

School Strategic Plan for Cobden Technical School SWV region 2015 - 2018

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Rohan Keert</p> <p>Date 23/03/2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Heather Bullen</p> <p>Date 23/03/2015</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>The Education Training and Reform Act 2006 section 2.3.24 states schools must have a system of governance that enables a school to develop a strategic direction. The school council president therefore must sign the plan.</p>	

School Profile

<p>Purpose – including vision statement</p> <p>VRQA minimum standard for School Governance – Philosophy</p> <p>Education Training and Reform Act 2006 - Sch. 2, 16 School's philosophy</p>	<p>Cobden Technical School's ethos is reflected in the initials 'CTS – Committed to Students.... Committed to Success.' We are committed to developing successful outcomes for students, whether in the pursuit of high-level academic achievement or the development of specific vocational skills. These, along with opportunities for sporting, cultural, environmental and artistic involvement, are able to develop in a school with clear, strong connections to the community and industry at both the local and regional level. Cobden Technical School is a place where everyone who wants to learn is welcome and encouraged to strive for success, while appreciating that lifelong learning is enjoyable. We strongly believe that the development of emotional and intellectual intelligence, coupled with an environment where learning is enjoyable, are central to the development of our core values.</p>
<p>Values</p>	<p>The values of Cobden Technical School are based on the development of 'the HEART, the Head, and the Hands' in a climate of building respectful relationships and taking responsibility for one's actions. Our values are:</p> <ul style="list-style-type: none"> • Honesty – integrity and trustworthiness • Excellence – doing one's best to develop competence and credibility • Accountability – setting goals and being responsible for one's actions • Respect – fairness and equity, understanding, tolerance and inclusion • Trust – care and compassion.
<p>Environmental Context</p>	<p>Cobden is a rural township in South West Victoria some 200 kilometres from Melbourne with a population of about 1650.</p> <p>Cobden Technical School, established in 1969, is the only school in Victoria to have retained the name 'technical' from an earlier time when there was a separate Technical Schools Division within the Department of Education. The continuation of the name was the wish of the local community with whom the school enjoys a positive and mutually supportive relationship. Very importantly, its foundation and continuous journey as a technical school has enabled it to offer students a diversity of curriculum areas and experiences that are now only being resurrected in other parts of the education system. In this sense,</p>

Cobden Technical School is a very contemporary school. The enrolment at the Year 7-12 co-educational school is currently 300.

Cobden Technical School has also been extremely innovative in resourcing its comprehensive student-centred curriculum through the recruitment and training of teachers directly from the world of commerce and industry. This highly-successful strategy has provided the school with a significant edge in its capacity to provide up-to-date applied learning. The VCE, VET and VCAL curriculum offerings are broad and the Year7-10 program fully reflects all AusVELS domains. The ICT area is high standard and integral to teaching and learning across the school.

The school is structured on the basis of three sub-schools (7-8, 9-10 and 11-12) and plans for class sizes of 20. Students at CTS are encouraged to grow in a climate of building respectful relationships, respecting one's self and others and taking responsibility for one's actions. The school has developed strong and broadly-accepted student management policies and processes that promote positive school and classroom environments while extending and supporting individual students as required.

In keeping with the school's motto, Cobden Technical School is strongly 'Committed To Students, Committed to Success'. The school is committed to seek and celebrate, successful outcomes for students in the pursuit of high-level academic achievement and the development of specific vocational skills. This commitment sits beside the many opportunities for sporting, cultural, environmental and artistic involvement and success in a school with clear and strong connections to the community and industry at both a local and regional level.

The present school complex consists of the substantial original brick core building with the addition of a range of relocatables and some heritage school buildings brought in from surrounding areas. A new BER Science Centre includes state-of-the-art facilities to support contemporary learning. The centre complements the school's vision of 21st century learning which allows for redevelopment of existing buildings. In 2013 a new home economics facility was completed and the school has a fantastic gymnasium facility which is shared with community groups.

	<p>Cobden Technical School is the lead-school in the Corangamite Trades Skills Centre project. This will further enhance the substantial trade opportunities already offered by the school. Secondary students in the region will be able to access automotive, building and construction and electro-technology at Cobden.</p> <p>The school emphasis on high expectations is being strengthened through a focus on the 'Big Four' – explicit learning intentions, clear success criteria, quality tasks for students to learn through, and effective feedback that provides students with clear direction and opportunity for improvement. In 2013, the school joined the National Schools Partnership program and this has provided the impetus to explore and implement a literacy intervention strategy for all students in years 7-10 based on the explicit teaching of literacy skills. The teaching staff is working on ways to use the seven 'High Reliability Literacy Teaching Procedures' in their normal teaching programs to enhance student literacy in all areas of the curriculum.</p> <p>Cobden Technical School prides itself on understanding and acknowledging that its greatest strengths/resources are its students, staff and its school community. The strong relationships that exist within the school itself and between the school and the wider community have led to wonderful outcomes for many young people.</p>
Service Standards	<p>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</p>

Strategic Intent

The Education Training and Reform Act 2006 section 2.3.24, states schools must produce a 4 year strategic plan that clearly articulates its **goals** and **targets** over that period.

	Goals	Targets	Key Improvement Strategies
Achievement	<p>To improve student learning outcomes in literacy with a whole school focus on all dimensions of literacy.</p> <ul style="list-style-type: none"> • Continue to maintain levels of improvement in numeracy. 	<p>VCE</p> <ul style="list-style-type: none"> • Attain a VCE 'All Studies' mean score at state mean 28.5 (currently 26). <p>NAPLAN</p> <p>At Year 9 level, to decrease the percentage of students at or below the 2014 NMS (National Minimum Standard) from:</p> <ul style="list-style-type: none"> • 35.3% to 20% for Reading • 58% to 25% for Writing • 35.3% to 25% for Spelling • 45.1% to 20% for Grammar and Punctuation • 30% to 10% for Numeracy <p>At Year 9 level, to increase the percentage of students above the 2014 NMS (National Minimum Standard) from (Band 8 and above at Year 9):</p> <ul style="list-style-type: none"> • 25.5% to 50% for Reading • 18% to 35% for Writing • 31.4% to 40% for Spelling 	<ul style="list-style-type: none"> • Building teacher capacity in effective differentiation of instruction and learning tasks (including assessment and reporting). • A whole school focus on the use of data to create consistency of teacher judgement and inform teaching and learning at the point of need. • A focus on Hattie's Visible Learning. • To implement an agreed, common whole-school instructional model.

		<ul style="list-style-type: none"> • 31.4% to 40% for Grammar and Punctuation • 24% to 50% for Numeracy <p>The growth between Years 7 and 9 results in all areas to be at or above the State Benchmark (25%L, 50%M, 25%H) and the four years of growth from 2015 to 2018 to demonstrate a positive trend.</p> <p>2014 Benchmarks: Reading 24.5%Low 51%Med, 24.5%High Writing 35.4%Low, 52.1%Med, 12.5%High Spelling 22.4%Low, 53.1%Med, 24.5%High Grammar & Punctuation 22.4%Low, 69.4%Med, 8.2%High Numeracy 22.4%Low, 57.1%Med, 20.4%High</p> <p>School Based Assessments [including On Demand testing] will indicate at least 0.5 VELS learning growth for each student in each 12 month period as they progress from Years 7 to 10.</p>	
Engagement	To improve personal and interpersonal development through positive relationships to enhance student engagement in their learning.	<p>Determine our engagement index by averaging scores across all 6 Teaching and Learning variables of the Student Attitudes to School Survey (SATS).</p> <p>Achieve at least 4.0 (on a 6 point scale) for Year 1 of the Strategic Plan and at least 4.5 for the next three years of the</p>	<ul style="list-style-type: none"> • Use an evidence based strategy to inform implementation of student engagement programs. • Develop a culture of high expectations and authentic relationships for the entire school community.

		<p>Strategic Plan. (Currently 3.5)</p> <p>Determine an engagement index by averaging the scores across all 4 Engagement variables of the Parent Survey. Maintain at least 6.5 for each year of the strategic plan. (Currently 5.3)</p> <p>Parent Survey The Transition variable will be sustained at least 6.5 on the 7 point scale for each year of the strategic plan. Currently 5.47</p> <p>Retention Data Maintain Years 7-12 Real Retention at or above state average (50%) Currently 60.7% (7-12), 76.7% (7-10).</p> <p>Destination Data Maintain the proportion of students exiting Year 12 to Further Education and Training at least at 75% for each year of the strategic plan. Currently 81%</p>	
<p>Wellbeing</p>	<p>To strengthen CTS as a school that provides a safe, supportive, orderly, inclusive and stimulating environment for the school community.</p>	<p>A Wellbeing Index will be created by averaging the scores across all five Student Relationships & Wellbeing variables of the Student Attitudes to School Survey.</p> <p>Achieve at least 4.0 for each year of the Strategic Plan. (Currently 3.94)</p>	<ul style="list-style-type: none"> • Continue building staff capacity in understanding and supporting student wellbeing. • Greater ownership of whole school vision and values. • Develop a culture of high expectations and authentic relationships for the entire school community. • Ensure LT members actively engaged in networks beyond the school

<p>Productivity</p>	<p>To ensure effective allocation of financial, human and physical resources to support the successful delivery of school strategic priorities.</p>	<ul style="list-style-type: none"> • An increase in the overall general satisfaction variable in the parent opinion survey over the course of the strategic plan at or above 6 on the 7 point scale against secondary school means. (Currently 6) • A surplus of \$40,000 is retained in the SRP each year to support the implementation of the School Strategic Plan. • All students will achieve the appropriate allocation of resources as evidenced by School Financial Data Report. • The school maintenance budget is expended in line with school determined priorities. 	<ul style="list-style-type: none"> • Conduct a review of time allowances, class sizes, and curriculum allocation in line with VRQA recommendations. • Review and align leadership profile with school improvement goals.
----------------------------	--	---	--

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones
<p>Achievement</p> <ul style="list-style-type: none"> • Building teacher capacity in effective differentiation of instruction and learning tasks (including assessment and reporting). • A whole school focus on the use of data to support teacher judgement and inform the use of differentiation and explicit teaching. (A whole school focus on the use of data to create consistency of teacher judgement and inform teaching and learning at the point of need.) • A focus on Hattie’s Visible Learning. To implement an agreed, common whole-school instructional model 	<p>Year 1</p>	<p>LITERACY FOCUS:</p> <ul style="list-style-type: none"> ▪ Develop an auditing tool to review the RAILS (Literacy) Program ▪ Carryout the review in Term 3 and formulate recommendations – Professional Learning Team (PLT) in Term 4 ▪ Revisit the High Reliability Literacy Teaching Procedures (HRLTPs) with all staff ▪ Introduce peer observations as a way of sharing literacy strategies and giving feedback <p>DIFFERENTIATION:</p> <ul style="list-style-type: none"> ▪ Adopt a model of differentiation as part of our whole school Instructional Model – PLT ▪ PD all staff on the model ▪ Broader use of student data (through SPA) to determine the needs of our students ▪ Train in the use of the Compass – Learning Tasks and Assessment Module <p>HATTIE:</p> <ul style="list-style-type: none"> ▪ Continue documentation of Learning Intentions, Success Criteria <p>NUMERACY:</p> <ul style="list-style-type: none"> ▪ Conduct a whole school numeracy audit ▪ Sharing of teaching strategies with all staff <p>GENERAL:</p> <ul style="list-style-type: none"> ▪ Investigate an end of year, two-week upgrade for all students – PLT in Term 2 ▪ Review the curriculum structure across Year 	<p>LITERACY:</p> <ul style="list-style-type: none"> ▪ Reviewed the RAILS Program and made recommendations for 2016, including considering its sustainability ▪ Sharing of ideas and resources in whole school PD – each LA to present an activity to the staff, at least once across the year, with an aim to share teaching strategies, common literacy and awareness of cross curriculum material ▪ Revisit HRLTPs through PD – shared delivery across all LA leaders ▪ Carried out at least two peer observations rounds by the end of the year <p>DIFFERENTIATION:</p> <ul style="list-style-type: none"> ▪ All Staff have attended training on the selected model ▪ Evidence of teachers using data to create a class profile for all classes ▪ PD staff on the Compass module for assessment and reporting ▪ Established a target group to trial the resource in Semester 2 <p>HATTIE</p> <ul style="list-style-type: none"> ▪ Completed documentation according to the goals for each LA ▪ All teachers can present use of the Learning Intentions and Success Criteria in their planning and use in the classroom by students ▪ Student awareness of the language (eg,

		7-10	<p>learning intentions and success criteria)</p> <p>NUMERACY:</p> <ul style="list-style-type: none"> ▪ Publish the results of the audit for discussion ▪ Math Department look at their yearly planners and make changes to fit the needs of other LAs <p>GENERAL:</p> <ul style="list-style-type: none"> ▪ Implementation of recommendations for an up-grade program <ul style="list-style-type: none"> ▪ Curriculum is balanced and consistent with the values and beliefs of the school.
	Year 2	<p>LITERACY FOCUS:</p> <ul style="list-style-type: none"> ▪ Implementation of the recommendations of RAILS ▪ Documentation of HRLTP's in unit plans across all learning areas <p>DIFFERENTIATION:</p> <ul style="list-style-type: none"> ▪ Continued use of data ▪ Development of differentiated tasks and assessment, eg rubrics ▪ Implementation of the instructional model ▪ Implementation of the Compass – Learning Tasks and Assessment Module by all staff ▪ Change the reporting system; in-line with the Compass Assessment module <p>HATTIE:</p> <ul style="list-style-type: none"> ▪ Teacher PD on Quality Tasks and Feedback 	<p>LITERACY:</p> <ul style="list-style-type: none"> ▪ RAILS Program implementation ▪ Improved student achievement data in all aspects of literacy ▪ Continued sharing of ideas and resources in whole school PD – each LA to present an activity to the staff, at least once across the year, with an aim to share teaching strategies, common literacy and awareness of cross curriculum material <p>DIFFERENTIATION:</p> <ul style="list-style-type: none"> ▪ Developed learning and assessment tasks that cater for the needs of all students in the classroom ▪ All staff using Compass to document lessons and record assessment ▪ Reports are derived from Compass <p>HATTIE:</p> <ul style="list-style-type: none"> ▪ Teacher development of Quality Tasks and Feedback.
	Year 3	<p>LITERACY:</p> <ul style="list-style-type: none"> ▪ Whole school implementation of the instructional model around explicit teaching 	<ul style="list-style-type: none"> ▪ Emphasis on teacher evidence and sharing practise ▪ Ensure staff are following and implementing

		<p>of literacy</p> <p>DIFFERENTIATION:</p> <ul style="list-style-type: none"> ▪ Use of peer observations to share strategies used in the classroom ▪ Feedback on the consistent use of the model via peer observations 	<p>the Whole School Instructional Model</p> <ul style="list-style-type: none"> ▪ Continued work on developing Quality Tasks and Feedback
	Year 4	<ul style="list-style-type: none"> ▪ Refinement as required based on the Year 3 AIP 	<ul style="list-style-type: none"> ▪ Refinement as required based on the Year 3 AIP

Key Improvement Strategies		Actions	Achievement Milestones
<p>Engagement</p> <ul style="list-style-type: none"> • Use an evidence based strategy to inform implementation of student engagement programs. • Develop a culture of high expectations and authentic relationships for the entire school community. 	<p>Year 1</p>	<p>Determine our engagement index by averaging scores across all 6 Teaching and Learning variables of the Student Attitudes to School Survey</p> <p>To improve personal and interpersonal development through positive relationships to enhance engagement in their learning through:</p> <ul style="list-style-type: none"> ▪ Introduction of Positive Psychology and SafeMinds. ▪ Development of pastoral care system. ▪ Careers Curriculum Framework ▪ Improve quality and frequency of communication to parents via phone calls home, newsletter, parents & friends groups and Compass) ▪ Promotion of student voice and the development of authentic relationships by teachers with all students. <p>Content and differentiation</p> <ul style="list-style-type: none"> ▪ Implementation of a CTS model for differentiation ▪ <u>Review of elective programs</u> – investigation of the reintroduction of Agriculture ▪ <u>Y9 Alternative Program</u> – involving a community service aspect ▪ Investigate utilisation of ICT tools and pedagogy for student learning <p>Explicit learning intentions and success criteria.</p> <p>Collective Teacher Efficacy – Agreed, common</p>	<p>Achieve at least 4.0 (on a 6 point scale) for Year 1 of the Strategic Plan – Conduct focus groups around this data</p> <p>Improve Student Attitudes to School Survey (SATS) – ‘Stimulating Learning’ variable over the course of the Strategic Plan.</p> <ul style="list-style-type: none"> ▪ SafeMinds online PD completed by all staff by end SEM1 2015. ▪ Development of SafeMinds template by EPo for individual students as identified by end 2015. ▪ Identify and train staff as Positive Psychology ‘Champions’ for CTS by end 2015. ▪ PLT term 2, 2015 to investigate vertical house system, while identifying ways to improve e current CTS house system. ▪ CCF – Implemented to Y7 & Y9 through coordination groups. ▪ 75% of parents accessing Compass. ▪ Development of a CTS Parents and Friends group (possibly focus being Year 7 parents) ▪ Review CTS Student Leadership model including staff leadership of this area. ▪ PLT Term 2 2015 to investigate and recommend an agreed model for differentiation. ▪ Develop ideas for Y9 alternative program in conjunction with review of elective programs 7-10 by end 2015. ▪ ICT as a PLT Term 2 ▪ Evidence of LI and SC provided in teacher P&D reviews and Compass Learning Tasks

		and consistent practice though use of the CTS instructional model.	2016. <ul style="list-style-type: none"> CTS Instructional Model revised, published and implemented by Semester 2.
Year 2	<p>Determine our engagement index by averaging scores across all 6 Teaching and Learning variables of the Student Attitude to School Survey (SATS)</p> <p>To improve personal and interpersonal development through positive relationships to enhance engagement in their learning through:</p> <ul style="list-style-type: none"> Introduction of Positive Psychology and SafeMinds. Development of pastoral care system. Careers Curriculum Framework Improve quality and frequency of communication to parents via Compass <p>Content and differentiation</p> <ul style="list-style-type: none"> Implementation of a CTS model for differentiation <u>Review of elective programs</u> <u>Y9 Alternative Program</u> Investigate utilisation of ICT tools and pedagogy for student learning <p>PD on reciprocal feedback (student voice)</p> <p>Explicit learning intentions and success criteria.</p> <p>Collective Teacher Efficacy – Agreed, common and consistent practice though use of the CTS instructional model.</p>	<p>Achieve at least 4.5 (on a 6 point scale) for each year of the strategic plan.</p> <p>Improve Student Attitudes to School Survey (SATS) – ‘Stimulating Learning’ variable over the course of the Strategic Plan.</p> <ul style="list-style-type: none"> Trial and evaluation of SafeMinds template for individual students during 2016. Positive Psychology ‘Champions’ for CTS to introduce staff to PSP. Potential implementation vertical house system, while identifying ways to improve current CTS house system. CCF – Implemented to Y7, Y8, Y9 & Y10 through coordination groups. 100% of parents accessing Compass. Agreed model for differentiation used by all teachers. Potential implementation of Y9 alternative program in conjunction with review of elective programs 7-10. ICT PLT recommendations adopted. Whole PD day re: Student Voice & reciprocal feedback. Evidence of LI and SC through P&D and Compass Learning Tasks. CTS Instructional Model used by all teachers. 	
Year 3	<p>Determine our engagement index by averaging scores across all 6 Teaching and Learning</p>	<p>Achieve at least 4.5 (on a 6 point scale) for each</p>	

	<p>variables of the Student Attitudes to School Survey (SATS)</p> <p>To improve personal and interpersonal development through positive relationships to enhance engagement in their learning through:</p> <ul style="list-style-type: none"> ▪ Introduction of Positive Psychology and SafeMinds. ▪ Development of pastoral care system. ▪ Careers Curriculum Framework ▪ Improve quality and frequency of communication to parents via Compass <p>Content and differentiation</p> <ul style="list-style-type: none"> ▪ Implementation of a CTS model for differentiation ▪ <u>Review of elective programs</u> ▪ <u>Y9 Alternative Program</u> ▪ Investigate utilisation of ICT tools and pedagogy for student learning <p>PD on reciprocal feedback (student voice)</p> <p>Explicit learning intentions and success criteria.</p> <p>Collective Teacher Efficacy – Agreed, common and consistent practice though use of the CTS instructional model.</p>	<p>year of the strategic plan.</p> <p>Improve Student Attitudes to School Survey (SATS) – ‘Stimulating Learning’ variable over the course of the Strategic Plan.</p> <ul style="list-style-type: none"> ▪ SafeMinds template for individual students being used. ▪ Positive Psychology introduced to students and families. ▪ Potential implementation vertical house system, while identifying ways to improve current CTS house system. ▪ Evaluation of CCF Y7, Y8, Y9 & Y10 ▪ 100% of parents accessing Compass. ▪ Agreed model for differentiation used by all teachers. ▪ Implementation of Y9 alternative program. ▪ ICT PLT recommendations adopted. ▪ Student voice & reciprocal feedback informs teaching and learning. ▪ Evidence of LI and SC through P&D and Compass Learning Tasks. ▪ CTS Instructional Model used by all teachers.
Year 4	<p>Determine our engagement index by averaging scores across all 6 Teaching and Learning</p> <p>To improve personal and interpersonal development through positive relationships to enhance engagement in their learning through:</p> <ul style="list-style-type: none"> ▪ Introduction of Positive Psychology and 	<p>Achieve at least 4.5 (on a 6 point scale) for each year of the strategic plan.</p> <p>Improve Student Attitudes to School Survey (SATS) – ‘Stimulating Learning’ variable over the course of the Strategic Plan.</p>

	<p>SafeMinds.</p> <ul style="list-style-type: none"> ▪ Development of pastoral care system. ▪ Careers Curriculum Framework ▪ Improve quality and frequency of communication to parents via Compass <p>Content and differentiation</p> <ul style="list-style-type: none"> ▪ Implementation of a CTS model for differentiation ▪ <u>Review of elective programs</u> ▪ <u>Y9 Alternative Program</u> ▪ Investigate utilisation of ICT tools and pedagogy for student learning <p>PD on reciprocal feedback (student voice)</p> <p>Explicit learning intentions and success criteria.</p> <p>Collective Teacher Efficacy – Agreed, common and consistent practice through use of the CTS instructional model.</p>	<ul style="list-style-type: none"> ▪ Positive Psychology embedded throughout CTS programs. ▪ Potential implementation vertical house system, while identifying ways to improve current CTS house system. ▪ CCF operating at Y7, Y8, Y9 & Y10 ▪ 100% of parents accessing Compass. ▪ Agreed model for differentiation used by all teachers. ▪ Evaluation and further development of Y9 alternative program. ▪ ICT PLT recommendations adopted. ▪ Student voice & reciprocal feedback informs teaching and learning. ▪ Evidence of LI and SC through P&D and Compass Learning Tasks. ▪ CTS Instructional Model used by all teachers.
--	--	--

Key Improvement Strategies		Actions	Achievement Milestones
<h2 data-bbox="203 300 474 355">Wellbeing</h2> <ul data-bbox="203 400 806 786" style="list-style-type: none"> • Continue building staff capacity in understanding and supporting student wellbeing. • Greater ownership of whole school vision and values. • Develop a culture of high expectations and authentic relationships for the entire school community. • Ensure LT members actively engaged in networks beyond the school 	Year 1	<p data-bbox="947 292 1487 411">Determine our Wellbeing Index by averaging the scores across all five Student Relationships & Wellbeing variables of the Student Attitudes to School Survey.</p> <ul data-bbox="947 451 1487 1366" style="list-style-type: none"> • Build staff capacity in understanding and supporting student wellbeing through formal PD programs (Safe Minds, Challenging Behaviours, Calmer Classrooms and Positive Psychology). • Build staff capacity in working with students with additional needs and/ or issues supported by continued strategic access to the network SSS team. • Deliver student wellbeing programs: (including) BRICKs, Drumbeat, Counselling, Middle School Leadership Program, Values for life Year 7 orientation program, Building Positive Peer Relationships (Bully Stoppers/ eSmart). • Promotion of the school values. • Trial Leading Teacher (Student Engagement & Wellbeing). • Evaluate existing code of conduct. ▪ Increase positive comments and commendations to students and 	<p data-bbox="1509 292 1944 316">Achieve at least 4.0 on Wellbeing Index.</p> <ul data-bbox="1509 352 2033 571" style="list-style-type: none"> ▪ Safe Minds online PD completed by all staff by end SEM1 2015. ▪ PLT term 2, 2015 to investigate vertical house system, while identifying ways to improve e current CTS house system. ▪ Staff will complete Managing Challenging Behaviours online course SEM2 2015. <p data-bbox="1509 608 2045 727">Identify specific additional learning needs of CTS students. Develop a succession plan for leadership of support for students with additional needs.</p> <p data-bbox="1509 767 2045 823">Develop a wellbeing program calendar of events by end SEM1.</p> <p data-bbox="1509 863 1995 919">Evaluate wellbeing program calendar by end SEM2.</p> <p data-bbox="1509 959 2045 1015">Establish new CTS vision and values statement by end Term 1.</p> <p data-bbox="1509 1054 1861 1078">LT E&W appointed by end 2015.</p> <p data-bbox="1509 1118 2029 1142">Investigate current practice and survey all staff.</p> <p data-bbox="1509 1182 2029 1238">All staff acknowledge positive student behavior daily. Share this regularly with colleagues.</p> <p data-bbox="1509 1278 2045 1334">Evaluate recommendations of House System PLT SEM2.</p>

		<p>acknowledge merit (through Compass and Talking Points).</p> <ul style="list-style-type: none"> ▪ Develop pastoral care system. Better use of roll-marking and coordination time for pastoral care activities. ▪ Embed Restorative Practice in teacher practice. ▪ Broaden the amount of activities available for students in their lunch break. ▪ Review camp and activities program. ▪ Investigate wellbeing networks within Corangamite. ▪ Review Canteen healthy food options. 	<p>Whole staff RP PD by end SEM2.</p> <p>Development of lunchtime activity program calendar by end TERM1.</p> <p>Develop four year plan for camps and sister school visits by end SEM1.</p> <p>CTS staff member to attend Corangamite network wellbeing team meetings and share information with relevant people.</p> <p>Review of Canteen healthy food options conducted end SEM1.</p>
	Year 2	<p>Determine our Wellbeing Index by averaging the scores across all five Student Relationships & Wellbeing variables of the Student Attitudes to School Survey.</p> <ul style="list-style-type: none"> • Build staff capacity in understanding and supporting student wellbeing through formal PD programs (Safe Minds, Challenging Behaviours, Calmer Classrooms and Positive Psychology). • Build staff capacity in working with students with additional needs and/ or issues supported by continued strategic access to the network SSS team. • Deliver student wellbeing programs: (including) BRICKs, Drumbeat, Counselling, Middle School Leadership Program, Values for life Year 7 orientation program, Building Positive Peer Relationships (Bully Stoppers/ 	<p>Achieve at least 4.25 on Wellbeing Index.</p> <ul style="list-style-type: none"> ▪ Safe Minds (refer to Engagement section of SP) ▪ House system, refer to Engagement milestones YEAR2. ▪ 50% of staff will complete Managing Challenging Behaviours online course by SEM2 2016. ▪ Pos Psych (refer to engagement section milestones) <p>Appropriate staff to complete 'Inclusion Online' PD. Focus on (additional needs) areas identified in YEAR1 for all staff. (EG: ASD/Dyspraxia etc.).</p> <p>Evaluate wellbeing program calendar by end SEM2.</p> <p>CTS values evident in daily practice and through</p>

	<p>eSmart).</p> <ul style="list-style-type: none"> • Promotion of the school values. • Evaluate existing code of conduct. ▪ Increase positive comments and commendations to students and acknowledge merit (through Compass). ▪ Develop pastoral care system. ▪ Embed Restorative Practice in teacher practice. ▪ Broaden the amount of activities available for students in their lunch break. ▪ Utilise wellbeing networks within Corangamite. 	<p>pastoral care system.</p> <p>Potential modifications made to Code of Conduct.</p> <p>All staff acknowledge positive student behavior daily. Share this regularly with colleagues.</p> <p>RP evident in daily practice and through pastoral care system.</p> <p>Create leadership position for lunchtime activities (part of house system)</p> <ul style="list-style-type: none"> ▪ CTS staff member to attend Corangamite network wellbeing team meetings and share information with relevant people.
Year 3	<p>Determine our Wellbeing Index by averaging the scores across all five Student Relationships & Wellbeing variables of the Student Attitudes to School Survey.</p> <ul style="list-style-type: none"> • Build staff capacity in understanding and supporting student wellbeing through formal PD programs (Safe Minds, Challenging Behaviours, Calmer Classrooms and Positive Psychology). • Build staff capacity in working with students with additional needs and/ or issues supported by continued strategic access to the network SSS team. • Deliver student wellbeing programs: (including) BRICKs, Drumbeat, Counselling, Middle School Leadership Program, Values 	<p>Achieve at least 4.5</p> <ul style="list-style-type: none"> ▪ SafeMinds (refer to Engagement section of SP) ▪ House system, refer to Engagement milestones YEAR2. ▪ 100% of staff will complete Managing Challenging Behaviours online course by SEM2 2017. ▪ Pos Psych (refer to engagement section milestones) <p>Appropriate staff to complete 'Inclusion Online' PD. Focus on (additional needs) areas identified in YEAR1 for all staff. (EG: ASD/Dyspraxia etc.).</p> <p>Continuous evaluation of wellbeing program calendar of events.</p> <p>CTS values evident in daily practice and through</p>

	<p>for life Year 7 orientation program, Building Positive Peer Relationships (Bully Stoppers/ eSmart).</p> <ul style="list-style-type: none"> • Promotion of the school values. • Evaluate existing code of conduct. ▪ Increase positive comments and commendations to students and acknowledge merit (through Compass). ▪ Develop pastoral care system. ▪ Embed Restorative Practice in teacher practice. ▪ Broaden the amount of activities available for students in their lunch break. <p>Utilise wellbeing networks within Corangamite.</p>	<p>pastoral care system.</p> <p>Potential modifications made to Code of Conduct.</p> <p>All staff acknowledge positive student behavior daily. Share this regularly with colleagues.</p> <p>RP evident in daily practice and through pastoral care system.</p> <p>CTS staff member to attend Corangamite network wellbeing team meetings and share information with relevant people.</p>
	<p>Year 4</p> <p>Determine our Wellbeing Index by averaging the scores across all five Student Relationships & Wellbeing variables of the Student Attitudes to School Survey.</p> <ul style="list-style-type: none"> • Build staff capacity in understanding and supporting student wellbeing through formal PD programs (Safe Minds, Challenging Behaviours, Calmer Classrooms and Positive Psychology). • Build staff capacity in working with students with additional needs and/ or issues supported by continued strategic access to the network SSS team. • Deliver student wellbeing programs: 	<p>Achieve at least 4.75 on Wellbeing Index</p> <ul style="list-style-type: none"> ▪ SafeMinds (refer to Engagement section of SP) ▪ House system, refer to Engagement milestones YEAR2. ▪ Any new/returning staff will complete Managing Challenging Behaviours online course. ▪ Pos Psych (refer to engagement section milestones) <p>Appropriate staff to complete 'Inclusion Online' PD. Focus on (additional needs) areas identified in YEAR1 for all staff. (EG: ASD/Dyspraxia etc.).</p> <p>Continuous evaluation of wellbeing program</p>

	<p>(including) BRICKs, Drumbeat, Counselling, Middle School Leadership Program, Values for life Year 7 orientation program, Building Positive Peer Relationships (Bully Stoppers/ eSmart).</p> <ul style="list-style-type: none"> • Promotion of the school values. • Evaluate existing code of conduct. <ul style="list-style-type: none"> ▪ Increase positive comments and commendations to students and acknowledge merit (through Compass). ▪ Develop pastoral care system. ▪ Embed Restorative Practice in teacher practice. ▪ Broaden the amount of activities available for students in their lunch break. <p>Utilise wellbeing networks within Corangamite.</p>	<p>calendar of events.</p> <p>CTS values evident in daily practice and through pastoral care system.</p> <p>Potential modifications made to Code of Conduct.</p> <p>All staff acknowledge positive student behavior daily. Share this regularly with colleagues.</p> <p>RP evident in daily practice and through pastoral care system.</p> <p>CTS staff member to attend Corangamite network wellbeing team meetings and share information with relevant people.</p>
--	---	--

Key Improvement Strategies		Actions	Achievement Milestones
<p>Productivity</p> <p>To ensure effective allocation of financial, human and physical resources to support the successful delivery of school strategic priorities.</p>	Year 1	<ul style="list-style-type: none"> ▪ Conduct a review of time allowances, class sizes, and curriculum allocation in line with VRQA recommendations. (Link this to room entitlement relative to enrolment numbers). ▪ Review ES roles and staffing allocation. ▪ Review Canteen operations including healthy food options (wellbeing). ▪ Review and align leadership profile with school improvement goals. ▪ Build capacity of school leadership team. ▪ School Governance - Develop capacity of school council. ▪ Lead the design and development phase of the Corangamite Trades Skills Centre. ▪ Liaise with DET, DEWR and RTOs regarding program delivery of TSC. ▪ Complete all reporting and payment schedules for the TSC as outlined in the Corangamite Trades Skills Centre (TSC) Project Specific Schedule (PSS). ▪ Maintain staff Performance and Development process in line with DET recommendations with an emphasis on staff 'development' in line with CTS improvement goals. ▪ Maintain and develop school building and grounds infrastructure in line with VRQA curriculum recommendations and CTS improvement goals. (Including computers, ICT infrastructure and other equipment and facilities within the classroom). ▪ Plan to upgrade all teaching spaces to a minimum standard. Through Condition Assessment Program and school handyman. 	<ul style="list-style-type: none"> ▪ Review of time allowances, class sizes, and curriculum allocation completed end Term 3. ▪ Review of ES roles completed by end SEM2. ▪ Canteen operation review completed by end Term 3. Recommendations for 2016 to Council Term 4. RK, JS and Canteen Committee. ▪ New LT profiles developed by end SEM1. LT positions advertised Term 3. 2016 Leading teachers appointed by end 2015. ▪ Leadership Team coach appointed Term 1. Expression of interest to enrol CTS in Bastow Leadership Teams PD by end Term 1. ▪ School Council training Term 2. ▪ Documentation and coordination of communication between TSC cluster partner schools regarding architectural design options SEM1. ▪ All reporting and payment milestones met as per PSS. ▪ Staff P&D reviews start and mid cycle completed and documented by end Term 3. ▪ Plant and Property sub-committee of School Council meetings minuted. ▪ An increase in the overall general satisfaction variable in the parent opinion survey over the course of the strategic plan. (Be strategic with this and Student Attitude to Schools Survey feedback).

	Year 2	<ul style="list-style-type: none"> ▪ Develop actions based on recommendations from review of time allowances, class sizes, and curriculum allocation in line with VRQA recommendations. ▪ Develop ES roles and staffing profile for next three years of Strategic Plan. ▪ Implement future plan for Canteen operations including healthy food options as per recommendations from review. ▪ Leadership profile aligned with school improvement goals. ▪ Continue to build capacity of school leadership team. ▪ School Governance – Continue to build capacity of school council with ongoing professional learning opportunities. ▪ Lead the construction phase of the Corangamite Trades Skills Centre. ▪ Liaise with DET, DEWR and RTOs regarding program delivery of TSC. ▪ Complete all reporting and payment schedules for the TSC as outlined in the Corangamite Trades Skills Centre (TSC) Project Specific Schedule (PSS). ▪ Maintain staff Performance and Development process in line with DET recommendations with an emphasis on staff ‘development’ in line with CTS improvement goals. ▪ Maintain and develop school building and grounds infrastructure in line with VRQA curriculum recommendations and CTS improvement goals. ▪ Masterplan for upgrade to ARTS facilities including IT. 	<ul style="list-style-type: none"> ▪ Implement actions from review of time allowances, class sizes, and curriculum allocation. ▪ Implement recommendations of ES roles and staffing profile for 2017. ▪ Implement canteen operations review recommendations 2016. ▪ Continue to work with Leadership Team coach throughout 2016. CTS Leadership Team enrolled in Bastow Leadership Teams PD . ▪ Documentation and coordination of communication between TSC cluster partner schools regarding construction phase. ▪ All reporting and payment milestones met as per PSS. ▪ Staff P&D reviews start and mid cycle completed and documented by end Term 3. ▪ Plant and Property sub-committee of School Council meetings minuted. ▪ An increase in the overall general satisfaction variable in the parent opinion survey over the course of the strategic plan.
--	--------	---	---

	Year 3	<ul style="list-style-type: none"> ▪ Commence operation of the Corangamite Trades Skills Centre ▪ Refinement as required based on the Year 2 AIP 	<ul style="list-style-type: none"> ▪ TSC classes commence at CTS: Automotive, Electrical, Building & Construction Feb 2017. ▪ An increase in the overall general satisfaction variable in the parent opinion survey over the course of the strategic plan.
	Year 4	<ul style="list-style-type: none"> ▪ Refinement as required based on the Year 3 AIP 	<ul style="list-style-type: none"> ▪ An increase in the overall general satisfaction variable in the parent opinion survey over the course of the strategic plan.