School Strategic Plan for Vermont Secondary College - 8420
EMR 2013 – 2016

**Excellence**
*In the achievement of individual and team goals*

**Integrity**
*Of individuals in their words, actions and relationships*

**Responsibility**
*For our words and action*

**Respect**
*For self, others and property*

**Tolerance**
*Of diversity and individual differences*

| Endorsement by School Principal | Signed: [Signature]  
Name: Tony Jacobs  
Date: 18/12/12 |
|-------------------------------|----------------------|
| Endorsement by School Council | Signed: [Signature]  
Name: Mark Swiney  
Date: 17/12/12 |
| Endorsement by Regional Director or nominee | Signed: [Signature]  
Name: Philip White  
Date: 18/12/12 |
## Rationale for Future Directions

In 2012 Vermont Secondary College undertook a Continuous Improvement Review which included the writing of a School Self-Evaluation (for the period 2009 - 2012) by the leadership team followed by the College Review Report written by our external reviewer, Mr Rod Allen. These two major reviews/reports set the framework for the college’s future directions as set out in this Strategic Plan (2013 – 2016). From these reports the following directions were clearly identified:

- Provide a stimulating learning and teaching environment for our college community that promotes individual and collective excellence
- Value a safe, caring school built upon positive respectful relationships and high expectations amongst all members of our college community
- Equip students with the knowledge and skills to develop a personalised pathway to meet future challenges and make a valuable contribution to society.

## Purpose

- Advocate for the achievement of excellence in a safe learning environment that is challenging, caring and embraces diversity
- Commit to the development of lifelong learning skills that motivate and enable students to achieve their individual goals and make a positive contribution to the global community
- Provide a wide range of programs that compliment and enhance the personal and interpersonal development of all students
- Resource the continual development of teaching capacity and collegiality informed by current educational research.

## Vision & Values

The college motto ‘Lift up thine eyes’ exemplifies our vision for our college community - excellence in all endeavours.

The **College Vision** is to ‘offer our students the best possible educational outcomes and prepare them for the future’ through:

- Valuing all members of the college community
- Academic excellence
- Excellence in all College programs
- Teachers committed to personal and professional growth
- Strong community focus
- Individualised facilities to cater for innovation.
The Strategic Plan sets the direction of the College for the next 4 years, taking into account a dynamic and evolving environment.

**College Values:**

**Excellence** – In the achievement of individual and team goals (Do your very best)

**Integrity** - Of individuals in their words, actions and relationships (Do the right thing)

**Responsibility** - For our words and action (Be in charge of yourself)

**Respect** - For self, others and property (Consider others)

**Tolerance** - Of diversity and individual differences (Understand and accept that people are different)

<table>
<thead>
<tr>
<th>Environmental Context</th>
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<tr>
<td>Vermont Secondary College was established in 1962 and is located in the outer eastern suburbs of Melbourne. It is a large, single campus, co-educational secondary college of approximately 1300 students, 970+ families, 100 teachers and 34 support staff. The College values of Excellence, Integrity, Responsibility, Respect and Tolerance reflect our ethos.</td>
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<td>The College experienced continuous growth from the 1980’s until 2002 when enrolments were capped. At Year 7 in 2012 approximately 65.6% of enrolments were within the Vermont Secondary College neighbourhood, 16.0% were sibling claims and 18.2% came from ‘out of neighbourhood’.</td>
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<td>While we receive students from a wide range of primary schools in the surrounding suburbs (Year 7 2012 intake involved 37 primary schools) our three key ‘feeder schools’ Vermont, Livingstone and Rangeview Primary Schools accounted for 56.0% of our 2012 Year 7 intake. Demand for enrolment into Year 7 from outside our neighbourhood exceeds available places.</td>
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<td>Vermont Secondary College is proud of its proven record of academic achievement while preparing our young citizens for an increasingly diverse range of student learning and career pathways. The College is consistently ranked amongst the top non-select entry State Secondary Colleges based on our VCE and NAPLAN test results that are consistently at or above State and ‘Like School’ levels of performance. VSC is an outstanding college in supporting students to achieve impressive VCE results and access tertiary pathways in high numbers.</td>
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<td>We place a strong emphasis on knowing and valuing our students while personalising and enriching their learning experiences and are committed to:</td>
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<tr>
<td>- Promoting the achievement of excellence in a learning environment that is safe and caring, and embraces diversity and</td>
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</table>
The development of lifelong learning skills that motivate and enable all students to achieve their individual goals and make a positive contribution to the global community.

To support this learning environment we are blessed with an outstanding and dedicated workforce made up of teaching and Education Support staff, many of whom currently have, or have had, their own children attending the College. Combined with this the now completed Stage Two rebuild has greatly assisted the College in implementing new academic programs and allows us to further build upon our positive and productive learning environment.

Approximately 14.3% of our students access the Educational Maintenance Allowance (EMA) and this proportion has been constant over recent years. Students who have a language background other than English total approximately 29.8% of the student population, however just over half of these students have families that speak English at home. Our 2011 SFO (Student Family Occupation) index is 0.41 reflecting the generally mid-high socio economic background of our school community.

In 2010 after much planning in 2009 and in line with our 2009 – 2012 Strategic Plan we introduced four key elements to focus upon:

1. The implementation of the Vertical House structure for Years 7 to 12
2. The implementation of a Student Leadership model
3. The implementation of a Staff Leadership structure
4. The introduction of the Learning Enrichment & Extension Program (LEEP).

The vertical House structure for Years 7 to 12 along with the new Student Leadership model were introduced to strengthen the student voice, place greater emphasis on Student Leadership, provide opportunities that will empower our students and help them to develop a stronger sense of school connectedness. To underpin this structure we did away with the old Level Coordinator model and introduced Student Managers at Years 7 to 12 who remain with their student cohort over a three year period to enable the Student Managers time to develop closer relationships and ‘social capital’ with the students & families.

Overseeing and supporting this structure are ‘Heads of House’ (Leading Teachers) who are involved in student management when appropriate, curriculum requirements and special student leadership programs and opportunities for the development of the house. Reinforcing this model are the three Assistant Principals, each attached to a house and supporting the Heads of House and Student Managers.

We also introduced Program Managers at Years 7, 8, 9 & the Senior School to take many of the administrative tasks away from the Student Managers thus allowing them to focus on student management and leadership.

Teaching staff, where possible, are assigned to teach within one house. Over time this will develop closer relationships in the classroom with the students and will develop greater continuity in curriculum level, knowledge and delivery.
siblings, where possible, are allocated to the same house which over time develops a sense of tradition among families. through this process student managers and classroom teachers are able to develop closer relationships/links with the students and families.

teachers and students are now developing an allegiance to a house and are active supporters during activities such as sports days, performing arts days and a wide range of other engagement activities.

aligned with this significant restructure was the introduction of the strategic planning team (spt - refer methodology) made up of the four principal class members and eleven leading teachers. this team was critical in the successful implementation of all initiatives.

spt meets regularly to discuss, plan, develop, implement and evaluate all key issues involving the college program in line with their mission statement:

**strategic planning team purpose:**

to develop frameworks and make strategic decisions that allows vermont secondary college to be at the forefront of educational performance.

**strategic planning team theory of action:**

the spt will provide the human, educational, symbolic, cultural & technical leadership required to promote and sustain the development of a vsc learning community that is prepared for the challenges of the 21st century. all actions will be directly aligned with our college vision & values.

finally the learning extension & enrichment program (LEEP) was designed and introduced in 2010 to provide high achieving students with a learning environment that stimulates and encourages strong academic, social and emotional growth. the school community acknowledges the importance of providing a program that is both caring and supportive in structure.

the program adheres to state curriculum guidelines however all curriculum programs are specifically designed to encourage greater levels of student understanding and knowledge through a more challenging and intellectually stimulating learning environment.

emphasis is placed on higher order thinking, problem solving and the understanding of more abstract, complex concepts. LEEP provides an opportunity for students to become involved in a program where multiple learning preferences are addressed through the means of a technologically diverse learning community. links with the school and wider community are developed as a means to reinforce important connections and applications for each student and their learning. in 2012 we have one LEEP class operating at years 7, 8 & 9.
Our students, staff and parents have a strong sense of Vermont Secondary College as a community school due to the long tradition of outstanding academic achievement combined with a comprehensive co-curricular program that encourages students to develop their talents and leadership potential outside of the classroom.

Vermont Secondary College enjoys an exceptionally high level of parental support particularly through College Council, the VSC Community Association, yearly College production, twice yearly working bees and the bi-annual College walkathon. This exceptionally high level of parent support, as measured by the Parent Opinion Survey, has remained consistently high over the last four years. General Parental Satisfaction with the College in 2011 was 5.73 compared to the State Mean of 5.40. We firmly believe the educational needs of children are best served in an environment where parents and guardians feel part of the school and its decision making processes. This data fully supports the notion that the cohesive, close knit Vermont community shares our vision, aims and values.

The College’s comprehensive range of co-curricular activities, including our acclaimed instrumental music, choral and performing arts programs support the growth of students into confident, successful and contributing citizens. The College is also a premier sporting school with many students competing at a local, state and national level.

In a caring, well-disciplined atmosphere, the College expects and achieves high standards in all aspects of student leadership, endeavour, behaviour and presentation. Our College values are consistently reinforced in student learning, teaching practice and through school management.

Our Grade 6 to Year 7 Transition program ensures that students new to the College feel welcome, comfortable and secure in the purpose built Year 7 Learning Centre. This combined with the Year 7 Integrated Studies program and supportive House structure contributes significantly to a smooth, safe transition into secondary school.
Strategic Planning Team (SPT) - Key initiatives over 2013 – 2016 built-in to this Strategic Plan:

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
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<tbody>
<tr>
<td>Implementation of Junior School review recommendations</td>
<td>Mentoring - Staff and students</td>
<td>Careers Blueprint / Social Skills Framework</td>
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<td>Implementation of LEEP Years 7 to 12</td>
<td>Increase Student Leadership</td>
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<td>Blocking of Mathematics and English</td>
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<td>Investigate a differentiated curriculum</td>
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<td>Australian Curriculum (AusVels)</td>
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<td>Establishing the University Extension program</td>
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<td>4 period day implementation</td>
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<td>Extending the IS model i.e. one teacher for a range of subjects</td>
<td>Extended House model</td>
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<td>iPad/netbooks/ICT implementation and management</td>
<td>Embedded cyber safety program</td>
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<td>Literacy – whole school</td>
<td>Enrichment and support subjects</td>
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<td>Further improvements in VCE results</td>
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<td>e5</td>
<td>Engage – code of conduct &amp; related areas</td>
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<td>Ultranet as determined by DEECD</td>
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<tr>
<td>Other DEECD &amp; VSC initiatives &amp; priorities as they arise</td>
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Note: While the key initiatives have been placed in one of the above categories the majority of these initiatives will have a positive influence across more than one area
<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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<tbody>
<tr>
<td>To improve the quality of learning outcomes</td>
<td>Growth of learning of matched cohort Year 7 to Year 9 by NAPLAN mean scaled scores (improvement from Year 7 to 9)</td>
<td>The targets are expressed as an average over the 4 year life of the Strategic Plan</td>
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<td></td>
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<td>Reading: Average improvement of 36</td>
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<td>Writing: Average improvement of 33</td>
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<td>Numeracy: Average improvement of 41</td>
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<td></td>
<td>Proportion of Year 9 students in top two bands by NAPLAN %</td>
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<td>Reading (1% improvement per year) 2011 = 29 by 2016 = 33</td>
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<td>Writing (2% improvement per year) 2011 = 24 by 2016 = 32</td>
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<td>Numeracy (1% improvement per year) 2011 = 37 by 2016 = 41</td>
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<td></td>
<td>Proportion of Year 9 students in bottom two bands by NAPLAN %</td>
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<td>Reading 2011 = 16 by 2016 = 10</td>
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<td>Writing 2011 = 21 by 2016 = 10</td>
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<td>Numeracy 2011 = 9 by 2016 = 5</td>
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<td>VCE Mean Scores</td>
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<td>The targets expressed are an average achievement over the 4 year life of the Strategic Plan</td>
<td>1. KIS - Design and implement curriculum that fosters creativity, responsibility and independence that builds a strong foundation for success in the senior years</td>
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<td>Plan and implement the following curriculum areas of focus</td>
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<td>• Ensure a strong foundation of understanding and skills in English, mathematics and science in students as preparation for senior studies through the implementation of the four period day</td>
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<td>• Prepare for the implementation of the Australian curriculum - (AusVels) in all subject areas</td>
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<td>• Increase the opportunities for students to develop their capacity as self-directed learners through participation in open-ended tasks in all learning areas.</td>
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<td>Develop and implement a whole school literacy program</td>
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<td>• Adopt John Munro’s strategy of ‘High Reliability Literacy Teaching’</td>
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<td>• Procedures to develop a whole school approach to fostering literacy learning across the curriculum and for improving VCE students’ literacy within each study</td>
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<td>• Build understanding and capacity of teachers to improve student literacy skills in all studies</td>
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<td>• Benchmark and evaluate subsequent literacy skills of students to inform the effectiveness of the program.</td>
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<td>Extend and enrich student learning to a greater degree</td>
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<td></td>
<td>• Offer and implement programs at the college from the University of Melbourne Extension Program to VSC students and surrounding schools</td>
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</table>
### All studies - Average mean score
- Average mean score of 32.0
- English - Average mean score of 31.5
- Maths Methods - Average mean score of 31.0
- Further Maths - Average mean score of 32.5

### VCE Percentage Study Scores above 40
To achieve an average of 10% or better over the life of the Strategic Plan

#### VCE comparison of Actual Study Scores and GAT Predictions
Percentage of students with actual study scores 1.0 or more points above the GAT prediction
- 2011 = 57
- 2016 = 62

Percentage of studies where 50% or more of students receive an actual study score 1 or more points higher than the GAT prediction
- 2011 = 56%
- 2016 = 60%

In line with the Year 7 IS model, establish a pilot group of Year 8 Mathematics/Science teachers who will teach the class all year for both subject areas. Trial in Year 8 Stirling 2013 = three classes Mathematics/Science classes.

- To ensure that the curriculum and teaching strategies used in the Learning Enrichment and Extension Program (LEEP) is documented and shared with the mainstream classes in order to challenge and support all high achievers
- Foster greater collaboration between students within enrichment and extensions programs to develop a richer relationship with learning and the school
- Develop and document a repertoire of resources and training for staff in each domain to help them optimise student interest and skills beyond the 'normal' curriculum.

### ICT learning
- Enhance ICT use amongst staff which adds value to learning and assists with the self-direction of learners
- Continue to provide and evaluate the professional learning for staff in the use of netbooks and the soon to be introduced student iPads
- Evaluate the iPad program at F 7 beginning with benchmark data
- Use MOODLE as a platform for the documentation, development and assessment of curriculum
- Explore the use of social media and communication software programs to enhance collaborative learning within the school.

### 2. KIS – Build the capacity of teachers to grow professionally through collaboration

#### Enhance teacher classroom practice
- Extend the Year 7 IS concept into Year 8 Mathematics/Science
- Improve the quality (timely and targeted) of feedback to students
- Increase effective differentiation of curriculum and its delivery
- Increase the use of peer observation within the classroom with appropriate pre and post discussion
- Develop an expectation that all teachers access and use student outcome data to ensure that they know their students as learners and provide them with the appropriate support and targeted teaching aligned with the student’s ability level.
Year 8 – Teacher Effectiveness  
2012 = 3.51 by 2016 = 3.64

Year 8 – Stimulating Learning  
2012 = 2.98 by 2016 = 3.15

Year 9 – Teacher Effectiveness  
2012 = 3.37 by 2016 = 3.64

Year 9 – Stimulating Learning  
2012 = 2.94 by 2016 = 3.15

Note: Four targets above are based upon the VSC School Mean for 2012

Years 7 to 12 – Student Motivation  
2012 = 4.26 by 2016 = 4.30

**Improve the collaboration within Professional Learning Teams to improve teaching practices**

- To further develop collaboration through team teaching, peer observation, peer coaching and the participation in the PLT process.

**Increase the effective use of student outcome data to inform teaching and learning**

- To ensure teachers of VCE access and use VCE data from VCAA to inform improved instructional practices
- Continue to develop the electronic student management platform, ‘Vermont Tools’, to map student learning data
- To ensure that all teachers access and use the student data available on Vermont Tools to develop improvement
- Develop clarity around the different type of student data and how they may be used by teachers to inform teaching and learning
- Document the data available for parents and how it might be used by them to assist in their child’s learning.

**Build staff confidence and effectiveness in longer classroom teaching lessons in preparation for the 4 period day**

- Structure the timetable for team teaching
- Develop protocols and teaching strategies for use in larger common teaching spaces e.g. Year 7 community area.
- Create a greater repertoire of meaningful teaching strategies and activities that encourage and promote targeted feedback.
<table>
<thead>
<tr>
<th>Student Engagement and Wellbeing</th>
<th>To improve student engagement and wellbeing</th>
<th>Mean student absence rate</th>
<th>3. KIS - Enhance the positive and supportive environment for students to maximise their learning</th>
</tr>
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<tbody>
<tr>
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<td></td>
<td>Audit the existing VSC Student Engagement &amp; Wellbeing program</td>
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<td>• Conduct a detailed audit of the college student wellbeing program, processes (e.g. Restorative Practice) and SEWP (Student Engagement &amp; Wellbeing Policy), including protocols and understandings</td>
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<td>• Include review and revision of SEWP and Vermont Values</td>
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<td>• Agreed definition of Student Engagement &amp; Wellbeing (SE&amp;W)</td>
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<td>• Emphasise use of Vermont Values and classroom relationships in Learning &amp; Teaching - PoLT 1 and e5 ‘engage’</td>
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<td>• Identify any professional learning requirements.</td>
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<td>Develop a VSC Student Engagement &amp; Wellbeing framework</td>
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<td>• From this audit develop and document a clear consolidated framework with a common purpose for Student Engagement &amp; Wellbeing across the school</td>
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<td>• Reference specific policies for specific objectives and outcomes</td>
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<td>• Provide clarity around the responsibilities of all community members in successful implementation of the framework</td>
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<td>• Provide professional learning requirements to build staff capacity, especially of House staff</td>
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<td>• Evaluate the effectiveness of implementation and provide feedback to community members.</td>
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<td>Establish Social and Emotional Learning (SEL) through the VSC Student Engagement and Wellbeing (SE&amp;W) program</td>
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<td>• Emotional intelligence, decision making, positive behaviours, positive influence of bystanders/peers, cyber safety, sex education, drug education.</td>
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</table>

**Student Attitudes to School Survey**

Year 7 to 12 – Teacher Empathy  
2012 = 3.60 by 2016 = 3.7

Year 7 to 12 – School Connectedness  
2012 = 3.68 by 2016 = 3.75

Year 7 to 12 – Student Motivation  
2012 = 4.26 by 2016 = 4.35 This target also applies for Student Pathways and Transitions

Year 7 to 12 – Learning Confidence  
2012 = 3.71 by 2016 = 3.82

Year 7 to 12 – Connectedness to Peers  
2012 = 4.0 by 2016 = 4.13

Year 7 to 12 – Classroom Behaviour  
2012 = 3.13 by 2016 = 3.2

Year 7 to 12 – Student Safety  
2012 = 4.34 by 2016 = 3.2

Year 8 – Student Motivation  
2012 = 4.24 by 2016 = 4.39

Year 8 – Learning Confidence  
2012 = 3.81 by 2016 = 3.90
Increase student voice & student leadership within the school

- Review the composition of key decision making committees and include student membership
- Review the active voice of students to their peers at assemblies and forums
- Specify a role for student voice within the classroom environment supported by staff including provision of relevant leadership training
- Expand the avenues for students to communicate in school media e.g. newsletters, intranet and website
- Expand the avenues for student leaders to be actively visible among the student population e.g. Arts Captains to visit classes to encourage participation.

Establish regular targeted feedback from students at all levels to inform student engagement and wellbeing policy and curriculum programs

- Link to Professional Learning Teams (PLTs) and use of e5 survey to investigate need for expanded or additional school based surveys or mechanisms

Expand the use of mentoring to support students individually in their learning

- Investigate suitable mentoring models for the college
- Develop a rationale for mentoring within the school
- Extend the opportunity of students to be mentored by their peers such as the buddy system for Year 7 students
- Investigate a suitable structure for which to provide staff with training and time to mentor students
- Investigate and trial use of past students to expand the mentoring program, peer-leading, lunchtime activities etc.
### Student Pathways and Transitions

**To improve the understanding and support of student transition for pathways success**

- Enhance the use of student tracking data to understand and differentiate support for students in all aspects of their life at school within set protocols
  - Include co-curricular activities in tracking.

- Continue to evaluate and refine the House model to further increase student leadership, the growth of student connectedness to their peers and the school and to support their learning
  - As per above dot points.

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<tbody>
<tr>
<td><strong>Student Pathways and Transitions</strong></td>
<td><strong>4. KIS - Strengthen student awareness of self and others purpose in their learning</strong></td>
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<tr>
<td><strong>To improve the understanding and support of student transition for pathways success</strong></td>
<td><strong>Conduct an audit of all Pathways &amp; Transitions programs and processes</strong></td>
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<td><strong>• Develop a scope and sequence for Pathways and Transitions, including documented good practice procedures, links with Student Wellbeing &amp; Engagement and Learning &amp; Teaching programs</strong></td>
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<td><strong>• Based on findings and recommendations from the audit, further enhance appropriate pathways planning and support systems to cater for the learning needs of our students, especially with regard to 4 period day implementation.</strong></td>
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<td><strong>Strengthen the sequential and relevant nature of the transition program throughout the school, with a focus on years 6 to 9</strong></td>
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<td><strong>• Focus on the growth in learning attributes and skill levels required for students to be successful at each year level</strong></td>
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<td><strong>• Provide further clarity and understanding of student transition for parents and the supportive role they can play</strong></td>
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<td><strong>• Consider a transition program at the end of Year 7 &amp; 8 to</strong></td>
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</table>
|  | To reflect current and predicted community needs, VET ‘participation’ to be between 10-12% of senior cohort (Years 10-12) Note: 2011 = 14.8 % of students undertaken at least 1 UOC – Unit of Competency UOC with a satisfactory result = VET ‘completion’ for Years 10 -12 to be 100%
|  | Maintain a range of systems, inside & outside of the classroom to support both students and teachers to enable100% of students to satisfactorily complete their VCE Parent Opinion Survey – ‘Transitions’ 2012 = 5.63 target by 2016 = 5.67
|  | Maintain 100% of students in Years 8 -12 exiting the school are attending a clearly defined education/ training |
pathway including non-Year 12
completions.
2012 = 100% by 2016 = maintain 100%
% Exit students post year 12 to
continuing education and training
2012 = 99.65% Yr12s received a
tertiary place
Maintain above 2012 figure at 99% or
above
100% of Year 7 - 12 students to have a
designated learning mentor and/or
House support structure to support
development of their pathway plan to
ensure successful transitions and
pathways. Implemented by the end of
2016
Maintain ‘apparent’ retention rates
(retention of overall student numbers) at
Years 11 & 12 above State Mean at
90% or higher
Improve 7 to 12 2011 = 83.0% By 2016
85.0% State 67.7%
Maintain at or above 11 to 12 2011 =
93.5% State 78.0%
Improve ‘real’ retention rate (students
that started with VSC in Year 7 and
complete Year 12 at VSC). Currently
VSC 7 to 12 2011 = 70.7% State 48.4%
By 2016 VSC at 76%
Maintain at or above VSC 11 to 12 ‘real’
retention. Currently 2011 = 91.7% State
72.8%

familiarise students and families with the next years’ learning
• Provide a range of systems to support satisfactory completion of
the VCE including pathways counselling, Senior Transition
support, subject counseling and parent information evenings.

Integrate the DEECD Careers Blueprint framework into the
curriculum from Years 7 to 10, under the strands of Self-
Development, Career Exploration and Career Management

• Ensure staff understanding of the purpose, benefits and
methodology for incorporation of careers and personal
development in the curriculum
• Build staff capacity by providing professional learning modules to
support them in delivering these aspects of the curriculum
• Develop an assessment and reporting tool for staff to evaluate
and report on student progress and development in these
curriculum areas
• Monitor and evaluate the integration of the frameworks within the
curriculum and the effectiveness of their delivery by staff.

Continue to develop a strong understanding between teachers of
Year 7 and Grades 5 and 6 of student learning progress (both
academic and social/emotional) to know and understand the
learning capacity and needs of incoming students

• Encourage team teaching and teacher shadowing or exchange
between the main cluster primary schools and the college
• Request prior NAPLAN results for prospective year 7 students to
complement Edutest and the collection of other student
achievement data
• Document the scope and sequence of ICT, Mathematics,
Science, English and German curriculum from the main cluster
and feeder primary schools and into the college.
### Key Improvement Strategies
(KIS across the three student outcomes areas)

#### STUDENT LEARNING

1. **Design and implement curriculum that fosters creativity, responsibility and independence that builds a strong foundation for success in the senior years**

   - Year 1 (2013)
     - Implementation of Junior School Review recommendations including planning for the implementation of the 4 period day
     - Development and Implementation of the Australian Curriculum
     - Adopt John Munro’s strategy of ‘High Reliability Literacy Teaching’
     - The University of Melbourne Extension Program (UMEP) in Mathematics & Biology
     - Professional Learning Teams (PLT’s)
     - Establish a pilot group of Year 8 Mathematics/Science teachers who will teach the class all year for both subject areas. Trial in Year 8 Stirling 2013 = three classes Mathematics/Science classes
     - 4 period day planned for and ready to implement in 2014
     - Phase One - Implement English, Mathematics, Science and History within current VELS structure (AusVELS)

2. **Build the capacity of teachers to grow professionally through collaboration**

   - Year 2 (2014)
     - Implementation of Junior School Review recommendations
     - Extend John Munro’s strategy of ‘High Reliability Literacy Teaching’
     - Implementation of the 4 period day
     - Implementation of the Australian Curriculum
     - 7 – 9 curriculum offerings remodelled to reflect student demand and a better balance between subject areas and direction
     - A more settled learning environment with greater individual lengths of time to consolidate learning & feedback
     - Implementation of English, Mathematics, History and Science Year 11 – TBD (To
<table>
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<th>Year</th>
<th>Actions</th>
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| **Year 3 2015** | - The University of Melbourne Extension Program (UMEP) in Mathematics & Biology  
- Implementation of Languages, The Arts & Geography  
- Consolidation of UMEP in Mathematics & Biology  
- Consolidation and refinement of the 4 period day  
- Embed John Munro's strategy of 'High Reliability Literacy Teaching'  
- Implementation of the Australian Curriculum  
- Other ‘Actions’ to be determined’ in the 2015 AIP (Annual Implementation Plan) taking into account school needs and DEECD directions/directives  
- A more settled learning environment  
- Implementation of English, Mathematics, History and Science Year 12 – TBD  
- Health and Physical Education, Business, Economics, Civics and Citizenship Technologies, including ICT – TBD  
- Languages, The Arts & Geography Senior Secondary TBD  
- Other ‘Achievement Milestones’ to be determined’ in the 2016 AIP (Annual Implementation Plan) taking into account school needs and DEECD directions/directives |
| **Year 4 2016** | - Consolidation, refinement and evaluation of the 4 period day  
- Evaluate John Munro’s strategy of ‘High Reliability Literacy Teaching’  
- Other ‘Actions’ to be determined’ in the 2016 AIP (Annual Implementation Plan) taking into account school needs and DEECD directions/directives  
- Completion of 4 period day evaluation  
- Other ‘Achievement Milestones’ to be determined’ in the 2016 AIP (Annual Implementation Plan) taking into account school needs and DEECD directions/directives |
**STUDENT ENGAGEMENT AND WELLBEING**

3. Enhance the positive and supportive environment for students to maximise their learning.

| Year 1 2013 | • Conduct the audit of programs, processes and policies – draw on community, including students, parents and cluster  
| | • Implement the Year 8 trial group  
| | • Implement the Year 7 Social & Emotional Learning trial  
| | • Planning for the implementation of the 4 period day  
| | • Implementation of iPads at Year 7  
| | • Continue to build the capacity of our student leaders  
| | • Audit completed and recommendations drawn  
| | • Year 8 Trial group in place and reviewed  
| | • Year 7 SEL program implemented  
| | • 4 period day ready to implement  
| | • iPad transition will be phased in for Years 7 to 9 over 2013 to 2015  
| | • Continue to offer professional development opportunities for our student leaders as well as finding creative ways to use their skill set |

| Year 2 2014 | • Prioritise and respond to recommendations from audit  
| | • Implementation of the 4 period day  
| | • Implementation of iPads at Year 8  
| | • Program for implementation of recommendations developed  
| | • A more settled learning environment  
| | • iPad transition will be phased in for Years 7 to 9 over 2013 to 2015 |

| Year 3 2015 | • Continued refinement of the 4 period day  
| | • Implementation of iPads at Year 9  
| | • Other ‘Actions’ to be determined’ in the 2015 AIP taking into account school needs and DEECD directions/directives  
| | • A more settled learning environment  
| | • iPad transition will be phased in for Years 7 to 9 over 2013 to 2015  
| | • Other ‘Achievement Milestones’ to be determined’ in the 2015 AIP taking into account school needs and DEECD directions/directives |
| Year 4 2016 | • Evaluation of the 4 period day  
• Other ‘Actions’ to be determined’ in the 2016 AIP taking into account school needs and DEECD directions/directives | • Completion of evaluation  
• Other ‘Achievement Milestones’ to be determined’ in the 2016 AIP taking into account school needs and DEECD directions/directives |
| --- | --- | --- |
| **STUDENT PATHWAYS AND TRANSITION**  
4. Strengthen student awareness of self and others purpose in their learning | Year 1 2013 | • Conduct the audit of programs, processes and policies  
• Implement the Year 8 trial group program  
• Investigate Junior Transition team model (Years 7-8)  
• Develop embedded Year 10 Pathways program | • Audit completed and recommendations drawn  
• Trial group in place and reviewed  
• Model implemented if required  
• Embedded Year 10 pathways model developed |
| | Year 2 2014 | • Prioritise and respond to recommendations from audit  
• Implement embedded Year 10 Pathways program | • Program for implementation of recommendations developed  
• Year 10 Pathways embedded in English and Mathematics time allocation |
| | Year 3 2015 | • Other ‘Actions’ to be determined’ in the 2015 AIP taking into account school needs and DEECD directions/directives | • Other ‘Achievement Milestones’ to be determined’ in the 2015 AIP taking into account school needs and DEECD directions/directives |
| | Year 2016 | • Other ‘Actions’ to be determined’ in the 2016 AIP taking into account school needs and DEECD directions/directives | • Other ‘Achievement Milestones’ to be determined’ in the 2016 AIP taking into account school needs and DEECD directions/directives |