

MOOROOLBARK COLLEGE STRATEGIC PLAN 2014 - 2017



PRINCIPAL'S MESSAGE

During 2013 the College undertook an extensive review process. The review process involved an in-depth analysis of school based data as well as educational research. The results of the review informed the judgments and the decisions of the leadership team and shaped this strategic plan.

This strategic plan builds on what the College has achieved over the previous four years. The College is well placed to continue to provide a quality education to its students. The main focus over the next four years is supporting teachers to deliver a high quality education to all students.

The College's strength is in its staff. The staff is very united in supporting students to achieve positive learning outcomes. The strategic plan will support teachers' ongoing professional learning increasing their knowledge and skills.

The School Review process highlighted significant progress in student welfare, student climate and quality of VCE tuition over the past four years. The Strategic Plan (2014 - 2017) aim is to raise the quality of

instruction in every classroom, delivering high levels of teaching and learning, focusing on the following:

- implement professional learning processes that create alignment between research and classroom practice.
- consolidate a common set of principles and practices of teaching and learning to establish consistency between classrooms.
- establish a clear set of expectations for students in Year 7 and provide support for staff teaching in this year level.
- alignment of school resources to support the above.

This strategic plan outlines our goals and our strategies to ensure that Mooroolbark College continues to be 'a place to inspire discovery; to value and seize opportunity.'

Simon Reid
PRINCIPAL

College Overview

To put the school in context, Mooroolbark College is situated in Mooroolbark, an eastern suburb of Melbourne. The College draws its students from approximately twenty-two primary schools across the Yarra Valley and Yarra Ranges. The student population comes from families with a wide range of family backgrounds, ranging from welfare recipients through to professional. This is represented in the College's Student Family Occupation (SFO) of 0.48.

Mooroolbark College has gone through significant change. Ten years ago the College had a student population below 700. Since then the College has steadily grown to over 1100 students. This growth has raised some significant issues for the College, with regard to how it addresses students' educational and pastoral needs. To address these issues the College introduced the House System for student coordination and support. Through the evidence tabled at the review, this new system has been highly successful, providing a strong focus for students and teachers. The school now enjoys a strong reputation for provision of a caring environment, passionate and dedicated teachers and excellent information and communication technology infrastructure and usage.

The size of the College enables staff and students to work in an environment free from the management issues associated with larger schools, but allows for a breadth of curriculum to meet the needs of our community. This includes numerous pathways at the senior level including VET (Vocational Education and Training), VCAL (Victorian Certificate of Applied Learning), VCE (Victorian Certificate of Education) and School Based Apprenticeships. This has support the College in achieving a real retention rate for students above state benchmarks.

Professional learning for staff has been a constant and strong focus. The College will continue enhance the performance and development culture.

The College is well placed to meet the growing needs of students in supporting them to gain a high quality education and access to a variety of pathways.

EXECUTIVE SUMMARY

Mooroolbark College enjoys a very positive reputation in the local community. This is reflected by the steady increase in enrolments in recent year. As a result the College has capped its student population at 1200. The College caters for boys and girls from a variety of socio-economic backgrounds. The Student Family Occupation index (SFO) is currently 0.48. Students, parents and staff acknowledge the outstanding levels of safety and the high student attendance levels as evidence of a caring school environment. They appreciate the many physical upgrades in recent years including the Year 12 Study Centre, an impressive Food Technology area, new locker bays and improved House areas. Student pathways was restructured during the last Strategic Plan and the College continues to support various pathways including VCE, VCAL and VET. Valuable partnerships have been developed with some local schools and also local businesses. The College also has a vast offering of extra-curricula activities and the College has transformed its learning and pastoral care environment through the establishment of four vertical Houses.

There were three Key Improvement Strategies for student learning in the 2010-2013 Strategic Plan and they have been addressed with mixed success. To develop and consolidate a common set of principles and

practices of teaching and learning, has been partially met. To create a rigorous and challenging VCE curriculum and to create an exciting, challenging and coherent education program for Years 7- 9, are still posing challenges for the College.

Achievement levels as indicated by VELS teacher judgments and NAPLAN and VCE outcomes, while in some cases improving since 2009, on the whole still don't meet State means, match the levels predicted by the SFO, or in most cases, meet the College's targets. Teacher reluctance to award A's to students at Years 7-10 in Maths and English is a concern, while the percentage of students receiving D's and E's is still too high. Student feedback reveals a low level of motivation and the College has acknowledged that "student motivation remains a concern across the school...student aspirations are too low". Staff opinion also reflected concerns about student motivation and students not "putting a lot of effort into their work".

Student assessment of the degree to which learning is stimulating is low and below the State mean. Parent feedback supports this view. Students at Mooroolbark College are saying that they need to be challenged with differentiated learning tasks. There has however, been a steady improvement in student opinion of their learning experiences being stimulating.

The parents and students met on the Review Day affirming that Mooroolbark College produces well-rounded students who feel safe and who “share a great culture”. Parents praised the work of staff in providing pastoral care and the College for its excellent communication. The quality of transitions of students into, through and out of the College are well-considered by parents.

Classroom behaviour was seen as a slight issue for staff and parents. Classroom behaviour was at State mean for students in 2011. Staff opinion about student behaviour, while at times less than positive, was balanced by commitment, care and competence. While there are issues identified from opinion surveys across students, staff and parents, most trends over the past four years are positive and student attendance and real retention is notable.

In summary, raising student aspirations is vital and involves raising staff and parent aspirations and expectations of students. Motivation to do their best is relatively low amongst students and must be raised. Mooroolbark College offers its students and families a safe and largely enjoyable environment in quality facilities. Students want to come to school, but the provision of a stimulating and challenging learning environment which is student-centred is not experienced by all students. Staff need to develop a commitment, and implement an agreed teaching philosophy, and to ensure students can achieve A and B and fewer D and

E scores. The College needs to engage and to motivate the compliant student body so that academic outcomes exceed State means, students aspire to do their best and students aim to continue their education at a tertiary level. The College goals must focus on improved student learning, greater rigor and work ethic and to ensure students reach or even surpass their potential. Raised expectations of students must be supported and implemented by the whole school community – and this can be done.

The new strategic plan will take effect from the beginning of 2014.

Goals	Key Improvement Strategies
<p>1. <i>Students are able to reflect/articulate/demonstrate an understanding of their own learning.</i></p> <p>2. <i>There is a level of teacher skill and knowledge that enables adaptive practices to engage students</i></p>	<ul style="list-style-type: none"> • Consolidate a common set of principles and practices of teaching and learning. • Establish a clear set of expectations for students in Year 7 and support for staff teaching in this year level. • Continue to develop a rigorous and challenging VCE curriculum
<p>3. <i>Consistent, clear and concise class behaviours/learning approaches/structures exist for and are understood by students/teachers for all learners at Mooroolbark College</i></p> <p>4. <i>Learning rather than teaching will be the major focus: students must be involved more in their learning and the teaching and learning at Mooroolbark College must allow and enable every student to achieve to their highest level.</i></p>	<ul style="list-style-type: none"> • Focus on positive and constructive feedback to students on their work and progress • Develop and establish support structures that support the school's assessment processes. • Establish a clear set of expectations around classroom behaviour/ work standards and learning practices.
<p>5. <i>A strong focus for student voice, student empowerment to improve student learning and teaching in the classroom.</i></p> <p>6. <i>Demonstrated teacher empathy through, listening to, understanding and assisting students.</i></p>	<ul style="list-style-type: none"> • To promote students' learning confidence through a high level of teacher empathy. • Develop structures that will enable students to have a voice within the teaching and learning environment.
<p>7. <i>Establish structures and practices within the College which support an agreed common set of principles and practices of teaching and learning.</i></p> <p>8. <i>Develop a sense of rigor and urgency in all practices which supports curriculum delivery.</i></p> <p>9. <i>Curriculum planning which implements the agreed policies and for teaching and learning across the College</i></p>	<ul style="list-style-type: none"> • Establish whole school buy in for changes to in College structures and policies.

Achievement

Achievement is defined as the extent to which students have demonstrated knowledge, skills, values and attitudes as a result of the teaching and learning process. Both growth and absolute achievement will be used to determine achievement levels.

Student Achievement Outcomes	Targets Measurement statements	Australian Teaching Standards	Key Improvement Strategies		
			What / How	Who	When
<p>Students are able to reflect/ articulate/ demonstrate an understanding of their own learning.</p>	<p>Years 7 to 9 alignment of intentions, work expectations, assessment. Greater than 20% of students from years 7-10 with A/B grades in English and Mathematics and less than 10% of students with D/E grades in English and less than 20% of students with D/E grades in Mathematics. Percentage of students by NAPLAN band to be: Y9: reading band 9/10 = or > 20 Y9: reading band 5/6 = or < 15 Y9: writing band 9/10 = or > 20 Y9: writing band 5/6 = or < 20 Y9: numeracy band 9/10 = > 20 Y9: numeracy band 5/6 = or < 20</p> <p>Relative growth of learning (NAPLAN) achieving a medium growth Y7 to Y9: reading = 50% Relative growth of learning (NAPLAN) achieving a high growth Y7 to Y9: writing = 20% Y7 to Y9: numeracy = 20%</p> <p>All study score at VCE to be equal to or higher than 30.0 100% of studies to have GAT adjusted scores above negative 1 study point and 30% above positive 1 study point. VCE mean study scores of English, Mathematical Methods and Further Mathematics to be at or above 30.0. % VCE study scores at or above 40 to be 6% on a consistent basis. VCE completion rate to be = or > 98% VET mean study scores to be at or above</p> <p><i>VCAL completion to be = or > 76%.</i></p>	<p>1. Knowing students and how they learn. 2. Know the content and how to teach it. 3. Plan for and implement effective teaching and learning.</p>	<ul style="list-style-type: none"> Consistent – setting out work, quality of feedback. Establish consistency and structure in classroom practice. Teach students how to use their diaries. Teachers provided with training to create an environment for student driven learning, develop greater ownership and motivation for learning. Work with both staff and students to learn how to accept feedback. Professional support for teachers to enhance student questioning techniques – Developing higher order thinking. Align teacher personal goals with that of, KLA goals and school goals. 	<ul style="list-style-type: none"> KLA Leaders Leadership team, Leading Teachers, KLA Heads and Principal Class. House Leaders/Home group teachers Teaching and Learning Teams. (Principal Class support) KLA Heads and Teaching staff. 	<p>2014</p> <p>↓</p> <p>2014 -2017</p> <p>↓</p> <p>2014 -2017</p>

Student Achievement Outcomes	Targets Measurement statements	Australian Teaching Standards	Key Improvement Strategies		
			What / How	Who	When
<p><i>There is a level of teacher skill and knowledge that enables adaptive practices to engage students</i></p>	<p>Years 7 to 9 alignment of intentions, work expectations, assessment. Greater than 20% of students from years 7-10 with A/B grades in English and Mathematics and less than 10% of students with D/E grades in English and less than 20% of students with D/E grades in Mathematics. Percentage of students by NAPLAN band to be: Y9: reading band 9/10 = or > 20 Y9: reading band 5/6 = or < 15 Y9: writing band 9/10 = or > 20 Y9: writing band 5/6 = or < 20 Y9: numeracy band 9/10 = > 20 Y9: numeracy band 5/6 = or < 20</p> <p>Relative growth of learning (NAPLAN) achieving a medium growth Y7 to Y9: reading = 50% Relative growth of learning (NAPLAN) achieving a high growth Y7 to Y9: writing = 20% Y7 to Y9: numeracy = 20%</p> <p>All study score at VCE to be equal to or higher than 30.0 100% of studies to have GAT adjusted scores above negative 1 study point and 30% above positive 1 study point. VCE mean study scores of English, Mathematical Methods and Further Mathematics to be at or above 30.0. % VCE study scores at or above 40 to be 6% on a consistent basis.</p> <p>VCE completion rate to be = or > 98%</p> <p>VET mean study scores to be at or above 35.0</p> <p>VCAL completion to be = or > 76%.</p>	<p>1. Knowing students and how they learn 2. Know the content and how to teach it. 3. Plan for and implement effective teaching and learning. 5 Assess, provide feedback a report on student learning. 6. Engage in professional learning. 7. Engage professionally with colleagues, parents/carers and the community.</p>	<ul style="list-style-type: none"> Consistent classroom structure – i.e. clear objectives, value and attitudes, procedures (T & S), consistency of work and the conclusion of the class. Consistent approach to teaching and learning across the KLA, year level and whole school. One period per cycle to be allocated to observe other classes – no extras at that time – log of visits. Discussion for annual reviews. DOTT time (duties other than teaching). Performance development cycle – Feb to Nov. Vehicle to celebrate work publically ie. Portfolios, theme nights, provide accountability, involve parents. Formal PD Plan for the whole year for individuals. Teachers to be provided with professional learning to enhance their skills in questioning. Implement On-demand testing. Mentoring of staff – induction of new staff (mentor program). 	<ul style="list-style-type: none"> Teaching and Learning Team Leaders, with Principal Class Team support. Teaching staff All teaching staff. Principal Class and all teaching staff. KLA Leaders All staff and principal class team. Teaching and Learning Teams. (Principal Class support). Maths and English Teachers, Principal Class Team. Principal Class. 	<p>2014 - 2017</p>  <p>2014 – 2017</p>

			<ul style="list-style-type: none"> • Feedback to students of high standards explored and explained. Feedback to students on all assignments. • Work with both staff and students to learn how to accept feedback. • Compulsory participation in extra curriculum activities. • Raise the expected standard of work at Year 6 – 9. Explore what is happening at primary school. • Create more challenging programs for students. • Tasks allow students to achieve a higher AUSVEL level. • Consistent curriculum across KLA and in Year Levels. • Regular and curriculum focus to KLA meetings. – Year level meetings on curriculum expectations. • Goal setting for classes – Goals need to be achievable and demonstrate growth. Students need to understand the purpose and goals. - Professional learning for staff • Expansion of Club 34 to include a Junior Club. Tutors, KLA Rep. 	<ul style="list-style-type: none"> • Teaching staff • Teaching staff/ Principal class. • All teaching staff. • Teaching and Learning Teams/ KLA Heads and all teaching staff. • KLA Teaching Staff. • Teaching Staff. • Principal class team. • KLA Heads/ House Leaders/ Principal Class/ All staff • All Staff • House Leaders. 	<p>2014 -2017</p>  <p>2014 -2017</p>
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Engagement

Engagement is defined as student, teacher and parent involvement with activities and conditions likely to generate high quality learning and teaching and engagement in successful transition and pathways through Mooroolbark College.

Student Engagement Outcomes	Targets Measurement statements	Australian Teaching Standards	Key Improvement Strategies		
			What / How	Who	When
<p>Consistent, clear and concise class behaviours/ learning approaches/ structures exist for and are understood by students/teachers for all learners at Mooroolbark College (all stakeholders of the classroom)</p>	<p>Mean student absence rate to be 14 days or lower. Individual year levels as follows: year 7 – 13 days, year 8 – 15 days, year 9 – 17 days, year 10 -16 days, year 11 - 13 days, and year 12 – 11 days.</p>	<p>1. Knowing students and how they learn 2. Know the content and how to teach it. 3. Plan for and implement effective teaching and learning. 5 Assess, provide feedback an report on student learning. 6. Engage in professional learning. 7. Engage professionally with colleagues, parents/ carers and the community.</p>	<ul style="list-style-type: none"> • Clear standards both in and out of the classroom, laminated and displayed in staffrooms and classrooms • Consistent structure of what a learning environment should feel, look like and sound. • Basic teaching checklist/ standard practice/structure • One agreed form of communication to parents • Raise the profile of student leadership through regular forums for student voice to improve the element of choice to engage students. • All policies readily available 	<ul style="list-style-type: none"> • Leadership team, Leading Teachers, KLA Heads and Principal Class. • Leadership team, Leading Teachers, KLA Heads and Principal Class. • All staff • All Staff • Leadership team, Leading Teachers, KLA Heads and Principal Class. • All staff • Leadership team, Leading Teachers, KLA Heads and Principal Class. 	2014
	<p>Student attitudes to school survey for the whole school to be at or above the following means scores: (2013 State mean) Classroom behaviour – 3.02 Student motivation – 4.26, Stimulating learning – 3.15 Teacher empathy – 3.64 (Above 2013 State mean) Learning Confidence – 3.8</p>				2014 – 2017
	<p>VET participation to be at or above 24.0% (% taken Yrs. 10 – 12)</p>				2014
	<p>VCAL participation to be at or above 12.0%; 15%; 20% (% Yrs. 11 & 12)</p>				2014
	<p>Real retention rate to be at or above for: 7 to 10 – 73.5% 7 to 12 – 51.1%.</p>				2014 – 2017
	<p>University destination rate to be 35.0% TAFE and apprenticeship destinations to total 35% Unknown destinations to be nil at all levels.</p>				2014

	<p>Improved rating score</p> <p>Parent opinion to be at or above state secondary means in the following areas: transitions – 5.23; approachability – 5.19 parent input – 4.83</p>		<ul style="list-style-type: none"> • Clarify the attendance of all students (including Senior school). Increase the rigor of attendance expectation. • Exam at year 7 – 9 level as a consistent approach. • Exams at Year 10 – 12 – to include more rigor. Allow for feedback from teachers. • Students are trained to use technology – license may be necessary so we can be confident that we know that the students are able to use the technology. • Year 7 Transition – greater focus on teaching College “values”, “expectations” and “how to be a high school student” • Induction Coaches - School Captains presenting expectation. • Year 7 Teacher Induction and ongoing training. • Revamp Peer Support to be refocused on academic rigor 	<ul style="list-style-type: none"> • IT Team / Principal Class Team. • Leadership team, Leading Teachers, KLA Heads and Principal Class. • Leadership team, Leading Teachers, KLA Heads and Principal Class • Technology KLA • Transition Coordinator • Transition Coordinator • Curriculum Committee/KLA Coordinators/ Leading Teachers/Principal Class • Transition Co/PE KLA/Teachers of Peer Support/Curriculum Committee 	<p>2014 – 2017</p> <p>2014- 2017</p> <p>2014 – 2017</p> <p>2014</p> <p>2014</p> <p>2014</p> <p>2014 – 2017</p> <p>2014 - 2017</p>
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Student Engagement Outcomes	Targets Measurement statements	Australian Teaching Standards	Key Improvement Strategies		
			What / How	Who	When
<p>Learning rather than teaching will be the major focus: students must be involved more in their learning and the teaching and learning at Mooroolbark College must allow and enable every student to achieve to their highest level.</p>	<p>Mean student absence rate to be 14 days or lower. Individual year levels as follows: year 7 – 13 days, year 8 – 15 days, year 9 – 17 days, year 10 -16 days, year 11 - 13 days, and year 12 – 11 days.</p> <p>Student attitudes to school survey for the whole school to be at or above the following means scores: (2013 State mean) Classroom behaviour – 3.02 Student motivation – 4.26, Stimulating learning – 3.15 Teacher empathy – 3.64 (Above 2013 State mean) Learning Confidence – 3.8</p> <p>VET participation to be at or above 24.0% (% taken Yrs. 10 – 12)</p> <p>VCAL participation to be at or above 12.0%; 15%; 20% (% Yrs. 11 & 12)</p> <p>Real retention rate to be at or above for: 7 to 10 – 73.5% 7 to 12 – 51.1%.</p> <p>University destination rate to be 35.0%</p> <p>TAFE and apprenticeship destinations to total 35%</p> <p>Unknown destinations to be nil at all levels. Improved rating score</p> <p>Parent opinion to be at or above state secondary means in the following areas: transitions – 5.23; approachability – 5.19 parent input – 4.83</p>	<p>1. Knowing students and how they learn 2. Know the content and how to teach it. 3. Plan for and implement effective teaching and learning. 5 Assess, provide feedback a report on student learning. 6. Engage in professional learning. 7. Engage professionally with colleagues, parents/ carers and the community.</p>	<ul style="list-style-type: none"> Admin structure to support teaching and learning Implementation of the Teaching and Learning Teams <ul style="list-style-type: none"> Teacher skills not content Be explicit Teach students how to study, take notes, revision, self-evaluation starting at Year 7 Challenging yet achievable curriculum Student centered learning and exploration of topics Student surveys on classroom engagement Expectations the same across all classes Consistency of practices outside the classroom, yard duty, walking to class etc. Compulsory participation in some form of extra curricula activities – staff, students and parents. Follow- up on school regulations. Student evaluation surveys explored and reviewed. Educate parents about the College's expectation of them Engagement of parents – photos, videos emailed to parents to engage parents. 	<ul style="list-style-type: none"> Principal Class KLA Heads/ Teaching and Learning Team Leaders / Principal Class to organize. All staff to implement. Principal Class/ Leading Teachers Front Office Staff 	<p>2014</p> <p>2014 – 2017</p> <p>2014 – 2017</p> <p>2014 – 2017</p>

			<ul style="list-style-type: none"> • Communication with parents – Compass. • Continually developing the House System. • Investigate timetabling of VET so students don't miss the same classes. • House Competitions – one from each KLA. • Open night opportunities 	<ul style="list-style-type: none"> • All Staff • House Leaders. • Pathways Leading Teacher/Timetabling • KLA Leaders/ All Staff • KLA Leaders/All Staff 	<p>2014 – 2017</p> <p>2014 – 2017</p> <p>2014 - 2017</p> <p>2014 – 2017</p> <p>2014 -2017</p>
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Wellbeing

Wellbeing is defined as a state of positive emotional and social functioning that allows students to thrive, flourish and learn as a result of the College's structure, curriculum implementation, provision of appropriate facilities and resources, positive relationships between staff students and the school and the wider community.

Student Wellbeing Outcomes	Targets Measurement statements	Australian Teaching Standards	Key Improvement Strategies		
			What / How	Who	When
<p>A strong focus for student voice, student empowerment to improve student learning and teaching in the classroom.</p>	<p>Student attitudes to school survey for the whole school to be at or above the following means scores:</p> <p>(2013 State mean) Classroom behaviour – 3.02 Student motivation – 4.26, Stimulating learning – 3.15 Teacher empathy – 3.64</p> <p>(Above 2013 State mean) Learning Confidence – 3.8</p>	<p>3. Plan for and implement effective teaching and learning. 4. Create and maintain supportive a safe learning environment. 6. Engage in professional learning.</p>	<ul style="list-style-type: none"> • SRC/House Captains/School Captains more student voice (mentoring). • Peer mentoring between schools i.e. Taste for all Seasons, Science Meter Program. • Structure of SRC – Selection – Role. • Additional Student Leadership Positions i.e. Home Group Captains. • Investigate the student experience within the 70 minute period. Contribution to how the lesson is structured. • Student Ownership of the Curriculum. Teach students skills and attitudes along with a curriculum. • Teaching and Learning Teams - giving nonjudgmental, upfront feedback to staff. 	<ul style="list-style-type: none"> • Principal/ Leading Teacher. • Principal Class, KLA • Principal Class/ SRC Coordinator/ Leadership Team. • Principal Class/ SRC Coordinator/ Leadership Team. • KLA Leaders. • KLA Heads • All Teachers • Principal Class 	<p>2014 – 2017</p> 
					<p>2014 - 2017</p>

Student Wellbeing Outcomes	Targets Measurement statements	Australian Teaching Standards	Key Improvement Strategies		
			What / How	Who	When
<p><i>Demonstrated teacher empathy through, listening to, understanding and assisting students.</i></p>	<p>Student attitudes to school survey for the whole school to be at or above the following means scores:</p> <p>(2013 State mean) Classroom behaviour – 3.02 Student motivation – 4.26, Stimulating learning – 3.15 Teacher empathy – 3.64</p> <p>(Above 2013 State mean) Learning Confidence – 3.8</p>	<p>1. Knowing students and how they learn 2. Know the content and how to teach it. 3. Plan for and implement effective teaching and learning. 4. Create and maintain supportive a safe learning environment. 6. Engage in professional learning. 7. Engage professionally with colleagues, parents/ carers and the community.</p>	<p><u>Teacher Professional Learning:</u></p> <ul style="list-style-type: none"> • Explicit understanding/ responsibility of all staff's responsibility towards student wellbeing • Training of staff – empathy • Allocate time to observing classes and feedback • Communication skills for students • PD - Understanding adolescent brain 	<ul style="list-style-type: none"> • Principal Class Teaching and Learning Team Leaders 	<p>2014 – 2017</p>  <p>2015</p>

Productivity

Productivity is the effectiveness of processes, activities, use of resources and the level of teacher and student involvement in aspects of College life, measured against progress towards College's goals.

Productivity Outcomes	Targets Measurement statements	Australian Teaching Standards	Key Improvement Strategies		
			What / How	Who	When
<p>Establish structures and practices within the College which support an agreed common set of principles and practices of teaching and learning.</p>	<p>Staff Opinion Survey Professional Interaction – 66.5 Quality Teaching – 65.2 Respect for students – 75.5 Curriculum Processes – 60.9 Student Management – 60.0 Role Clarity 67.2 Ownership – 67.5 Praise and Recognition – 54.9</p> <p>Student attitudes to school survey for the whole school to be at or above the following means scores: (2013 State mean) Classroom behaviour – 3.02 Student motivation – 4.26 Stimulating learning – 3.15 Teacher empathy – 3.64 (Above 2013 State mean) Learning Confidence – 3.8</p>	<p>1. Knowing students and how they learn. 3. Plan for and implement effective teaching and learning. 4. Create and maintain supportive a safe learning environment. 6. Engage in professional learning. 7. Engage professionally with colleagues, parents/ carers and the community.</p>	<ul style="list-style-type: none"> Peer support and Xroads – evaluation 	<ul style="list-style-type: none"> Curriculum Committee 	<p>2014 – 2017</p> 
			<ul style="list-style-type: none"> Music at the end of the bell, ensuring that all students/staff are on time to class. More meetings on the schedule with the KLA curriculum planning on the agenda. Calendared meetings not cancelled and all scheduled meeting to run. (meetings not put in the calendar which are unnecessary.) Flow charts (showing detail of policies) which are available for all staff to see and public. Central homework handing in and follow up with students. Modeling of professional behaviour. One stop shop for communication i.e live bulletin 	<ul style="list-style-type: none"> Principal Class/ IT Team Principal class/KLA Heads KLA Heads Principal Class/ PACT Principal Class/ KLA Heads All Staff IT Team Principal Class 	

			<ul style="list-style-type: none"> • Administration support for Houses. • Prioritizing of ICT issues at key times • Business Manager/Office Manager/Streamline-clarify procedures/Roles clear • Operation Admin Position - Timetable/ DO/Reporting / Student subject changes • Transition Admin Position - VASS, VCAL Admin, VET Admin, Pathways Admin • Common Meeting Day – no part time staff absence on that day 	<ul style="list-style-type: none"> • Principal Class Team 	<p>2014</p>  <p>2014</p>
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Productivity Outcomes	Targets Measurement statements	Australian Teaching Standards	Key Improvement Strategies		
			What / How	Who	When
<p><i>Develop a sense of rigor and urgency in all practices which supports curriculum delivery.</i></p>	<p>Staff Opinion Survey Professional Interaction – 66.5 Quality Teaching – 65.2 Respect for students – 75.5 Curriculum Processes – 60.9 Student Management – 60.0 Role Clarity 67.2 Ownership – 67.5 Praise and Recognition – 54.9</p> <p>Student attitudes to school survey for the whole school to be at or above the following means scores: (2013 State mean) Classroom behaviour – 3.02 Student motivation – 4.26 Stimulating learning – 3.15 Teacher empathy – 3.64 (Above 2013 State mean) Learning Confidence – 3.8</p>	<p>1. Knowing students and how they learn 2. Know the content and how to teach it. 3. Plan for and implement effective teaching and learning. 4. Create and maintain supportive a safe learning environment. 6. Engage in professional learning. 7. Engage professionally with colleagues, parents/ carers and the community.</p>	<ul style="list-style-type: none"> • Punctual staff attendance to class. • Class Time is valuable in class. Consistency in lesson structure. • Teaching staff to understand and use a range of questioning techniques that supports higher order thinking. • Explicit teaching of questioning to students. • Staff are accountable for implementing College policies and practices. • Teaching students work ethic. <ul style="list-style-type: none"> – Complete tasks in the time set. – Time management training. – Teaching planning, organizing, presenting and finishing skills. – Teach how to stay on task. 	<p>All Staff</p> 	<p>2014- 2017</p>  <p>2014 -2017</p>

Productivity Outcomes	Targets Measurement statements	Australian Teaching Standards	Key Improvement Strategies		
			What / How	Who	When
<p>Curriculum planning which implements the agreed policies and for teaching and learning across the College</p>	<p>All units of work will be on the student management system. All units of work have moderated assessment processes.</p> <p>Staff Opinion Survey Professional Interaction – 66.5 Quality Teaching – 65.2 Respect for students – 75.5 Curriculum Processes – 60.9 Student Management – 60.0 Role Clarity 67.2 Ownership – 67.5 Praise and Recognition – 54.9</p> <p>Student attitudes to school survey for the whole school to be at or above the following means scores: (2013 State mean) Classroom behaviour – 3.02 Student motivation – 4.26 Stimulating learning – 3.15 Teacher empathy – 3.64 (Above 2013 State mean) Learning Confidence – 3.8</p>	<p>1. Knowing students and how they learn 2. Know the content and how to teach it. 3. Plan for and implement effective teaching and learning environment. 6. Engage in professional learning. 7. Engage professionally with colleagues, parents/ carers and the community.</p>	<ul style="list-style-type: none"> Mentoring system of new staff. Year 7 – 12 Teacher. Development Leaders x 2 - which link 7 to 12. Professional Learning Teams linked into professional development/performance and development plan (12 including – 1 leader) - timetabled visit period (groups of 3) plus regular meetings - professional learning a priority for all staff - journal with accountability - Learning Team Leaders (with special payment) - professional reading from agreed resource. Consistent implementation of all College policies, expectations and standards – e.g uniform policy, homework policy, learning intentions, punctuality - Principal class visible - displays in classrooms - check lists 	<ul style="list-style-type: none"> Principal Class/ KLA Heads Principal Class Principal Class Principal Class/ All Staff. 	<p>2014-2017</p>  <p>2014 -2017</p>

NATATIONAL TEACHING STANDARDS

Standard 1: Know students and how they learn

Standard 2: Know the content and how to teach it

Standard 3: Plan for and implement effective teaching and learning

Standard 4: Create and maintain supportive and safe learning environments

Standard 5: Assess, provide feedback and report on student learning

Standard 6: Engage in professional learning

Standard 7: Engage professionally with colleagues, parents/carers and the community