

School Strategic Plan for Boronia K-12 College Eastern Metropolitan Region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name: Ross Bevege</p> <p>Date: Dec 2012</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name: Drey Baldwin</p> <p>Date: Dec 2012</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name: Dean Mann</p> <p>Date.....</p>

School Profile

Purpose	Boronia K-12 College will provide a safe, supportive and stimulating environment that engages and challenges students and adults to love learning, experience success and be effective and caring members of the global community.
Values	This vision is underpinned by the following values: <ol style="list-style-type: none">1. Community2. Achievement3. Respect4. Lifelong Learning
Environmental Context	Boronia K-12 College officially commenced as a newly constituted entity in 2012 following an extensive regeneration process to rationalise educational provision in the City of Knox. The former Boronia Primary School, Boronia Heights College and Allandale Pre-school form the college. Stage 1 funding works were completed in June 2012 and finance for Stage 2 works was approved in the May State Budget. Projected completion of building works in early 2014 will see all three former entities located on the former Boronia Primary School site. Currently the primary campus and pre-school share a site at the Rangeview Campus and the secondary classes are conducted at the Mt. View Campus which occupies the former Boronia Heights College facilities. Progressively from 2013 secondary classes will be transferred to the new college facilities. The new facilities offer exceptional twenty-first century learning environments and there is genuine excitement that an outstanding K-12 educational provision will service families in the Knox area.

Outcome Area	Goals	Targets	Key Improvement Strategies																								
Student Learning	<p>1. To maximise achievement of high quality learning outcomes for all students with a strong focus on improving literacy and numeracy.</p> <p>2. To improve VCE, VET and VCAL outcomes.</p>	<p>VELS Teacher Judgements (English and Mathematics)</p> <ul style="list-style-type: none"> Increase the percentage of students above the expected AusVELS level P-6 to at least 30% Increase the percentage of students at and above the expected AusVELS level 7-10 to at least 25% <p>NAPLAN</p> <ul style="list-style-type: none"> Reduce the percentage of students deemed capable in the lower two bands for reading, writing and number to 0% for year 3, 0% for year 5, 0% for year 7 and 10% for year 9 Improve the percentage in the top two bands for reading, writing and number to at least 50% for year 3, 50% for year 5, 30% for year 7 and 30% for year 9 <p>VCE</p> <ul style="list-style-type: none"> Improve the All study mean from 25.9 to 30 Increase the proportion of VCE studies with a GAT adjusted score above 1 to 100% <p>VET and VCAL</p> <ul style="list-style-type: none"> Year 10-12 satisfactory completion of VET UOC to be 95%. Year 10-12 satisfactory completion of VCAL units to be 95%. 	<p>1. Develop a teaching and learning culture with high expectations for student outcomes by:</p> <ul style="list-style-type: none"> building strong instructional leadership, embedding collaborative teamwork, sharing professional learning and ensuring collective accountability. <p>2. Develop consistent whole school curriculum planning and assessment practices to personalise learning for all students.</p>																								
Student Engagement and Wellbeing	<p>3. To improve student engagement in learning and develop self-motivated confident learners.</p> <p>4. To enhance student wellbeing in a vibrant college culture that is built on respectful relationships and a whole-school approach to student management.</p>	<p>Student Attendance:</p> <p>The average days absent per student to be reduced to 12 P-7, 15 at each year level 8-9 and 8 at each year level 10-12.</p> <table border="1" data-bbox="741 1054 1610 1331"> <thead> <tr> <th>ATSS Measure</th> <th>Target mean years 5-6</th> <th>Target mean years 7-12</th> </tr> </thead> <tbody> <tr> <td>Teacher Effectiveness</td> <td>4.7</td> <td>4.0</td> </tr> <tr> <td>Teacher Empathy</td> <td>4.7</td> <td>4.0</td> </tr> <tr> <td>Stimulating Learning</td> <td>4.6</td> <td>4.0</td> </tr> <tr> <td>School Connectedness</td> <td>4.7</td> <td>4.0</td> </tr> <tr> <td>Connectedness to Peers</td> <td>4.6</td> <td>4.25</td> </tr> <tr> <td>Student Safety</td> <td>4.85</td> <td>4.5</td> </tr> <tr> <td>Classroom Behaviour</td> <td>4.25</td> <td>3.75</td> </tr> </tbody> </table>	ATSS Measure	Target mean years 5-6	Target mean years 7-12	Teacher Effectiveness	4.7	4.0	Teacher Empathy	4.7	4.0	Stimulating Learning	4.6	4.0	School Connectedness	4.7	4.0	Connectedness to Peers	4.6	4.25	Student Safety	4.85	4.5	Classroom Behaviour	4.25	3.75	<p>3. Increase student engagement in learning through stimulating student-centred learning.</p> <p>4. Plan, document and implement a K-12 engagement policy that strengthens relationships within the college community and provides a framework for consistent behaviour management.</p>
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Student Pathways and Transitions	<p>5. To improve transitions and pathways at all key stages to enable students to achieve success at school and continue in further</p>	<p>Transition</p> <ul style="list-style-type: none"> The mean for the transition variable on the parent opinion survey to be at least 5.85 at P-6 and 5.5 at 7-12. 	<p>5. Enhance career planning and pathway provision with a strong focus on raising career aspirations for students relevant to their capabilities and interests.</p>																								

	education and training.	<p>Real Retention</p> <ul style="list-style-type: none">▪ Increase real retention from year 6 – 7 to 90%▪ Increase real retention from year 7 -10 to 70%.▪ Increase real retention from year 10-11 to 85%.▪ Increase real retention from year 11-12 to 75%. <p>Exit Destination</p> <ul style="list-style-type: none">▪ Reduce the percentage of students not continuing in education, training and employment post year 12 to 5%.	6. Document and implement transition programs and track each student's progress as they move through the college.
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School Strategic Plan 2013-2016: Indicative Planner

Student Learning Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>1. Develop a teaching and learning culture with high expectations for student outcomes by:</p> <ul style="list-style-type: none"> • building strong instructional leadership, • embedding collaborative teamwork, • sharing professional learning • and ensuring collective accountability. <p>2. Develop consistent whole school curriculum planning and assessment practices to personalise learning for all students.</p>	Year 1	<ul style="list-style-type: none"> ▪ Introduce Quick Smart Literacy across the College and extend Quick smart Numeracy across the College. ▪ Align the Principles and Elements for Effective Learning to the PRP process. ▪ Align the PRP process across the College to the College Strategic Plan. ▪ Provide sufficient time for staff teams to collaborate and plan together. ▪ Develop and implement an agreed Assessment Schedule (incorporating the 6 – 18 month Literacy and Numeracy Strategy), including the provision for data discussions and follow up actions. ▪ Refine and document a sequential curriculum P-10 aligned to AusVels. ▪ Commence the operations of the Middle Years program across the College ▪ Investigate funding opportunities and/or community partnerships to enhance the Performing Arts and Science programs ▪ Build expertise in teaching science P-6 through targeted PL (internal & external) ▪ Build links with neighbouring PS in Performing Arts & Science ▪ Ensure CAFÉ is utilised across the college with particular focus on writing ▪ Investigate further intervention strategies for at risk students, post year 7, in the literacy & numeracy. ▪ Devise a whole of College approach to Numeracy. 	<ul style="list-style-type: none"> ▪ All students are able to articulate their learning goals, monitor and reflect their progress and set new goals. ▪ Greater participation of parents in their child's learning and the life of the College. ▪ Effective mentoring/coaching conversations held by the leadership team with staff on a regular basis. ▪ All staff members to consciously seek opportunities to promote literacy and numeracy. ▪ An improvement is seen in writing outcomes across the college. ▪ Teachers proactively seek opportunities to expand student writing for a range of different purposes and audiences. ▪ Teachers are using the sequential curriculum documentation and agreed Assessment Schedule in their planning. ▪ Teachers are more confident delivering Science P - 6. ▪ Teachers accurately assess all students against AusVels, in particular high performing students.
	Year 2	<ul style="list-style-type: none"> ▪ Review the effectiveness of the Quicksmart programs. ▪ Implement further intervention strategies for at risk students post Quicksmart ▪ Review the Principles and elements for effective Learning and develop an agreed Teaching and Learning Masterplan for the college 	<ul style="list-style-type: none"> ▪ All students are able to articulate their learning goals, monitor and reflect their progress and set new goals. ▪ Greater participation of parents in their child's learning and the life of the College.

		<ul style="list-style-type: none"> ▪ Explore the introduction of an IBL program for the Middle Years ▪ Review PRP process ▪ Investigate the introduction of an Asian LOTE ▪ Provide sufficient time for staff teams to collaborate and plan together. ▪ Continue the implementation of an agreed Assessment Schedule (incorporating the 6 – 18 month Literacy and Numeracy Strategy), including the provision for data discussions and follow up actions. ▪ Review the operations of the Middle Years program across the College ▪ Introduce partnerships to enhance the Performing Arts and Science programs based on funding. ▪ Continue to build expertise in teaching science P-6 through targeted PL (internal & external) ▪ Build links with neighbouring PS in Performing Arts & Science ▪ Ensure CAFÉ is utilised across the college with particular focus on writing ▪ Implement intervention strategies for at risk students, post year 7, in the literacy & numeracy 	<ul style="list-style-type: none"> ▪ Effective mentoring/coaching conversations held by the leadership team with staff on a regular basis. ▪ All staff members to consciously seek opportunities to promote literacy and numeracy. ▪ An improvement is seen in writing outcomes across the college. ▪ Teachers proactively seek opportunities to expand student writing for a range of different purposes and audiences. ▪ Teachers are using the sequential curriculum documentation and agreed Assessment Schedule in their planning. ▪ Teachers are more confident delivering Science P - 6.
	Year 3	As above plus.... Implement reviewed PRP process Evaluate programs Introduce Asian LOTE	As above plus.... Community and school acceptance of an Asian LOTE.
	Year 4	Conduct a School Review and complete a School Self- Assessment. Write a Strategic Plan	
Engagement and Wellbeing Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>3. Increase student engagement in learning and connectedness to school through stimulating student-centred learning.</p> <p>4. Plan, document and implement a K-12 engagement policy that strengthens relationships within the college community and provides a framework for consistent behaviour</p>	Year 1	<ul style="list-style-type: none"> ▪ Plan, document and implement a Student Engagement Policy ▪ Further develop student centred learning and goal setting. ▪ Develop a policy and program for student voice and leadership across the College. ▪ Document an attendance action plan ▪ Introduction of Parent, Student and Teacher discussions on day 2, 2013. ▪ Develop an e-learning plan linked to the Elements for Effective Learning for the College. ▪ Ensure the Codes of Expectations are embedded in practice 	<ul style="list-style-type: none"> ▪ The consistent implementation of the student Engagement Policy across the College. ▪ Improved Opinion and Attitude data. ▪ Reduction in disruption to College programs as reflected by lateness and absences to school ▪ Maximise the participation of parents and students in the Day 2 meeting program. ▪ Greater use of a range of technologies to support learning in classrooms. ▪ The consistent demonstration of the College Values

management.		<p>across the College.</p> <ul style="list-style-type: none"> Establish clear protocols relating to the conduct of student led conferences 	in daily practice.
	Year 2	<ul style="list-style-type: none"> Review and update Student Engagement Policy Expand student centred learning and goal setting. Conduct student focus groups and gather data to enable an accurate review of the Codes of Expectation and student voice in the college Refine attendance action plan After review continue Parent, Student and Teacher discussions on day 2, 2014. Update e-learning plan linked to the Elements for Effective Learning for the College. Ensure the Codes of Expectations are embedded in practice across the College on the one site. Implement the protocols relating to the conduct of student led conferences. 	<ul style="list-style-type: none"> Embedding of the student Engagement Policy across the College. Improved Opinion and Attitude data. Reduction in disruption to College programs as reflected by lateness and absences to school Maximise the participation of parents and students in the Day 2 meeting program Increased participation of parents with Secondary aged children. Greater use of a range of technologies to support learning in classrooms. Embedding of the College Values in daily practice.
	Year 3	<p>As above plus....</p> <ul style="list-style-type: none"> Develop opportunities for cross age tutoring / volunteerism of senior students in junior classrooms 	<p>As above plus....</p> <p>Older students are willing and mature participants in the volunteer program.</p> <p>Teachers in P- 4 are enthusiastic about having older students in their classroom.</p>
	Year 4	Conduct a School Review and complete a School Self- Assessment. Write a Strategic Plan	
Pathways and Transitions Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>5. To improve transitions and pathways at all key stages to enable students to achieve success at school and continue in further education and training.</p> <p>6. Document and implement transition programs and track each student's progress as they move through the college.</p>	Year 1	<ul style="list-style-type: none"> Introduce the Careers Curriculum Framework in the Middle and Later Years. Access innovative programs such as WOW, Duke of Edinburgh and KIOSC. The introduction of Individual education Plans for all students including those deemed "at risk". Prepare orientation programs at each year level that reinforce high expectations, rigour and routine and explicitly reinforce College Values and desired behaviours. Plan and document an induction process for students transferring to the College including assessment to establish a student profile. The development and implementation of a Communication 	<ul style="list-style-type: none"> The maintenance of breadth across curriculum programs across the college. The regular use of programs such as SPA to track and plan for student learning needs. All students having a personalised learning plan including Careers Action Plan and MIPS. Regular data sharing in and between learning neighbourhoods as students transition across the College. An effective Communication Policy operating across the College.

		<p>Policy across the College</p> <ul style="list-style-type: none"> ▪ Explore online learning opportunities, including Videoconferencing, for additional senior studies ▪ Strengthen relationship with ELC through proactive and supportive transition programs 	
	Year 2	<ul style="list-style-type: none"> ▪ Continue Careers Curriculum Framework. ▪ Continue accessing innovative programs ▪ Continuation of Individual education Plans for all students including those deemed “at risk”. ▪ Continue orientation programs at each year level that reinforce high expectations, rigour and routine and explicitly reinforce College Values/ behaviours. ▪ Induction process for students transferring to the College embedded, including assessment. ▪ Strengthen relationship with ELC through proactive and supportive transition programs ▪ Implement online learning/ videoconferencing 	<ul style="list-style-type: none"> ▪ The maintenance of breadth across curriculum programs across the college. ▪ The regular use of programs such as SPA to track and plan for student learning needs. ▪ All students having a personalised learning plan including Careers Action Plan and MIPS. ▪ Regular data sharing in and between learning neighbourhoods as students transition across the College. ▪ An effective Communication Policy operating across the College.
	Year 3	<p>As above plus..... Evaluate and review all programs</p>	<p>As above</p>
	Year 4	<p>Conduct a School Review and complete a School Self- Assessment. Write a Strategic Plan</p>	