



School Strategic Plan for St Helena Secondary College 8730 2015-2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Karen Terry</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: John Fecondo</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	<p>St Helena aims to be an energetic and stimulating learning community where all are inspired to “dare to be excellent”. Staff are reflective, innovative and accountable. They deliver high quality, shared, visible and consistent curriculum using effective teaching strategies to ensure all students are curious, engaged and achieve their personal best.</p> <p>St Helena’s vision is to prepare young people to become active, engaged, and responsible global citizens. We prepare students for a dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. The college works to build resilience, positivity and self-efficacy in young people and prepares students for the technological world beyond school. We encourage students to embrace diversity, and to give to those less fortunate than themselves.</p> <p>St Helena’s core purpose is to further the growth and development of the whole child.</p>
Values	<p>Our College values are Respect, Responsibility and Personal Best and these values underpin everything we do. We believe in high expectations for all members of our community.</p> <p>RESPECT for self, for others and for the College.</p> <p>RESPONSIBILITY for our own actions, and our contribution towards a humanitarian and peaceful global community.</p> <p>PERSONAL BEST in everything we do.</p> <p>DARE TO BE EXCELLENT and strive to be the best we can be.</p> <p>The teaching and extra-curricular programs in the College will support and promote the principles and practices of Australian democracy including commitment to:</p> <ul style="list-style-type: none">• An elected government• The rule of law• Equal rights of all before the law• Freedom of religion• Freedom of speech and association• The values of openness and tolerance

<p>Environmental Context</p>	<p>Situated in the residential suburb of St Helena, in the City of Banyule, about 28 kilometres North East of Melbourne, St Helena Secondary College enjoys a strong reputation in its community. It has a DE&T restricted enrolment zone, which has been a tool to contain enrolments over the past ten years. This zone is likely to be removed in the near future. The College's current enrolment is 1540 and this number is predicted to grow slightly and then plateau as a new secondary school develops, to the College's north. The College's Student Family Occupation index (SFO) is .32 compared to the state median of .52. The College has eight students in its Integration Program, with one student funded at level one and seven students funded at level two and there are few, if any, students with an English as an Additional Language (EAL) background. The College is structured into three mini schools: Junior (Year 7), Middle (Years 8 & 9) and Senior (Years 10-12). An Assistant Principal oversees each mini school. The curriculum is based on AusVELS for Year 7-10 and the VCE, VET and VCAL for Years 11 and 12. Classes follow a traditional timetabled classroom model and the College uses an extensive 1:1 tablet-based laptop program to support much of the teaching and learning program.</p> <p>The main core of buildings was constructed 35 years ago with a number of buildings added in more recent years. The College has a large number of relocatable classrooms to help it cope with its large enrolment. A number of modifications and upgrades to buildings have occurred in recent years but significant work will be necessary in the near future.</p> <p>Karen Terry has been Principal since 2011 and leads a leadership team consisting of three Assistant Principals, who oversee the sub schools and lead the School Improvement Teams (SITs) and eleven leading teachers, who have a range of leadership roles within the SITs and across the College. The College has an extensive induction and mentoring program to familiarise new teachers with the St Helena instructional model and the use of the 1:1 technology to support their teaching. The Business Manager oversees crucial aspects of the school's facility, finance and staffing and manages a staff of twenty four Education Support Officers. The College also employs a large team of instrumental music teachers for its music program.</p> <p>In addition to a growing VET program and a recently commenced VCAL program, a large music program, a large Performing Arts program and an extensive camps program, the College offers a number of other ways for students to engage with their learning. For Year 7-12 students there are a range of engaging activities via the Access Program, with activities like debating, aerobics and listening to vinyl. Recently the College has revamped the House program and its student leadership program to provide more leadership opportunities and to build student connection and commitment.</p> <p>The College enjoys an active and supportive community, with a large number of parent and community volunteers contributing to the college in a range of areas. The College also maintains connection with past staff and students, and a number of annual events celebrate the rich history of the school through involvement of alumni staff and students in the performing arts and other areas.</p>
<p>Service Standards</p>	<p>In all documents, in all practice by students, teachers and other staff, in work with College Council and the community, in all teaching and learning programs, in all school initiatives, in all internal and external interactions, in all organisational structures and practices, the vision of the school will sit at the centre and it is expected that all work aligns with the College vision. The core business of our school is providing our students with the best possible well-rounded education to enable them to reach their goals and live happy, healthy and productive lives.</p>

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| | <ul style="list-style-type: none">• The College fosters close links with parents and the broader community through its commitment to open and regular communications.• The College commits to the active sharing of its vision and goals to ensure community engagement in the College's strategic plan.• The College has high expectations of its students, staff and wider community and works to uphold high standards.• The College guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.• The College provides a safe and stimulating learning environment to ensure all students can achieve their full potential.• All students will receive instruction that is adapted to their individual needs.• The College will respond to all communication by students, parents and caregivers within 2 working days.• Parents will be engaged regularly when their child does not behave in a socially acceptable manner.• Students will have an authentic and active voice in their community.• All teachers will provide timely and targeted feedback to students on their work. |
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Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>GOAL 1</p> <p>To improve student achievement and achieve consistent learning growth with a focus on literacy and numeracy learning outcomes for all students.</p>	<ul style="list-style-type: none"> • For each student to achieve at least one year's growth in learning (as measured by AUSVELS) during each school year. • That NAPLAN Relative Growth scores measuring learning gain from Year 7 to Year 9 will be at or above the state means for the medium and high growth categories on each dimension. • That when comparing matched cohorts of students from Year 7 to Year 9, the percentage of students in the top two NAPLAN bands in Year 9 will match or exceed the percentage of students in the top two NAPLAN bands when the same cohort of students was in Year 7. • That when comparing matched cohorts of students from Year 9 to Year 7, the percentage of students in the lower two bands will not increase. • That there will be an improved correlation between teacher and NAPLAN assessments. • That VCE results reflect NAPLAN scores achieved by students when they were in Year 7. 	<ul style="list-style-type: none"> • Continue to develop and monitor the use of the 1:1 tablet based laptop program as a means of building student engagement and teacher efficiency. Conduct a dedicated review of the 1:1 program.. • Continue to develop lesson templates and lesson plans for use with the 1:1 program, which reflect the St Helena Instructional Model. Simplify the St Helena Instructional Model in order to make it more effective and promote teacher uptake. • Promote team-teaching approaches to the teaching of mathematics and literacy in the junior levels to ensure that more students can be supported and challenged at their point of need. Encourage greater emphasis on application style questions to ensure students understand the connection to the skills. • Promote the use of multiple standardised testing tools to understand the specific levels and skills of students in order to provide explicit and targeted intervention. Encourage the use of metrics to evidence the relative growth of students participating in these intervention programs. • Provide staff professional development in the integration of Literacy and Numeracy in other curriculum areas

			<ul style="list-style-type: none"> • Recommend continual and consistent emphasis on exam style questions and flipped learning approach to delivery of content. • Recommend the use of lecture style teaching of Senior Maths classes, to ensure the best instructional method is being utilised and to allow greater support and completion of exam style questions in the classroom. • Closely monitor student performance after large increases of students accelerating in VCE/VET subjects. • Explore subjects such as the new Extended Investigation Unit 1 – 4 subject. • Ensure students have access to learning and instruction that is appropriate to their level of understanding that extends and enriches their development. • Continue to develop teacher practice and capacity in assessment, powerful learning, technology, collaboration, numeracy and literacy integration. • Develop teaching practice that promotes curiosity and integrates creativity, critical thinking, communication and collaboration.
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p>	<p>GOAL 2</p> <p>To improve student engagement both within the classroom and at a whole school level.</p>	<ul style="list-style-type: none"> • To achieve and maintain levels of student satisfaction at or above the current percentile on the Student Attitude to School Survey as measured by each of the mean factor scores related to <i>Teaching And Learning</i> for 2014. • To achieve absence rates at or below state mean (days per student.) 	<ul style="list-style-type: none"> • Review processes for improving student attendance. • Continue to promote, support and fund programs which give students extra ways of connecting and engaging with their schooling. Collect data to ascertain whether programs designed to engage

<p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>GOAL 3</p> <p>To improve whole school student attendance rates</p>		<p>students are building engagement of a greater number/percentage of students or offering greater variety of opportunities for those already involved.</p> <ul style="list-style-type: none"> • Conduct student focus groups to tease out what students understood some key questions of the Student Attitudes to School Survey questions to mean. responses in the survey • Focus on individual student plans/portfolios that incorporate reflection and goal setting in relation to pathways as an aid to developing Career Action Plans(CAPs) • Increase the number of students who have an ALP and CAP • Integrate the Careers Framework into the curriculum and ALPs. • Broaden the VCAL program to have a greater involvement in the wider community. • Investigate and build links with tertiary institutions for extension pathways in VCE. • Explore and implement alternative pathway options for students at risk in Year 10. • Auspice 8-12 other schools in Hospitality with a view to auspicing further in other VET areas in the future. • Timetable class time for ALP and CAP writing and review. • Review transition programs and links with feeder Primary Schools and provide students with learning and development opportunities. • Review processes for exiting and tracking students to ensure the College meets its requirements of tracking all students effectively. • Continue to implement the renewed House system and link it to merit system.
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			<ul style="list-style-type: none"> • Introduce House Leaders as part of the College student leadership program .
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>GOAL 4</p> <p>To improve student wellbeing in social competencies, resilience, self- esteem, and mutual respect.</p> <p>GOAL 5</p> <p>To improve student and staff morale through a culture of positivity and inclusiveness.</p>	<ul style="list-style-type: none"> • To achieve and maintain levels of student satisfaction at or above the state mean on the Student Attitude to School Survey as measured by each of the mean factor scores related to <i>Student Relationships</i> and <i>Wellbeing</i>. • To improve staff levels of satisfaction by at least 25% as measured by each of the mean factor scores on the Staff Opinion Survey. 	<ul style="list-style-type: none"> • Continue to develop staff capacity in the Restorative Practices approach to managing student behavior. • Educate parents about the Restorative Practices approach. Conduct parent workshops to help build parent confidence in classroom behavior management practices of the College. • Promote the use of Circle Time to build student/staff relationships. • Continue to build a culture of positivity through the lens of Positive Psychology – • Rewrite and consolidate documentation in areas of wellbeing, learning and behaviour and ensure that the language and tone conveys an outcomes focus. • Develop social and emotional literacy using resources from Safe Schools Hub to encourage students to make good decisions regarding their behaviour. • Continue to promote the visibility of wellbeing staff and support structures to the whole community • Continue to focus on a preventative response to wellbeing and disseminate to the College community through appropriate programs for staff, students and parent body. • Continue to build student voice and connectedness through the use of student led initiatives at each mini school as part of the renewed house system. • Institute a longer weekly form assembly to facilitate a program where students

			<p>work in house teams to develop goals, improve motivation and develop social and emotional literacy.</p> <ul style="list-style-type: none"> • Develop College-wide policies and processes to make our community more accepting diversity within our community and beyond. Build connection to the SSAFE schools hub. • Build capacity of our parent community to understand and align with our goals with regard to student behaviour, wellbeing and engagement. • Continue the work on School Climate and enable College Action Teams to work proactively on areas that impact on staff wellbeing and morale.
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>GOAL 6</p> <p>To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning and wellbeing.</p>	<ul style="list-style-type: none"> • The SRP to produce a surplus of at least \$200,000 each year • Active masterplan documented and in implementation. 	<ul style="list-style-type: none"> • Develop a masterplan for facilities for the next ten years • Plan for ongoing renovation of classrooms • Link with appropriate government bodies and build a community sporting precinct • Auspice other schools to deliver VET programs • Further build staff capacity to improve student learning outcome • Introduce Positive Psychology to improve staff and student collaboration, trust, resilience and general wellbeing • Develop a meeting and calendar structure which supports staff collaboration and mentoring • Redevelop the staff induction program to emphasise preparing new staff for the St Helena 1:1 environment • Redevelop the College website • Maintain and improve ICT infrastructure • Develop middle school courtyard

			<ul style="list-style-type: none">• Expand VET programs (RSA/barista) and make available to the wider community• Expand the number of ways the College celebrates its successes to reinforce community confidence in the College, its staff and its programs
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School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement	Year 1	<ul style="list-style-type: none"> ▪ Continue to develop and monitor the use of the 1:1 tablet based laptop program as a means of building student engagement and teacher efficiency. ▪ Continue to develop lesson templates and lesson plans for use with the 1:1 program which reflect the St Helena instructional model. ▪ Promote team teaching approaches to the teaching of mathematics and literacy in the junior levels to ensure that more students can be supported and challenged at their point of need. Encourage greater emphasis on application style questions to ensure students understand the connection to the skills. ▪ Promote the use of multiple standardised testing tools in order to provide explicit and targeted intervention. Encourage the use of metrics to evidence the relative growth of students participating in these intervention programs. ▪ Provide staff professional development in the integration of Literacy and Numeracy in other curriculum areas. ▪ Recommend continual and consistent emphasis on exam style questions and flipped learning approach to delivery of content. ▪ Recommend the use of lecture style teaching of Senior Maths classes, to 	<ul style="list-style-type: none"> • Review of the 1:1 laptop program conducted and recommendations published. • Simplified version of the St Helena Instructional model is published. • 80% of all units taught delivered on OneNote, or College agreed platform, and in the format of the instructional model • Investigate the opportunities for collaboration across Year 7 identified domains. Review of timetable structures and provide recommendations for structure that allow for more opportunities for team teaching . • Investigate and report on alternative standardised testing and reporting tools beyond OnDemand. Analysis report of developmental growth presented to curriculum committee for students participating in the intervention programs. • Provide Literacy and Numeracy PD for staff in the ACE program. ACE teachers to include essential Literacy and Numeracy components in all core lessons. This staff lead the creation a Numeracy and Literacy decision tree for implementation in teaching. Provide a report to curriculum committee of PD implementation. • All VCE teachers to use Edrolo theory and exam master tool for delivery, exam style questions and analysis. VCE subjects trial one flipped lesson and

		<p>ensure the best instructional method is being utilised and to allow greater support and completion of exam style questions in the classroom.</p> <ul style="list-style-type: none"> ▪ Closely monitor student performance after large increases of students accelerating in VCE/VET subjects. ▪ Explore subjects such as the new Extended Investigation Units 1-4 subject. ▪ Ensure students have access to learning and instruction that is appropriate to their level of understanding that extends and enriches their development. ▪ Continue to develop teacher practice and capacity in assessment,, powerful learning, technology, collaboration, numeracy and literacy integration. ▪ Develop teaching practice that promotes curiosity and integrates creativity, critical thinking, communication and collaboration. 	<p>online exam style assessment using appropriate software.</p> <ul style="list-style-type: none"> • 70% of students will attend lectures once per term in the College theatre for Further Maths. • Development of tracking tool for students in accelerated classes to monitor performance. • Development of Inquiry learning in Year 7&8 program in preparation for the extended investigation pathway. • All units delivered will have a pre unit diagnostic tool to inform teaching practice. • All teachers incorporate a specific goal related to development of their capacity in powerful learning practice and assessment in their PDP. Design a tool that measures staff capacity, confidence and application of the powerful learning elements.
	Year 2	<ul style="list-style-type: none"> ▪ Continue to develop and monitor the use of the 1:1 tablet based laptop program as a means of building student engagement and teacher efficiency. ▪ Continue to develop lesson templates and lesson plans for use with the 1:1 program which reflect the St Helena instructional model. ▪ Promote team teaching approaches to the teaching of mathematics and literacy in the junior levels to ensure that more students can be supported and challenged at their point of need. 	<ul style="list-style-type: none"> • Implementation of the 1:1 laptop review and recommendations. Implementation of the St Helena Instructional model across units and lessons. Instructional model redeveloped as part of teacher observation proforma. • 100% of all units taught delivered on OneNote, or College agreed platform, in the format of the instructional model Implement the opportunities for collaboration across Year 7 identified domains. Investigate and report on collaboration and interdisciplinary opportunities in Years 7-9.

		<p>Encourage greater emphasis on application style questions to ensure students understand the connection to the skills.</p> <ul style="list-style-type: none"> ▪ Promote the use of multiple standardised testing tools in order to provide explicit and targeted intervention. Encourage the use of metrics to evidence the relative growth of students participating in these intervention programs. ▪ Provide staff professional development in the integration of Literacy and Numeracy in other curriculum areas. ▪ Recommend continual and consistent emphasis on exam style questions and flipped learning approach to delivery of content. ▪ Recommend the use of lecture style teaching of Senior Maths classes, to ensure the best instructional method is being utilised and to allow greater support and completion of exam style questions in the classroom. ▪ Closely monitor student performance after large increases of students accelerating in VCE/VET subjects. ▪ Explore subjects such as the new Extended Investigation Units 1-4 subject. ▪ Ensure students have access to learning and instruction that is appropriate to their level of understanding that extends and enriches their development. ▪ Continue to develop teacher practice and capacity in assessment,, powerful learning, technology, 	<p>Implementation of timetable recommendation structures and team teaching for certain classes (teacher opt in) in Maths and English. Creation of action research report from participating teacher teams.</p> <ul style="list-style-type: none"> • Implementation on alternative standardised testing and reporting tools. Review of developmental growth for students participating in the intervention programs. Analyse student data and increase scope of intervention to include more students, by providing greater access for staff to intervention resources. These resources are available in 50% of all 7-10 English and Maths OneNotes. • Implement Literacy and Numeracy PD schedule for all staff. Implementation of Numeracy and Literacy decision tree across the College. Staff to implement Literacy and Numeracy in a Unit. • Train staff in using and applying software that allows staff to create flipped lessons and assessments in Years 7-10. All 7-10 teachers to trial one flipped lesson and online exam style assessment using appropriate software. • 100% of students will attend lectures once per term in the College theatre for Further Maths. 70% of students will attend lectures once per term in the College theatre for Maths Methods and English. • All students in accelerated classes to use their progress and performance to create individual learning goals. • Implementation of Inquiry learning in Year 7&8 program. Development of extended
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		<p>collaboration, numeracy and literacy integration.</p> <ul style="list-style-type: none"> ▪ Develop teaching practice that promotes curiosity and integrates creativity, critical thinking, communication and collaboration. 	<p>Investigation Year 10 elective subject included in 2017 subject selection.</p> <ul style="list-style-type: none"> • 50% of 7-10 students can use the pre unit diagnostic task to access learning pathways within a unit specific to their level and point of need. 50% of lessons have learning resources and activities available at, above, below the standard relative to the year level) . • All teachers incorporate a specific goal related to development of their capacity in powerful learning practice and assessment in their PDP. Trial the powerful learning elements teacher capacity tool with selected staff. Provide action research report.
	Year 3	<ul style="list-style-type: none"> ▪ Continue to develop and monitor the use of the 1:1 tablet based laptop program as a means of building student engagement and teacher efficiency. ▪ Continue to develop lesson templates and lesson plans for use with the 1:1 program which reflect the St Helena instructional model. ▪ Promote team teaching approaches to the teaching of mathematics and literacy in the junior levels to ensure that more students can be supported and challenged at their point of need. Encourage greater emphasis on application style questions to ensure students understand the connection to the skills. ▪ Promote the use of multiple standardised testing tools in order to provide explicit and targeted intervention. Encourage the use of 	<ul style="list-style-type: none"> • Monitor the Implementation of the 1:1 laptop review. • Monitor the St Helena Instructional model across units and lessons. Instructional model redeveloped as part of teacher observation proforma. • Monitoring of timetable recommendation structures. • Implement the opportunities for collaboration across Year 7-9 identified domains. Action research report. • Implementation of alternative standardised testing and reporting tools. Review of developmental growth for students participating in the intervention programs. Analyse and review student growth data. Provide access to the complete suite of Numeracy and Literacy strategies and resources to all Maths English staff. Staff professional learning on using these resources.

		<p>metrics to evidence the relative growth of students participating in these intervention programs.</p> <ul style="list-style-type: none"> ▪ Provide staff professional development in the integration of Literacy and Numeracy in other curriculum areas. ▪ Recommend continual and consistent emphasis on exam style questions and flipped learning approach to delivery of content. ▪ Recommend the use of lecture style teaching of Senior Maths classes, to ensure the best instructional method is being utilised and to allow greater support and completion of exam style questions in the classroom. ▪ Closely monitor student performance after large increases of students accelerating in VCE/VET subjects. ▪ Explore subjects such as the new Extended Investigation Units 1-4 subject. ▪ Ensure students have access to learning and instruction that is appropriate to their level of understanding that extends and enriches their development. ▪ Continue to develop teacher practice and capacity in assessment,, powerful learning, technology, collaboration, numeracy and literacy integration. ▪ Develop teaching practice that promotes curiosity and integrates creativity, critical thinking, communication and collaboration. 	<ul style="list-style-type: none"> • Monitor Literacy and Numeracy PD schedule for all staff. Monitoring Numeracy and Literacy decision tree scoring in units across the College. Staff to implement Literacy and Numeracy in a Unit. • Further training and staff support in using and applying software that allows staff to create flipped lessons and assessments in Years 7-10. All 7-10 teachers to trial 10 flipped lesson and online exam style assessment using appropriate software. • Broadening of lecture series to English and other subjects with multiple classes. • Students in mainstream years 7-10 classes will use their progress and performance data to create individual learning goals and targets. • Implementation of Year 9&10 Inquiry elective. • 75% of Year 7-10 students can use the pre unit diagnostic task to access learning pathways within a unit specific to their level and point of need. 75% of lessons have learning resources and activities available at, above, below the standard relative to the year level) . • Teachers will continue to incorporate a specific goal related to development of their capacity in powerful learning practice and assessment in their PDP. Wider implementation of the powerful learning elements teacher capacity tool) report across college.
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	Year 4	<ul style="list-style-type: none"> ▪ Continue to develop and monitor the use of the 1:1 tablet based laptop program as a means of building student engagement and teacher efficiency. ▪ Continue to develop lesson templates and lesson plans for use with the 1:1 program which reflect the St Helena instructional model. ▪ Promote team teaching approaches to the teaching of mathematics and literacy in the junior levels to ensure that more students can be supported and challenged at their point of need. Encourage greater emphasis on application style questions to ensure students understand the connection to the skills. ▪ Promote the use of multiple standardised testing tools in order to provide explicit and targeted intervention. Encourage the use of metrics to evidence the relative growth of students participating in these intervention programs. ▪ Provide staff professional development in the integration of Literacy and Numeracy in other curriculum areas. ▪ Recommend continual and consistent emphasis on exam style questions and flipped learning approach to delivery of content. ▪ Recommend the use of lecture style teaching of Senior Maths classes, to ensure the best instructional method is being utilised and to allow greater support and completion of exam style questions in the classroom. 	<ul style="list-style-type: none"> • Final report on the Implementation of the 1:1 laptop program review. • St Helena Instructional model used across all units, lessons and observations. • Final report on the timetable recommendation structures. • Implement the opportunities for collaboration across Year 7-9 identified domains. Action research report. • Final report on alternative standardised testing and reporting tools. Report of developmental growth for students participating in the intervention programs. All staff to have completed a professional learning program on using and applying intervention strategies and resources. • All staff to have completed a professional learning program on using and applying literacy and numeracy in their classes and units. • All staff to have completed a training program in using and applying software that allows for flipped lessons and assessments in Years 7-10. All 7-10 teachers have flipped a unit of work, or aspects thereof, and utilised online exam style assessment and feedback.. • Final report on lecture program with review and recommendations. • Students in mainstream VCE classes will use their progress and performance to create individual learning goals and targets. • Implementation of VCE Extended investigation subject.
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		<ul style="list-style-type: none"> ▪ Closely monitor student performance after large increases of students accelerating in VCE/VET subjects. ▪ Explore subjects such as the new Extended Investigation Units 1-4 subject. ▪ Ensure students have access to learning and instruction that is appropriate to their level of understanding that extends and enriches their development. ▪ Continue to develop teacher practice and capacity in assessment,, powerful learning, technology, collaboration, numeracy and literacy integration. ▪ Develop teaching practice that promotes curiosity and integrates creativity, critical thinking, communication and collaboration. 	<ul style="list-style-type: none"> • All units use a pre unit diagnostic task to access learning pathways within a unit specific to their level and point of need. All of lessons have learning resources and activities available at, above, below the standard relative to the year level) . • Teachers will continue to incorporate a specific goal related to development of their capacity in powerful learning practice and assessment in their PDP. Wider implementation of the powerful learning elements teacher capacity tool) report across college.
<p>Engagement</p>	<p>Year 1</p>	<ul style="list-style-type: none"> • Review processes for improving student attendance. • Continue to promote, support and fund programs which give students extra ways of connecting and engaging with their schooling. Collect data to ascertain whether programs designed to engage students are building engagement of a greater number of students or offering greater variety of opportunities for those already involved. • Focus on individual learning plans/portfolios that incorporate reflection and goal setting in relation to pathways as an aid to developing Career Action Plans (CAPs). 	<ul style="list-style-type: none"> ▪ Review conducted. Recommendations documented and new procedures implemented. ▪ Survey instrument designed to specifically track student engagement in programs conducted at the College. Baseline data established. ▪ Research and investigation conducted into effective student portfolios and recommendations documented for implementation in 2016 ▪ 100% of Year 9 – 12 students have a Career Action Plan. ▪ Audit and review completed.

	<ul style="list-style-type: none"> • Increase the number of students who have an ALP and a CAP. • Integrate the Careers Framework into the curriculum and ALPs. Broaden the VCAL program to have a greater involvement in the wider community. • Investigate and build links with tertiary institutions for extension pathways in VCE. • Explore and implement alternative pathway options for students at risk in Year 10. • Auspice 8-12 other schools in Hospitality with a view to auspicing further in other VET areas in the future. • Timetable class time for ALP and CAP writing and review. • Review transition programs and links with feeder Primary Schools and provide students with learning and development opportunities. • Review processes for exiting and tracking students to ensure the College meets its requirements of tracking all students effectively. • Continue to build student voice and connectedness through ongoing development of the new House system and student led initiatives in all Mini Schools and link it to the Merit system. • Introduce House Leaders as part of the College Leadership program. 	<ul style="list-style-type: none"> ▪ VCAL program to establish a formal link with a local community organisation. ▪ 20% increase in student VCAL applications from 2014-2015. ▪ All students enrolled in VCAL continuing in further study or employment. ▪ Options for future student pathways researched and recommendations made. ▪ Pathways Intervention model completed. ▪ 8 schools auspiced. ▪ Form Group Review Committee established, investigation completed with wide staff consultation. ▪ Review completed and plan documented. ▪ SHSC % enrolment from local Primary Schools maintained. ▪ Review completed. ▪ New process documented and implemented. ▪ 0 unknown exit destinations. ▪ 0 students not in further education, training or employment. ▪ 10% increase in student and staff merits given. ▪ Inaugural House Cup Awarded. ▪ New Medal awarded for students who achieve the greatest merits. ▪ House Leaders established. ▪ House Coordinator Position in place. ▪ House branding complete and publicised.
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	Year 2	<ul style="list-style-type: none"> ▪ Review processes for improving student attendance. ▪ Continue to promote, support and fund programs which give students extra ways of connecting and engaging with their schooling. Collect data to ascertain whether programs designed to engage students are building engagement of a greater number of students or offering greater variety of opportunities for those already involved. ▪ Focus on individual learning plans/portfolios that incorporate reflection and goal setting in relation to pathways as an aid to developing Career Action Plans (CAPs). ▪ Increase the number of students who have an ALP and a CAP. ▪ Integrate the Careers Framework into the curriculum and ALPs. ▪ Broaden the VCAL program to have a greater involvement in the wider community. ▪ Investigate and build links with tertiary institutions for extension pathways in VCE. ▪ Explore and implement alternative pathway options for students at risk in Year 10. ▪ Auspice 8-12 other schools in Hospitality with a view to auspicing further in other VET areas in the future. ▪ Timetable class time for ALP and CAP writing and review. 	<ul style="list-style-type: none"> ▪ Attendance Procedures reviewed and modified if required. ▪ Increased Student Attendance in all Year Levels (Below State average for Days Absent per Full Time Equivalent Student). ▪ Analysis of data completed and program refined accordingly. ▪ Increased student levels of satisfaction on the Student Attitude to School Survey to achieve the following mean scores: (Student Motivation – 4.4, School Connectedness 3.55, Student Morale 4.7). ▪ New CAPs and student portfolios implemented at Years 7-10. ▪ 100% of Year 9 – 12 students have a Career Action Plan. ▪ 100% of students in Years 7/8 to have a portfolio. ▪ Careers Framework documented in Years 7-12. ▪ VCAL program to have establish formal links with two local community organisation. ▪ 10% increase in student VCAL applications from 2015-2016. ▪ All students enrolled in VCAL continuing in further study or employment. ▪ Extension pathway offered to appropriate students for 2017. ▪ Alternate Pathways in place for students at risk. ▪ 0 unknown exits at the end of Year 10.
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		<ul style="list-style-type: none"> ▪ Review transition programs and links with feeder Primary Schools and provide students with learning and development opportunities. ▪ Review processes for exiting and tracking students to ensure the College meets its requirements of tracking all students effectively. ▪ Continue to develop the new House system and link it to the Merit system. ▪ Introduce House Leaders as part of the College Leadership program. 	<ul style="list-style-type: none"> ▪ Attendance Data at Year 10 to be equal or better than the state average for days absent per full time student. ▪ 12 schools auspiced. ▪ Community certificates added to VET program. (E.g. Barista Program) . ▪ 12 month trial of new form group system and review. ▪ Increased student levels of satisfaction on the Student Attitude to School Survey to achieve the following mean scores: (Student Motivation – 4.4, Learning Confidence 3.8). ▪ Increased connection with local feeder schools with students working collaboratively. ▪ SHSC % enrolment from local Primary Schools maintained. ▪ 0 unknown exit destinations. ▪ 0 students not in further education, training or employment. ▪ Increased engagement in house system as measured by internal survey and review process. ▪ Increased student levels of satisfaction on the Student Attitude to School Survey to achieve the following mean scores: (Student Motivation – 4.4, School Connectednes3.55)
	Year 3	<ul style="list-style-type: none"> ▪ Review processes for improving student attendance. 	<ul style="list-style-type: none"> ▪ Increased Student Attendance in all Year Levels.

	<ul style="list-style-type: none"> ▪ Continue to promote, support and fund programs which give students extra ways of connecting and engaging with their schooling. Collect data to ascertain whether programs designed to engage students are building engagement of a greater number of students or offering greater variety of opportunities for those already involved. ▪ Focus on individual learning plans/portfolios that incorporate reflection and goal setting in relation to pathways as an aid to developing Career Action Plans (CAPs). ▪ Increase the number of students who have an ALP and a CAP. ▪ Integrate the Careers Framework into the curriculum and ALPs. ▪ Broaden the VCAL program to have a greater involvement in the wider community. ▪ Investigate and build links with tertiary institutions for extension pathways in VCE. ▪ Explore and implement alternative pathway options for students at risk in Year 10. ▪ Auspice 8-12 other schools in Hospitality with a view to auspicing further in other VET areas in the future. ▪ Timetable class time for ALP and CAP writing and review. ▪ Review transition programs and links with feeder Primary Schools and 	<ul style="list-style-type: none"> ▪ Below State average for Days Absent per Full Time Equivalent Student by at least an average of ½ day for all year levels). ▪ Analysis of data completed and program refined accordingly. ▪ Increased student levels of satisfaction on the Student Attitude to School Survey to achieve the following mean scores: (Student Motivation – 4.5, School Connectedness 3.65, Student Morale 4.80). ▪ New CAPs and student portfolios implemented at Years 7-11. ▪ 100% of Year 9 – 12 students have a Career Action Plan. ▪ 100% of students in Years 7/8 to have a portfolio. ▪ Careers Framework documented in Years 7-12. ▪ VCAL program to have establish formal links with two local community organisation (e.g. CFA). ▪ All students enrolled in VCAL continuing in further study or employment ▪ Review and modify. ▪ 0 unknown exits at the end of Year 10. ▪ Attendance Data at Year 10 to be 5% Below State average for Days Absent per Full Time Equivalent Student. ▪ 12-15 schools auspiced.
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		<p>provide students with learning and development opportunities.</p> <ul style="list-style-type: none"> ▪ Review processes for exiting and tracking students to ensure the College meets its requirements of tracking all students effectively. ▪ Continue to develop the new House system and link it to the Merit system. ▪ Introduce House Leaders as part of the College Leadership program. 	<ul style="list-style-type: none"> ▪ Refined form group system continued. ▪ Increased student levels of satisfaction on the Student Attitude to School Survey to achieve the following mean scores: (Student Motivation – 4.4, Learning Confidence 3.9) ▪ SHSC % enrolment from local Primary Schools maintained. ▪ 0 unknown exit destinations. ▪ 0 students not in further education, training or employment. ▪ Increased engagement in house system as measured by internal survey and review process. ▪ Increased student levels of satisfaction on the Student Attitude to School Survey to achieve the following mean scores: (Student Motivation – 4.5, School Connectednes 3.65).
	Year 4	<ul style="list-style-type: none"> ▪ Review processes for improving student attendance. ▪ Continue to promote, support and fund programs which give students extra ways of connecting and engaging with their schooling. Collect data to ascertain whether programs designed to engage students are building engagement of a greater number of students or offering greater variety of opportunities for those already involved. ▪ Focus on individual learning plans/portfolios that incorporate reflection and goal setting in relation 	<ul style="list-style-type: none"> ▪ Attendance Procedures reviewed and modified if required. ▪ Below State average for Days Absent per Full Time Equivalent Student by at least an average of 1 day for all year levels). ▪ Analysis of data completed and program refined accordingly. ▪ Increased student levels of satisfaction on the Student Attitude to School Survey to achieve the following mean scores: (Student Motivation – 4.6, School Connectedness 3.75, Student Morale 4.9).

		<p>to pathways as an aid to developing Career Action Plans (CAPs).</p> <ul style="list-style-type: none"> ▪ Increase the number of students who have an ALP and a CAP. ▪ Integrate the Careers Framework into the curriculum and ALPs. ▪ Broaden the VCAL program to have a greater involvement in the wider community. ▪ Investigate and build links with tertiary institutions for extension pathways in VCE. ▪ Explore and implement alternative pathway options for students at risk in Year 10. ▪ Auspice 8-12 other schools in Hospitality with a view to auspicing further in other VET areas in the future. ▪ Timetable class time for ALP and CAP writing and review. ▪ Review transition programs and links with feeder Primary Schools and provide students with learning and development opportunities. ▪ Review processes for exiting and tracking students to ensure the College meets its requirements of tracking all students effectively. ▪ Continue to develop the new House system and link it to the Merit system. ▪ Introduce House Leaders as part of the College Leadership program. 	<ul style="list-style-type: none"> ▪ New CAPs and student portfolios implemented at Years 7-12. ▪ 100% of Year 9 – 12 students have a Career Action Plan. ▪ 100% of students in Years 7/8 to have a portfolio. ▪ Review Careers Framework documented in Years 7-12. ▪ VCAL program to have establish formal links with two local community organisation (e.g. CFA). ▪ All students enrolled in VCAL continuing in further study or employment. ▪ Review and modify. ▪ Attendance Data at Year 10 to be 10% Below State average for Days Absent per Full Time Equivalent Student. ▪ 12-18 schools auspiced. ▪ Refined form group system continued. ▪ Increased student levels of satisfaction on the Student Attitude to School Survey to achieve the following mean scores: (Student Motivation – 4.4, Learning Confidence 4.0). ▪ SHSC % enrolment from local Primary Schools maintained. ▪ 0 unknown exit destinations. ▪ 0 students not in further education, training or employment. ▪ Increased engagement in house system as measured by internal survey and review process. ▪ Increased student levels of satisfaction on the Student Attitude
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			to School Survey to achieve the following mean scores: (Student Motivation – 4.6, School Connectedness 3.75).
Wellbeing	Year 1	<ul style="list-style-type: none"> ▪ Continue to develop staff capacity in the Restorative Practices approach to managing student behaviour. ▪ Educate parents about the Restorative Practices approach. Run parent workshops to help build confidence in classroom behaviour management practices of the College. ▪ Promote the use of Circle Time in order to build staff/student relationships. ▪ Continue to build a culture of positivity through the lens of Positive Psychology. ▪ Rewrite and consolidate documentation in the areas of wellbeing, learning and behaviour and ensure that the language and tone conveys an outcomes focus. ▪ Develop social and emotional literacy using resources from the Safe Schools Hub to encourage students to make good decisions regarding their behaviour. ▪ Continue to promote the visibility of wellbeing staff and support structures to the whole community. ▪ Continue to focus on a preventative response to wellbeing and disseminate to the College community through appropriate programs for staff, students and parents. 	<ul style="list-style-type: none"> • 60% of staff are trained in Positivity to assist their wellbeing and for use with students in the classroom. • Wellbeing documentation updated. All wellbeing staff using Action Tracking Plans with students detailing specific goals and strategies. • End of Year survey (staff students and parents) indicate a greater understanding of who the wellbeing staff are and their roles within the College. • Current programs mapped and new initiatives implemented on a needs basis. • A 6% improvement in staff wellbeing levels as indicated in the staff survey. • Changes to form assembly process have been mapped and curriculum is being developed in consultation with staff. • All staff have been provided with restorative Practice resources including training, palm cards, mentoring and support. • SAFE schools hub work on social and emotional literacy used as part of the new form assembly mapping component. • Student/staff group created to lead college in developing policy for

		<ul style="list-style-type: none"> ▪ Institute a longer weekly form assembly to facilitate a program where students work in house teams to develop goals, improve motivation and develop social and emotional literacy. ▪ Develop College-wide policies and processes to make our community more accepting of our diversity within our community and beyond. Build connection to the SSAFE Schools Hub. ▪ Build capacity in our parent community to understand and align with our goals with regard to student behaviour, wellbeing and engagement. ▪ Continue the work on School Climate and enable College Action Teams to work proactively on areas that impact on staff wellbeing and morale. 	<p>acceptance according to the SSAFE schools hub.</p> <ul style="list-style-type: none"> • Parent forums/workshops on Positive Psychology and restorative practice have been held to align parents with college focus. • College action teams and kittens are meeting regularly and this has led to an improvement reflected by staff in school climate as measured by Insight SRC survey.
	Year 2	<ul style="list-style-type: none"> ▪ Continue to develop staff capacity in the Restorative Practices approach to managing student behaviour. ▪ Continue to educate parents about the Restorative Practices approach. 	<ul style="list-style-type: none"> • Staff are embedding positivity practices into their day to day teaching improving staff wellbeing and relationships with students as measured by school connectedness.

		<p>Run parent workshops to help build confidence in classroom behaviour management practices of the College.</p> <ul style="list-style-type: none"> ▪ Further promote the use of Circle Time in order to build staff/student relationships. ▪ Continue to build a culture of positivity through the lens of Positive Psychology. ▪ Evaluate and realign documentation in the areas of wellbeing, learning and behaviour and ensure that the language and tone conveys an outcomes focus. ▪ Continue to develop social and emotional literacy using resources from the Safe Schools Hub to encourage students to make good decisions regarding their behaviour. ▪ Continue to promote the visibility of wellbeing staff and support structures to the whole community. ▪ Continue to focus on a preventative response to wellbeing and disseminate to the College community through appropriate programs for staff, students and parents. ▪ Continue to build student voice and connectedness through the use of student lead initiatives at each mini school as part of the renewed house system. ▪ Further develop the longer weekly form assembly to facilitate a program where students work in house teams to develop goals, improve motivation 	<ul style="list-style-type: none"> • Wellbeing documentation practices have been evaluated and are more deeply embedded in practice. • Continued improved data in relation to wellbeing in the student and staff surveys. • New form assembly structure implemented and curriculum is implemented consistently throughout the college. • College created parent survey shows a clear understanding of wellbeing staff and practices within the college. All wellbeing staff using Action Tracking Plans based on the GROWTH model, with students detailing specific goals and strategies. • All staff, including new staff, have been provided with further Restorative Practice resources including updated training, palm cards, mentoring and support. • Use of Restorative approach is reflected in student data with an increase in teacher empathy and student morale of 5 - 10% • Safe schools' hub work on social and emotional literacy embedded in new form assembly curriculum. • Policies and processes for building acceptance of diversity have been written and implemented according to the SSAFE schools hub. • Work of SSAFE schools team has led to an increase in student safety
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		<p>and develop social and emotional literacy.</p> <ul style="list-style-type: none"> ▪ Further develop College-wide policies and processes to make our community more accepting of our diversity within our community and beyond. Build connection to the SSAFE Schools Hub. ▪ Further increase capacity in our parent community to understand and align with our goals with regard to student behaviour, wellbeing and engagement. ▪ Continue the work on School Climate and enable College Action Teams to work proactively on areas that impact on staff wellbeing and morale. 	<p>by 5% as measured by the Attitudes to School Survey.</p>
	<p>Year 3</p>	<ul style="list-style-type: none"> ▪ Continue to develop staff capacity in the Restorative Practices approach to managing student behaviour. ▪ Continue to educate parents about the Restorative Practices approach. Run parent workshops to help build confidence in classroom behaviour management practices of the College. ▪ Continue to promote the use of Circle Time in order to build staff/student relationships. ▪ Continue to build a culture of positivity through the lens of Positive Psychology. ▪ Further review documentation in the areas of wellbeing, learning and behaviour and ensure that the 	<ul style="list-style-type: none"> • Staff embed ideas from Positivity training into the curriculum across the college which has seen a further increase in teacher empathy and school connectedness as measured by the attitudes to school survey. • Wellbeing documentation practices have been evaluated, updated and are more deeply embedded in practice. • Continued improved data in relation to wellbeing in the student and staff surveys. • Wellbeing staff have implemented Action Tracking Plans based on the GROWTH model, with students at risk detailing specific goals and strategies.

		<p>language and tone conveys an outcomes focus.</p> <ul style="list-style-type: none"> ▪ Continue to develop social and emotional literacy using resources from the Safe Schools Hub to encourage students to make good decisions regarding their behaviour. ▪ Continue to promote the visibility of wellbeing staff and support structures to the whole community. ▪ Continue to focus on a preventative response to wellbeing and disseminate to the College community through appropriate programs for staff, students and parents. ▪ Continue to build student voice and connectedness through the use of student lead initiatives at each mini school as part of the renewed house system. ▪ Review new program where students work in house teams to develop goals, improve motivation and develop social and emotional literacy. ▪ Further develop College-wide policies and processes to make our community more accepting of our diversity within our community and beyond. Build connection to the SSAFE Schools Hub. ▪ Continue to build capacity in our parent community to understand and align with our goals with regard to student behaviour, wellbeing and engagement. 	<ul style="list-style-type: none"> • All staff, including new staff, have been provided with further Restorative Practice resources including updated training, palm cards, mentoring and support. • Use of Restorative approach is reflected in student data with an increase in teacher empathy and student morale of 5 - 10% • SAFE schools hub work on social and emotional literacy implemented in the new form assembly curriculum and levels of student distress have decreased as measured by the ASS. • Work of SSAFE schools team has led to an increase in student safety by a further 5% as measured by the Attitudes to School Survey
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		<ul style="list-style-type: none"> ▪ Continue the work on School Climate and enable College Action Teams to work proactively on areas that impact on staff wellbeing and morale. 	
	Year 4	<ul style="list-style-type: none"> ▪ Review staff capacity in the Restorative Practices approach to managing student behaviour. ▪ Review parent understanding of the Restorative Practices approach. ▪ Review the use of Circle Time. ▪ Review implementation of Positive Psychology. ▪ Review social and emotional literacy program implementation. ▪ Review the preventative response to wellbeing. ▪ Review longer weekly form assembly program where students work in house teams to develop goals, improve motivation and develop social and emotional literacy. ▪ Review College-wide policies and processes to make our community more accepting of our diversity within our community and beyond. ▪ Review School Climate. 	<ul style="list-style-type: none"> ▪ Student wellbeing measures have achieved and maintained levels of student satisfaction at or above the state mean on the Student Attitude to School Survey as measured by each of the mean factor scores related to <i>Student Relationships</i> and <i>Wellbeing</i>. ▪ Staff levels of satisfaction are at least 25% as measured by each of the mean factor scores on the Staff Opinion
Productivity	Year 1	<ul style="list-style-type: none"> ▪ Develop a masterplan for facilities for the next ten years. ▪ Plan for ongoing renovation of classrooms. ▪ Link with appropriate government bodies and build a community sporting precinct. 	<ul style="list-style-type: none"> • Masterplan has been documented and approved by Council., • Final plans for Sporting Precinct Stage 1 have been developed and approved, and a construction date set. • 8 schools auspiced

		<ul style="list-style-type: none"> ▪ Auspice other schools to deliver VET programs. ▪ Further build staff capacity to improve student learning outcomes. ▪ Introduce Positive Psychology to improve staff and student collaboration, trust, resilience and general wellbeing. ▪ Develop a meeting and calendar structure which supports staff collaboration and mentoring. ▪ Redevelop the staff induction program to emphasise preparing new staff for the St Helena 1:1 environment. ▪ Redevelop the College website. ▪ Maintain and improve ICT infrastructure. ▪ Develop the Middle School Courtyard. ▪ Expand VET programs (RSA, Barista) and make available to the wider community. ▪ Expand the number of ways the College celebrates its successes to reinforce community confidence in the College, its staff and its programs. 	<ul style="list-style-type: none"> • Powerful Learning Instructional Model measurement tool indicates an improvement in staff capacity to improve student learning outcomes • Key outcome measures (NAPLAN growth, VCE vs GAT) indicate improvement in student outcomes. • Increase in SRC Staff Survey key indicators relating to trust, collaboration and morale and distress. • Increase in ASS key measures related to teacher empathy and school connectedness. • Publication of staff calendar. • Redeveloped and documented staff induction program. • Completion of review of staff induction program. • Redevelopment of staff handbook and publication on One Note. • New website published. • ICT infrastructure plan developed. • Plan developed for the Middle School courtyard. • RSA and Barista courses added to St Helena scope. • Increase in parent satisfaction survey key measures related to confidence in the college, approachability of staff.
	Year 2	<ul style="list-style-type: none"> ▪ Develop a masterplan for facilities for the next ten years. ▪ Plan for ongoing renovation of classrooms. ▪ Link with appropriate government bodies and build a community sporting precinct. 	<ul style="list-style-type: none"> ▪ Masterplan is in place and is being implemented. ▪ Construction commences for Stage 1 of Sporting Precinct. ▪ 8-12 schools auspiced ▪ Powerful Learning Instructional Model measurement tool indicates

		<ul style="list-style-type: none"> ▪ Auspice other schools to deliver VET programs. ▪ Further build staff capacity to improve student learning outcomes. ▪ Introduce Positive Psychology to improve staff and student collaboration, trust, resilience and general wellbeing. ▪ Develop a meeting and calendar structure which supports staff collaboration and mentoring. ▪ Maintain and improve ICT infrastructure. ▪ Develop the Middle School Courtyard. ▪ Expand VET programs (RSA, Barista) and make available to the wider community. ▪ Expand the number of ways the College celebrates its successes to reinforce community confidence in the College, its staff and its programs. 	<p>an improvement in staff capacity to improve student learning outcomes</p> <ul style="list-style-type: none"> ▪ Key outcome measures (NAPLAN growth, VCE vs GAT) indicate improvement in student outcomes. ▪ Increase in SRC Staff Survey key indicators relating to trust, collaboration and morale and distress. ▪ Increase in ASS key measures related to teacher empathy and school connectedness. ▪ Completion of review of staff induction program. ▪ New website maintained and up to date. ▪ ICT infrastructure plan in implementation. ▪ Construction of middle school courtyard. ▪ RSA and Barista courses operational and open to the wider community. ▪ Increase in parent satisfaction survey key measures related to confidence in the college, approachability of staff.
	Year 3	<ul style="list-style-type: none"> ▪ Develop a masterplan for facilities for the next ten years. ▪ Plan for ongoing renovation of classrooms. ▪ Link with appropriate government bodies and build a community sporting precinct. ▪ Auspice other schools to deliver VET programs. ▪ Further build staff capacity to improve student learning outcomes. 	<ul style="list-style-type: none"> ▪ Masterplan is in place and is being implemented. ▪ Construction of Stage 1 of sporting precinct complete. ▪ 12-15 schools auspiced ▪ Powerful Learning Instructional Model measurement tool indicates an improvement in staff capacity to improve student learning outcomes ▪ Key outcome measures (NAPLAN growth, VCE vs GAT) indicate improvement in student outcomes.

		<ul style="list-style-type: none"> ▪ Introduce Positive Psychology to improve staff and student collaboration, trust, resilience and general wellbeing. ▪ Develop a meeting and calendar structure which supports staff collaboration and mentoring. ▪ Redevelop the staff induction program to emphasise preparing new staff for the St Helena 1:1 environment. ▪ Redevelop the College website. ▪ Maintain and improve ICT infrastructure. ▪ Expand VET programs (RSA, Barista) and make available to the wider community. ▪ Expand the number of ways the College celebrates its successes to reinforce community confidence in the College, its staff and its programs. 	<ul style="list-style-type: none"> ▪ Increase in SRC Staff Survey key indicators relating to trust, collaboration and morale and distress. ▪ Increase in ASS key measures related to teacher empathy and school connectedness. ▪ New website maintained and up to date. ▪ ICT infrastructure plan in implementation. ▪ RSA and Barista courses operational and open to the wider community. ▪ Increase in parent satisfaction survey key measures related to confidence in the college, approachability of staff.
	Year 4	<ul style="list-style-type: none"> ▪ Develop a masterplan for facilities for the next ten years. ▪ Plan for ongoing renovation of classrooms. ▪ Auspice other schools to deliver VET programs. ▪ Further build staff capacity to improve student learning outcomes. ▪ Introduce Positive Psychology to improve staff and student collaboration, trust, resilience and general wellbeing. ▪ Develop a meeting and calendar structure which supports staff collaboration and mentoring. ▪ Redevelop the College website. 	<ul style="list-style-type: none"> ▪ Masterplan is in place and is being implemented. ▪ 12-15 schools auspiced ▪ Powerful Learning Instructional Model measurement tool indicates an improvement in staff capacity to improve student learning outcomes ▪ Key outcome measures (NAPLAN growth, VCE vs GAT) indicate improvement in student outcomes. ▪ Increase in SRC Staff Survey key indicators relating to trust, collaboration and morale and distress.

		<ul style="list-style-type: none"> ▪ Maintain and improve ICT infrastructure. ▪ Develop the Middle School Courtyard. ▪ Expand the number of ways the College celebrates its successes to reinforce community confidence in the College, its staff and its programs. 	<ul style="list-style-type: none"> ▪ Increase in ASS key measures related to teacher empathy and school connectedness. ▪ Completion of review of staff induction program. ▪ New website maintained and up to date. ▪ ICT infrastructure plan in implementation. ▪ Construction of middle school courtyard. ▪ Increase in parent satisfaction survey key measures related to confidence in the college, approachability of staff.
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