School Strategic Plan for

Mallacoota P -12 College 3515   2015 - 2017

Endorsements

Endorsement by School Principal	Signed... *Tim Cashmore* Name...Tim Cashmore... Date... 25/03/2015
Endorsement by School Council	Signed... *CM Tregellas* Name... ~~Celia Wallace~~ *Cate Tregellas*... Date... 25/03/15 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..................................... Name..................................... Date.....................................

School Profile

Purpose	At Mallacoota P-12 our purpose is to be a happy learning community where students can achieve their full potential in a unique social and natural environment. We support our students to grow to love learning, become lifelong learners, be confident, generous and responsible global citizens, and be capable of facing the future with resilience and optimism.
Values	At Mallacoota P-12 College we aim to develop in our students a love of learning and instill the core values of Respect, Responsibility, Success, Passion, Enjoyment, Openness, Reflection, Integrity and High Expectations.
Environmental Context	Mallacoota P-12 College serves a small vibrant community in Victoria's far East. Our purpose is to maintain a happy learning community where students from prep to year twelve can achieve their full potential in a unique social and natural environment. Our College staff profile is made up of a fulltime Principal and 18 teachers teaching 14.4 positions, including an Assistant Principal who teaches 0.5. We also have 14 teaching support staff in 6.7 full time positions. We had 135 students involved in three primary learning areas, a year 7 to 10 vertical unit system and our Years 11 & 12 in our VCE & VET program. The college is focused on further developing best teaching practice and student pathways, based on the expansion of an ICT rich curriculum that fosters engaged learning, deep understanding of fundamental concepts and prepares students to become active, responsible learners. The major focus of our professional learning is working on our organisational culture as a whole school and improving our Teaching Techniques. Continued development of building capacity in classroom practice is also another focus through our Collegiate Coaching Program. The development of two important community and school council sub committees in curriculum and student wellbeing and connectedness are a major initiative. Students who require additional assistance across all year levels are identified through individual learning plans and specialist ES support. The college has a broad model of curriculum delivery in years prep to ten. In the primary years students are introduced to specialist programs in art, music, LOTE, library skills and physical education. Our college and community are proud to provide a personalised pathway for all students. The college is continuing to offer our VCE program and expanding our VET Program Of particular interest is the growing VET program for our later year students and considerable resources and

	planning are focused on effective delivery.
Service Standards	Mallacoota P-12 College is committed to encouraging the best in its staff, students and community. We aim to nurture a passion for lifelong learning.
	We do this by:
	* Every student is known, respected and valued
	* Providing a personalised, pathways approach to teaching and student learning.
	* Building a culture of achievement in academic learning, the arts, sport, vocational skills, civics and citizenship.
	* Working hard on high quality classroom instruction.
	* Creating a respectful school environment that recognises and celebrates diversity.
	* Promoting creativity, teamwork and leadership through a diverse range of learning opportunities.
	* Developing within students their capacity for self-management and self-determination.
	* Actively promote positive student well-being by explicitly teaching a social, emotional and values based curriculum.
	* Building authentic partnerships that promote and encourage our community's involvement through School Council and Policy Making and engaging parents and community members' involvement in classroom, specialized programs and an open door policy.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	Improve student achievement in numeracy and literacy at Mallacoota P-12	Student cohorts to show an average 1.0 of growth in AUSVELS achievement levels over a one year period in all English and Mathematics strands from year one to ten, and all preps to achieve level one as a minimum. Decrease annually the % of students in the low relative gain in NAPLAN at 5, 7 and 9.and ll students deemed capable make 12 months learning growth in P to 10 English and Math's On Demand Testing results improve annually. Increase the percentage of VCE students performing above their predicted score according to the GAT. To quality assure that VET students will meet their competencies in all their units	Begin an audit of the Early years and Middle Years Curriculum leading to the development of a whole school curriculum. Build teacher capacity to identify and teach to each student's point of need. Embed accurate and consistent approaches to assessment of individual students and groups of students against expected standards across all learning areas and year levels.

		within three years.	
Engagement	To improve the connectedness of all students to school, to learning, to their peers and to a positive culture at Mallacoota P-12	To improve student attendance rates at all year levels using 2014 data as a benchmark. Staff Opinion Survey – continuous improvement in Academic Emphasis, Teacher Collaboration, Collective focus on Student Learning, Guaranteed viable Curriculum Attitude to School Survey – Make continuous improvement in Connectedness to Peers, School Connectedness, Teacher Effectiveness, and Stimulating Learning. Student Motivation 90% or more students that exit post-compulsory are engaged in further education or employment Parent Opinion Survey – To make quartile improvement in Learning Focus, Student Motivation and Stimulating Learning	Develop and implement a whole school approach to student engagement that focuses on the promotion of positive relationships, student resilience, individual wellbeing and engagement in learning.

Wellbeing	Every student learns in a safe and inclusive environment at Mallacoota P-12	Attitude to School Survey – Make continuous improvement in Student Safety, Learner Confidence, Student Distress, Student Morale Reduce referrals from out of classroom Staff Opinion Survey – continuous improvement in Shielding and Buffering ATSS – Student Morale– to exceed the 50th percentile at all year levels Parent Opinion Survey – Student Motivation minimum one quartile gain Attendance at all year levels gain 25% against State Means	Build the capacity of the school community to create an orderly learning environment, through explicit teaching and modelling of the skills and attributes of social and emotional wellbeing. To implement technical packages on Attendance that gives informative and accurate data. To analyse that and focus on planning for better attendance
Productivity	To ensure the allocation and performance of resources optimises the achievement, engagement and wellbeing of all students at Mallacoota P-12	Survey staff on communication, and implementation of school goals twice per year. Parent Opinion Survey – General Satisfaction to display quartile	To reorganise the P-12 into Early Years, Middle Years and Later Years. Implement two leading Teacher Positons in Literacy and Numeracy with a P-12 Focus.

		improvement Staff Opinion Survey – Collective Efficacy to continue to improve have at least a 10% increase in endorsement.	Continue sound workforce and financial management approaches to maintain optimum standards in staffing and curriculum offerings, of facilities and resources, and opportunities for School Council approved building upgrades. Continue to investigate school-community partnerships for mutual benefit Embed sustainability processes across all areas of the school

School Strategic Plan 2014- 2017: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.			
Key Improvement Strategies		**Actions**	**Achievement Milestone**
		Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.

Achievement	Year 1	PLTs recorded focus on The Teaching Framework	All Staff engage and contribute in FEGLA Faculty Groups with a focus on improving what we are learning and how we are improving our instruction and teaching. This will form part of all staff's PDP
Improve student achievement in numeracy and literacy at Mallacoota P-12		Teachers obtain multiple sources of feedback including peer observations, coaching, mentoring, student feedback and learning walks,	To form a team with both inside and outside expertise and begin an audit of the Early years and Middle Years Curriculum leading to the development of a whole school curriculum.
Continue to build teacher capacity to consistently implement and embed the agreed Teaching Techniques Framework.		Establish a literacy taskforce and provide professional learning opportunities to build every teacher's capacity as teachers of literacy	
Embed accurate and consistent approaches to assessment of individual students and groups of students against expected standards across all learning areas and year levels.		Enhancing the rigour, challenge and level of differentiation of learning and assessment tasks incorporating strategies for making consistent judgments	All staff to complete literacy professional development
.		Ensuring all teachers have a thorough understanding of curriculum standards	Evidence and documentation through the PDP Process that is AusVELS, VCE/VET compliant, and incorporates eLearning, differentiation, common assessment tasks, shared criteria rubrics and moderation protocols.
		Develop and implement a school based English and Mathematics continuum, progression points linked to assessment maps.	
		Professional learning for all staff to include explicit learning intention and clear success criteria for each lesson.	Teachers provide evidence of student assessment data analysis and multiple forms of feedback through the through the Performance and Development Process
		Develop a whole school Literacy plan with agreed pedagogies	Evidence of precise, personalised and explicit instruction which caters for all students individual learning needs.
			Teachers will work in Professional

			Learning Teams to - discuss student work - problem solve for individual students - reflect on their practice - refine teaching strategies and approaches which will lead to improvements in student outcomes - moderate on classroom observations and students work
	Year 2	Further developing the ability of PLTs to share resources, research and evidence to improve the range of teaching strategies used by teachers for stimulating learning and for stretching and challenging all students Continue the goals of the literacy taskforce review where necessary Continue to provide professional learning opportunities to build every teacher's capacity as teachers of literacy Consolidation and further enhancement of the rigour, challenge and level of differentiation of learning and assessment tasks incorporating	Literacy is added to the Performance and Development Process as an 'all staff goal' and every teacher shows evidence of using of literacy strategies and resources. Further consolidation of rigorous course documentation that is AusVELS, VCE/VET compliant, and incorporates eLearning, differentiation, common assessment tasks, shared criteria, rubrics, moderation protocols and exemplars Teachers provide evidence of student assessment data analysis and multiple forms of feedback through the Performance and Development process Teachers Teachers will work in Professional

		strategies for making consistent judgements	Learning Teams to • discuss student work • problem solve for individual students • reflect on their practice • refine teaching strategies and approaches which will lead to improvements in student outcomes • moderate on classroom observations.
	Year 3	Develop the PLT program based on Teaching Techniques, literacy and exemplary teaching and learning for all teaching staff. Literacy programs and professional development are further refined according to relevant needs. Set appropriate teaching and learning goals based on rigour, challenge and differentiation for learning and assessment tasks Evaluate programs and progress	Every teacher shows evidence of using literacy strategies and resources in their Performance and Development Review along with an understanding of key literacy data showing evidence of multiple forms of feedback and data analysis through student centred planning within The Sector PLTs Performance and Development Process Teachers are able to produce rigorous course documentation that is AusVEL, VCE/VET compliant, and incorporates eLearning, differentiation, common assessment tasks, shared criteria rubrics and moderation protocols. Evaluate programs and progress
	Year 4		2017 PLT process or equivalent is

		Review the 2014 – 2016 PLT processes Review the school's approach to improving literacy Review the development of the rigour, challenge and level of differentiation of learning and assessment tasks established in the previous three years Evaluate programs and progress	implemented for all teaching staff 2017 school Literacy Plan is enacted by all learning areas The 2017 plan for rigorous, challenging, differentiated learning and assessment tasks Evaluate programs and progress
Engagement To improve the connectedness of all students to school, to learning, to their peers and to a positive culture at Mallacoota P-12 Create a whole-school culture of accountability, feedback and high expectations by delivering a personalised **curriculum**	Year 1	A school-wide agreement on purposeful learning and teaching based on our agreed Teaching Techniques. Staff Professional Learning for Sector Leaders to create effective and collaborative teams Staff Professional Learning : giving and receiving feedback	Classrooms will reflect students engaged in their learning. Staff create vibrant, attractive classrooms. All Learning Area Leaders will participate in Professional Learning by the end of semester A leader identified to coordinate professional learning in giving and receiving feedback. Continued focus on "IT'S NOT OK TO BE AWAY" and DET Attendance Strategies.
	Year 2	Professional Learning on peer observation – evidence & impact Student voice – Assessment as learning, assessment for teaching / Regular Teacher-student feedback	Staff will be effectively participating in peer observations and providing appropriate feedback. Students will have regular learning conferences with their teacher and track

			Students setting their own learning goals
			Professional Learning - Success criteria, peer assessment
			Pedagogy and assessment – role of feedback
			Attendance strategy in each teachers P&D plan
			
			Develop processes to monitor student attendance and provide parent feedback
			
			Investigate School Wide Positive Behaviours Structures (SWPBS) for implementation 2016
			
			Expand the involvement of students in developing rewards for positive behaviours, attendance and punctuality.
			
			Conduct focus groups,- staff, students, parents, to interrogate the data from
			
			    -Parent opinion survey.
			    -Staff opinion survey.
			    -Attitudes to school.
			    -Cases 21 attendance reports.
				their own learning.
				Students know what learning will improve their outcomes.
				Students will be using Success Criteria with their peers to assess their learning
				Feedback will be used regularly between staff and students to improve practice.
				All teachers will be monitoring student attendance.
				Teachers will identify strategies to improve student attendance and maintain regular contact with parents.
				A leader identified to coordinate ongoing implementation of SWPBS Professional learning giving and receiving feedback. structures.
				
				Formal focus groups to analyse the;
				    -Student Attitude to school survey.
				    -Staff Opinion survey
				    -Parent Opinion survey
				    -Cases 21 attendance data.
				
				Student Voice Forums:
				Forums established for continuation of School Captains and Junior School Councillors.
				
				    Formal "Student Voice" assemblies/meetings established for whole school.
				
				Formal minutes of student voice sessions to be taken and acted upon where appropriate

	Year 3	Implement process to monitor student attendance and provide parent feedback	Improvement in student attendance data
		Evaluate programs and progress	Evaluate programs and progress
	Year 4	Evaluate programs and progress	. Evaluate programs and progress
Wellbeing Build the capacity of the school community to create an orderly learning environment, through explicit teaching and modelling of the skills and attributes of social and emotional wellbeing.	Year 1	Development of an agreed and consistent evidence based Student Management process for all staff. Professional Learning for Student Management process. Development of Scope & Sequence for Social Emotional Learning from Prep – Year 12. (use Kids Matter research) Professional Learning for Social Emotional Learning development Development of more rigorous student support process & procedures ("Traffic Light Actions, student referral protocols, Individual Learning Plans). Enhance the process for identifying students who are 'At Risk', academically and behaviourally. Consistent messages through common signage across Mallacoota p-12 College.	Evidence based Student Management process will be in place by the end of Semester One 2015 Staff will have regular PD in Student Management Process throughout Semester One 2015 Form a Focus Team with School Nurse to develop and document a Scope & Sequence for Social Emotional Learning from Prep to 12 To have our students leaving with: • Self Esteem- & love and belief in oneself • Confidence & Sense of humour • Self-respect & Wisdom • Respect- each other, authority, environment • Communication skills- talking, listening, reading, writing

			• Knowledge of community home base.
			• Self-discipline & to give service.
			• Compassion & Appreciation
			• To be grounded Open minded
			• Sense of belonging & a love of Mallacoota
			• Knowledge of community home base & to be flexibility & adaptive
			Professional Learning for Social Emotional Learning development conducted 2015 audited by Leadership Team
			More rigorous student support process & procedures developed by the end of Semester 2 2015 with a Focus Leadership Group to Investigate and invest in the use of Edval, SPA, or 'SENTRAL' to identify students at risk and case manage an enhanced effective process.

	Year 2	Professional Learning for all staff to implement and embed PBS across Prep – Yr. 12	Staff planning Social Emotional Learning units of work using the developed Scope and Sequence.
		Learning Area Team develop the delivery of purposeful curriculum within Social Emotional Learning time.	Regular PBS as part of Sector PLT's for all staff will be conducted
		Include Student Management Process in Induction for new staff.	Evident in Staff Handbook Planning and implementation in Social Emotional Learning evident in classrooms
		Implement Social Emotional Learning curriculum in allocated Social Emotional Learning time.	Social Emotional Learning Assessment analysed to inform planning
		Development of assessment for Social Emotional Learning (survey, rubrics etc). Information sessions for parents on Student Management processes, PBS and SEL (workshops)	Continue to enhance selected systems to identify students at risk and case-manage an effective process.
	Year 3	A whole school review of attendance and retention data	Introduction of a VCE plus program (a comparative assessment of Study Scores to determine predictive accuracy of the program)
	Year 4	Review of co-curricular program participation by students in all year Evaluate programs and progress	Strategic Review affirms all practices and wellbeing approaches to maximise student participation and success at every year level Evaluate programs and progress

Productivity	Year 1	Review school leadership structure with a view to a distributed leadership model Align leadership expertise to priorities Clear role descriptions for all Develop and implement a strategy for ongoing review of strategic direction in consultation with staff, school council and student leaders Develop a policy to support staff movement across campuses based on curriculum needs and staff development needs. Mentoring opportunities for new staff. Develop whole school professional learning plan A number of generational work force changes will occur 2015-2016 - using the expertise of Region and Network support focusing on attraction and retention of key quality staff. All Staff engage and contribute in FEGLA Faculty Groups with a focus on best practice in sharing resources. Distributed leadership model agreed to and ready for implementation in 2016	Resources aligned to priorities Workforce Plan identifying staffing needs and succession planning Whole School Time table operating at the beginning of 2016. Collaborative Decision Making Processes in place and Communication Strategy being reviewed to address changes. To enhance community events, meetings, information sessions, focus groups as identified on school calendar and website of events. Theory of Action will be used to review Key Improvement Strategies

		All Sector and Literacy and Maths Leaders will know their role and be accountable for improving outcomes. Professional Learning Plan developed and implemented by the end of Term 3 2015 Review meeting schedule each term and make modifications Sector Leaders attend Leadership Meetings to participate in analysis of data to use in Sector Area Meetings Provide access to data from School Portal to enable Sector Level Leaders to readily analyse it Modify meeting schedule to meet school needs Development of a common meeting structure for all other meetings across the college. To implement Edval systems for the Timetabling and Allotments to create shared planning time where possible. Create opportunities for Sector Leaders to develop and enhance their expertise	

	Year 2	Create and monitor 4 year resourcing program for Strategic plan	Resources aligned to priorities Workforce Plan identifying staffing needs and succession planning
		Develop an effective Workforce Plan that incorporates succession planning	
		Enhancement to our whole school timetable.	Collaborative Decision Making Processes in place and Communication Strategy being reviewed to address changes.
		Review school decision making structures to improve transparency and quality of decisions.	To enhance community events, meetings, information sessions, focus groups as identified on school calendar and website of events.
		Create a school communication strategy to improve relations with staff and the community.	
		Provide further opportunities for community input.	Theory of Action will be used to review Key Improvement Strategies
		Review all Key Improvement Strategies using the Actions/Drivers model	
	Year 3	Review resourcing program for Strategic plan	Resources aligned to priorities Meeting schedule established with input from staff. Professional Learning Plan reflects the priorities and led by designated Leader Use review findings to modify and update Key Improvement Strategies
		Modify meeting schedule to meet school needs	
		Develop whole school professional learning plan	
		Review all Key Improvement Strategies using the Actions/Drivers model	
	Year 4	Evaluate programs and progress	School Self Evaluation conducted