Partnership with our VCAL program&lt;br&gt;• New community partnership with Preston Motors&lt;br&gt;• Develop a small team to work with grant writer to source available opportunities to fund initiatives reflected in the college strategic plan&lt;br&gt;• Establish criteria for the types of community partnerships that will enhance and strengthen the learning outcomes and pathway opportunities for our students&lt;br&gt;• Introduce SWEP (Schools Water Efficiency Program) &amp; SETS (School Environment Tracking System) across the College</td>
<td><strong>STUDENT LEADERSHIP</strong>&lt;br&gt;• Implement the Grade 5-6 Leadership Day, incorporating feeder primary schools.&lt;br&gt;• Prepare Internal Student Leadership Training Day.&lt;br&gt;• Investigate the possibility of Leadership/Co and Extra-Curricular participation reports in the Reporting Cycle.&lt;br&gt;• Implement changes to the selection process and return to school support for the School for Student leadership.&lt;br&gt;<strong>STUDENT MANAGEMENT/SWPBS</strong>&lt;br&gt;• Investigate the compatibility of the Student Management Protocols in light of the SWPBS Frameworks.&lt;br&gt;• Investigate and pilot a consistent model of reward and recognition across the College.&lt;br&gt;• Explicit teaching practices to extend to Years 9 and 10.&lt;br&gt;• Investigate curriculum links for SWPBS in Year 11 and 12.&lt;br&gt;• Identify targeted areas through EBS results&lt;br&gt;<strong>STUDENTS AS PARTNERS IN SCHOOL IMPROVEMENT</strong>&lt;br&gt;• Develop unit outlines, common assessments and criteria for debating in years 7-10 in conjunction with the English KLA.&lt;br&gt;<strong>COMMUNITY PARTNERSHIPS</strong>&lt;br&gt;• ABCN rise program&lt;br&gt;• Partnership with Sunshine Hospital and Essendon Keilor College for WARP program&lt;br&gt;• Western Health Partnership with our VCAL program&lt;br&gt;• New community partnership with Preston Motors&lt;br&gt;• Consolidate a small team to work with grant writer to source available opportunities to fund initiatives reflected in the college strategic plan&lt;br&gt;• Establish criteria for the types of community partnerships that will enhance and strengthen the learning outcomes and pathway opportunities for our students&lt;br&gt;• Consolidate implementation of SWEP &amp; SETS across the College</td>
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<td>- Extend current student development and leadership initiatives by identifying best examples of student leadership/peer mentoring &amp; coaching programs</td>
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<td>- Implement and review Internal Student Leadership Day</td>
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<td>- Implement Leadership/Co and Extra-Curricular participation reports in the Reporting Cycle.</td>
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<td>- Review changes made to the selection process and return to school support for the School for Student Leadership.</td>
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<td>- Continued involvement in the School for Student Leadership</td>
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<td>- Review and evaluate the internal Student Leadership Training Day</td>
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<tr>
<td><strong>STUDENT MANAGEMENT/SWPBS</strong></td>
<td>- Undertake a review of the Student Management Protocols</td>
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<td>- Review and revise the chosen reward and recognition model.</td>
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<td>- Identify targeted areas through EBS results.</td>
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<tr>
<td><strong>STUDENTS AS PARTNERS IN SCHOOL IMPROVEMENT</strong></td>
<td>- Implement Debating curriculum through English PLTs.</td>
</tr>
<tr>
<td><strong>COMMUNITY PARTNERSHIPS</strong></td>
<td>- ABCN rise program</td>
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<td></td>
<td>- Partnership with Sunshine Hospital and Essendon Keilor College for WARP program</td>
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<td></td>
<td>- Western Health Partnership with our VCAL program</td>
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<td>- New community partnership with Preston Motors</td>
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<td>- Small team to work on reviewing and evaluating guidelines and criteria for the continued use of grant writer.</td>
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<td>- Review and evaluate criteria for the types of community partnerships that will enhance and strengthen the learning outcomes and pathway opportunities for our students</td>
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</tbody>
</table>

| Year 3 | | |
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| | | |

| Year 4 | | |
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| | | |
### Student Pathways and Transitions

Integrate purposeful, research based transition programs for all students
- From year six to Copperfield College
- All new enrolments 7-12
- Years 7/8 to 9/10
- Years 9/10 to 11/12
- Years 11 & 12 to post compulsory options
- Transitions prior to completion of year 12

Integrate explicit transition processes within the curriculum
Sustain student participation in the ‘gateway’ subjects which maximise pathways options

<table>
<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Actions</th>
<th>Achievement Milestones</th>
</tr>
</thead>
</table>
| **Year 1** | TRANSITION | • Evaluate Scholarships program  
• Strengthen and build relationships with primary feeder schools.  
• Audit and evaluate current transition processes  
• Support the learning of all new Year 7 students. |
| | PATHWAYS | • Update online Pathway resources  
• Review processes for identifying students at risk of not completing Y12.  
• Review current pathways program including:  
• Careers Development Quality benchmarking  
• Student evaluation  
• Implement Yr 10 mid year pathways/Transition day at Delahey campus  
• Review course counselling process  
• Investigate VCE/VET options for Yr 10 |
| | TRANSITION | • Scholarship program evaluated and recommendations for improvement identified.  
• Enrolments at Kings Park and Sydenham Campuses maintained.  
• Working party established to discuss and improve the transition of students and student information from junior teams to senior teams.  
• Additional information about student learning collected through existing relationships with Primary Schools. |
| | PATHWAYS | • Comprehensive Online Pathways website and resources accessed by students, parents and staff.  
• Effective processes to identify and support students at risk of not completing year 12.  
• Yr 10 mid year pathways/Transition day at Delahey campus  
• Policy for provision of VCE/VET to Year 10 students |
| **Year 2** | TRANSITION | • Develop and implement transition processes for Year 8 to 9 and Year 10 to 11.  
• Investigate a Y5-8 Professional Learning Community.  
• Implement recommendations for improvement to Scholarship Program. |
| | PATHWAYS | • Develop an Integrate explicit Pathways program for Yr 7 & 8 |
| **Year 3** | TRANSITION | • Establish the Years 5-8 Professional Learning Community.  
• Maintain Scholarship Program. |
| | PATHWAYS | • Implement Integrated explicit Pathways Program for Yr 7 & 8  
• Review 11-12 Program |
| **Year 4** | TRANSITION | • Review and Consolidate Y5-8 PLC  
• Review and Consolidate  
• Review 9-10 Program |
| | PATHWAYS | • PLC well established and meeting regularly  
• Y5-8 teachers regularly collaborate to share teacher classroom practice  
• PLC working as an effective Guiding Coalition to maximise the knowledge and contribution of Y5-8 teachers. |
| | PATHWAYS | • Yr 7-12 Integrated explicit Careers Framework Pathways Program  
• Effective 10-11 transition |