

School Strategic Plan for Baden Powell P – 9 College 5315 2016 – 2019



BADEN POWELL COLLEGE

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Julie Mason</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name Matt Dunkley</p> <p>Date.....</p>

Legislative context for endorsement

Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."

Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.

School Profile

Purpose	<p>Baden Powell P-9 College values education and shares a common vision for the future: Looking Forward, Staying Ahead. It is committed to providing all students with the skills, knowledge and values necessary to be effective members and leaders of our society.</p> <p>Our mission is: Educating our community through the provision of leading edge educational services, products and practices. Our practice is one of collaboration, strength in leadership and inclusion of all, embracing intercultural diversity and working together as part of a respectful learning community.</p> <p>Our collective goal is to develop life-long learners who are confidently literate and numerate and have a passion for learning. Our mantra is the pursuit and achievement of one's personal best.</p>
Values	<p>Baden Powell College's motto is "Looking Forward, Staying Ahead". The professional collegiate group exemplifies the following four Trademark behaviours:</p> <ul style="list-style-type: none">• We live what we teach.• We seek to understand.• We are inclusive, purposeful and professional.• We seek a win / win for all. <p>Our College "Values" program underpins all interactions within the college community and focuses on eight Values as developed by the College community .These values are supported by catchy slogans to reiterate and foster the importance of encompassing these as part of who we are and how we treat others. Respect (for self and others) Relationships, Self Awareness, Feelings, Responsibility, Tolerance, Honesty and Values (everyone is valuable, value everyone).</p> <p>Our students also have a mantra for learning and working together:</p> <ul style="list-style-type: none">• I am responsible• I am safe• I am respectful• I am ready to learn <p>The college also maintains high expectations with the desire to be a high performing College. It is an expectation that the College Community be acquainted with and act in accordance with the goals and priorities as set out in our College Strategic Plan.</p>

Environmental Context

Baden Powell College is a P-9 College with two campuses (P-6) and (P-9). In the last eight years the College has undergone major changes. What makes this college unique is the realisation of planning, development and the opening of a second campus, built upon the foundations of a school already previously in operation for 15 years (Derrimut Heath Primary School). Derrimut Heath Primary School (DH) opened in 1992 and is located in Sycamore Street, Hoppers Crossing, 30 kilometres west of the GPO. Current enrolment is 457 students from Prep to Year 6. Tarneit P-9 campus opened in 2008 and currently caters for students from Prep to Year 9 and is located at Baden Powell Drive, Tarneit. The college is named after Harold Llewellyn Baden Powell who owned the land upon which the campus is now built. He was renowned for his contribution and commitment to local community development projects. Tarneit campus, in particular, and has operated (until 2015) in a climate of rapid growth and has a current enrolment of 1063. In 2016 it is anticipated we will have 61 classes, 12 of which will be year 7-9, the other 42 will be P-6 across both campuses.

More than 60 cultures and languages are represented within our College community and there is high English as Another Language component as well. A significant change has occurred in Prep enrolments. Data collected from our AEDI indicates an increase in the number of students exhibiting more impulsive, challenging and immature behaviours, impacting on classroom tone, student engagement and learning. Our AEDI data in 2009 showed that at Derrimut Heath 12 % of our Prep intake that year showed developmental vulnerability and risk in language cognition and 22% in emotional maturity. In 2012, the data showed that this increased to 18% (language cognition) and 30% (emotional maturity). For our Tarneit campus, in 2009 the data showed that 34% of the Prep cohort displayed developmental vulnerability and risk in language cognition and 13% in emotional maturity. In 2012, the data showed 17% (language cognition) 13% (emotional maturity). As a result a variety of intervention programs have been put in place to assist in addressing these challenges.

Since 2007 the number of families receiving Educational Maintenance Allowance (EMA) has risen from 110 to 348 families at this present time. An indication of this has been the change in the college Student Family Occupation Index since inception. At the beginning of our current School Strategic Plan (2011) the SFO at DH was identified as .43 and in 2015 it has been identified as .458 For the Tarneit campus, in 2011 the SFO was determined as .51 and in 2015 it has been set as .59, indicating a lower socio economic clientele.

We believe that children progress through developmental learning stages when certain conditions of learning and basic needs are met. Within the learning environment, children are engaged and immersed in a range of meaningful experiences promoting the facilitation of ongoing educational development. Our Year Prep students engage in the Walker Foundation "Investigations" play based program. The model of composite classes continues throughout our college operating in Years 1&2, 3&4 and 5&6. In 2015, a new structure has been implemented for our Year 7-9 students to further enhance our Professional Learning Community with more concentrated focus on English, Mathematics, Science and Inquiry. The design of the Tarneit campus is innovative with large flexible learning and teaching spaces with teachers working in pods of 3-4 staff. At Derrimut Heath classrooms are also open-plan with teachers working mainly within partnerships. A commitment to team work underpins all our operations across the *entire* College.

An increase in the number of students identified as having English as Another Language within our community (from 33% - 50%), the significant numbers of students who are entering school with limited or no pre-school preparation and the high number of students on the PSD program (42 in 2011, 54 in 2014) only firms our resolve to cater for all students regardless of entry points and support them in achieving their personal best. Intervention programs such as Levelled Literacy (Fountas and Pinnell), Getting Ready in Number and non-negotiable practices such as classroom libraries, conferring in Maths and Literacy, learning intentions displayed and in student speak, support student learning. Student voice through student leadership forums and a desire to continue to reach out to, engage with and increase the wider community and its active participation within our community are both strong facets of our school.

	<p>All learning is student centred. AusVELS/ Victorian Curriculum drives all teaching and learning planning, triangulation of varied data sources (School Based, NAPLAN, formative assessment) is plotted on the continuum and guides future learning for each student is strong and a desire to continue. There is a high culture of Professional learning for all colleagues and all colleagues work in teams, supported by Literacy and Numeracy coaches. Students learn in a safe and productive environment supported by the Whole School Positive Behaviours Program The school is supported by a welfare team that includes Speech and OT ICT is provided through a variety of avenues: 1:1, ICT pods, ICT labs and green screen technology.</p> <p>Both campuses have the capacity to stage a variety of performance and sporting based showcases and events through the shared facilities of two gymnasiums (one set up for concerts and performances with lighting and stage), Arts centres, Community rooms as well as both a Food and Wood Technology facility at the Tarneit campus.</p>
<p>Service Standards (optional)</p>	<p>Baden Powell College recognises the importance of the home-school partnership and continues to encourage parent participation across many aspects of the college community (ie School Council, sub sets of School Council, Parents and Friends, information evenings, community events). The introduction of Compass in 2016 is a vehicle that we believe will foster greater communication and interaction as we work in close partnership to set high expectations and support all students to achieve their personal best. It supports our belief that it takes a whole village to raise a child.</p> <p>Baden Powell College will be a High Reliability School as it ensures a safe, supportive learning environment, where every teacher in every classroom is an effective facilitator of learning, where consistent and non- negotiable practices form the basis of a guaranteed and viable curriculum through a focus on identification of misconceptions and essential learnings, where assessment and reporting, based on data, is accurate in determining both starting points and achievements for all students and where goal setting and competency based learning takes place. Ongoing needs based coaching and peer feedback, processes of accountability and the Performance and Development Program (PDP) supports the building of teacher capacity and competency. A whole school instructional framework for teaching and learning endorses consistent practices across the college.</p> <p>The learning will be rich and real, with directed, immersive and inquiry processes in place. Teaching and learning will be comprehensive and differentiated (catering for individual needs) and will follow the Victorian Curriculum. Cultivating students who have sound foundations in literacy and numeracy, as well as being capable problem solvers, high order thinkers with strong skills in technological capabilities is our commitment. Through the School Wide Positive Behaviors Program and our philosophy of Restorative Justice, we support the development of the whole student as a global citizen able to show empathy, make responsible decisions, be an active member of the global community and seek solutions with a view to WIN/WIN for all.</p>

Strategic Direction

Achievement			Key improvement strategies																													
<p>Goals</p> <p>Improve Student Learning outcomes in Reading, Writing and Number throughout the College Prep – Year 9.</p> <p>Increase the relative learning growth of all students in English and Mathematics across the College through effective teaching in every classroom driven by data.</p> <p>Implement an evidence based pedagogical model of teaching and learning that ensures the learning needs all students are met and decrease the variability between classroom practices supported by timely feedback and coaching.</p>			<ul style="list-style-type: none"> Build the skills and abilities of professional learning teams through quality professional learning to: <ul style="list-style-type: none"> build the skills of every teacher to deliver lessons by adopting an evidence based whole school approach to instructional practice within an agreed framework utilize agreed assessment strategies and data analysis to identify and teach to a student's point of learning. ensure effective teaching in every classroom (accountability) Embed and ensure that all teaching colleagues adhere to a set of non-negotiable agreed practices in the area of Reading, Writing and Number Create a whole school documented guaranteed and viable curriculum where planning reflects the consistent a scope and sequence for English and Mathematics and numeracy data to ensure all students achieve the essential learnings. 																													
<p>Targets:</p> <p>Teacher Judgements</p> <table border="1"> <thead> <tr> <th>Year Level</th> <th>2016-19 Number Goal</th> <th>2016 Reading Goal</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td></td> <td></td> </tr> <tr> <td>Yr1 @yr 4 2019</td> <td>Maintain 98% at or above level 4</td> <td>98% at or above level 4</td> </tr> <tr> <td>Yr 2@ yr 5 2019</td> <td>94% at or above level 5</td> <td>87% at or above level 5</td> </tr> <tr> <td>Yr 3@yr 6 2019</td> <td>91% at or above level 6</td> <td>91% at or above level 6</td> </tr> <tr> <td>Yr 4@yr 7 2019 (t)</td> <td>90% at or above level 7</td> <td>95% at or above level 7</td> </tr> <tr> <td>Yr 5 @yr8 2019 (t)</td> <td>90% at or above level 8</td> <td>88% at or above level 8</td> </tr> <tr> <td>Yr 6@ yr9 2019 (t)</td> <td>82% at or above level 9</td> <td>86% at or above level 9</td> </tr> <tr> <td>Yr 7 @ yr9 2018(t)</td> <td>65% at or above level 9</td> <td>65% at or above level 9</td> </tr> <tr> <td>Yr 8 @ yr9 2017</td> <td>67% at or above level 8</td> <td>68% at or above level 9</td> </tr> </tbody> </table>				Year Level	2016-19 Number Goal	2016 Reading Goal	Prep			Yr1 @yr 4 2019	Maintain 98% at or above level 4	98% at or above level 4	Yr 2@ yr 5 2019	94% at or above level 5	87% at or above level 5	Yr 3@yr 6 2019	91% at or above level 6	91% at or above level 6	Yr 4@yr 7 2019 (t)	90% at or above level 7	95% at or above level 7	Yr 5 @yr8 2019 (t)	90% at or above level 8	88% at or above level 8	Yr 6@ yr9 2019 (t)	82% at or above level 9	86% at or above level 9	Yr 7 @ yr9 2018(t)	65% at or above level 9	65% at or above level 9	Yr 8 @ yr9 2017	67% at or above level 8
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<p>Any 2015 achievement at 97% and above will be maintained</p> <p>Any 2015 achievement between 90 and 97% will grow 2%.</p> <p>Any 2015 achievement between 80 and 90% will grow 3%.</p> <p>Any 2015 achievement below 80% will grow 5%.</p> <p>All students deemed capable to grow one level in 12 months.</p>																																

Nine	76% at or above level 9	71% at or above level 9	<p>NAPLAN Relative Growth</p> <p>Year 5 Tarneit (2014) to Year 7 (2016), in Reading to move from 29% to 15% low growth (2018). Year 5 Tarneit (2014) to Year 7 (2016), in Number to move from 36% to 21% low growth (2018). Year 5 Tarneit (2014) to Year 7 (2016), in Reading to move from 14% to 29% high growth (2018). Year 5 Tarneit (2014) to Year 7 (2016), in Number to move from 19% to 34% high growth (2018).</p> <p>Year 7 Tarneit (2014) to Year 9 (2016), in Reading to move from 23% to 18% low growth. Year 7 Tarneit (2014) to Year 9 (2016), in Number to move from 46% to 41% low growth. Year 7 Tarneit (2014) to Year 9 (2016), in Reading to move from 17% to 22% high growth. Year 7 Tarneit (2014) to Year 9 (2016), in Number to move from 18% to 23% high growth .</p> <p>Year 7 Tarneit (2015) to Year 9 (2017), in Reading to move from 30% to 20% low growth. Year 7 Tarneit (2015) to Year 9 (2017), in Number to move from 22% to 11% low growth. Year 7 Tarneit (2015) to Year 9 (2017), in Reading to move from 13% to 18% high growth). Year 7 Tarneit (2015) to Year 9 (2017), in Number to move from 11% to 16% high growth</p>	
<ul style="list-style-type: none"> • Build the skills and abilities of professional learning teams through quality professional learning to: <ul style="list-style-type: none"> - build the skills of every teacher to deliver lessons by adopting an evidence based whole school approach to instructional practice within an agreed framework - utilize agreed assessment strategies and data analysis to identify and teach to a student’s point of learning. - ensure effective teaching in every classroom (accountability) • Embed and ensure that all teaching colleagues adhere to a set of non-negotiable agreed practices in the area of Reading, Writing and Number • Create a whole school documented guaranteed and viable curriculum where planning reflects the consistent a scope and sequence for English and Mathematics and numeracy data to ensure all students achieve the essential learnings. 			<p>Year 1 : Actions</p>	<p>Success criteria</p>
			<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Develop, implement and monitor best practice focused on student learning that share successful practice through effective PLCs. • Build the capacity of teachers to use data to differentiate the curriculum to meet needs of individual learners through effective coaching and peer sharing. • Develop Team Action Plans by focusing on team based needs that include team goals with explicit targets and focused on essential learnings. • Whole-school approach and guaranteed and viable Curriculum in English (Reading and Writing) and continue Mathematics (P-9) • Provide opportunities for peer observations with the emphasis on teaching and learning and the provision 	<p>. Teaching and Learning</p> <ul style="list-style-type: none"> • Essential learning documents and action plans developed within each PLC. • Interventions and support programs established for EAL, GRIN, Levelled Literacy Intervention. • “Instructional Framework” coach engaged. • All mainstream classroom teachers’ planning supports the needs of EAL, PSD and students at risk through modification and differentiation. • Learning Intentions and Success Criteria to be displayed and discussed with students. • Peer observation protocols and templates developed • Peer observation schedule developed and implemented

(High Reliability Schools)

	1	2	3	4
Safe and collaborative culture	Yellow	Light Orange	Light Orange	Light Orange
~Effective Teaching in Every Classroom	Yellow	Blue	Purple	Green
~Guaranteed and Viable Curriculum	Yellow	Blue	Purple	Green
~Standards Referenced Classroom	Yellow	Blue	Purple	Green
~Competency Based Education	Light Orange	Blue	Purple	Green

(School improvement Initiatives)

	1	2	3	4
~Excellence in teaching and learning	Yellow	Blue	Purple	Green
~Professional leadership	Yellow	Blue	Light Orange	Light Orange
~Positive climate for learning	Light Orange	Blue	Purple	Green
~Community engagement in learning	Light Orange	Light Orange	Light Orange	Light Orange

of constructive feedback to enhance curriculum delivery.

- Initiate the creation of ‘Backwards Instructional Mapping by Design’ in English, Maths and Science with Tarneit Senior College

Professional Learning

- Re define leadership and team leader roles as instructional leadership roles not managerial and have the appropriate personnel in place to host these roles.
- Engage leaders in coaching opportunities through Bastow/ Wyndham Prin Network
- Leadership Team to design and deliver professional learning for staff that supports the whole school instructional model.
- Engage a coach to work with leadership to begin the development of our whole school instructional leadership model.
- Develop a whole-school approach and guaranteed and viable Curriculum in English (Reading and Writing) and Mathematics (P-9) using the Victorian Curriculum to support identification of essential learnings (INCL SPECIAL NEEDS and EAL).
- Establish collective accountability for implementing school priorities and improving student outcomes through the development of protocols and processes.

Assessment and Reporting

- Build teacher capability to utilize data and a range of assessment strategies to accurately and effectively pinpoint entry points of all students.
 - Review and redesign our assessment tools with a focus on SBA, diagnostic and formative assessment (Fountas and Pinnell, PAT on line, Maths on Line).
 - Develop all teachers’ skills in triangulating assessment data and generating consistent judgements through strategic and relevant professional learning to determine essential learnings.

- Secondary teachers from both colleges to have timely exchanges re planning and content which are documented

Professional Learning

- Leadership will sustain a weekly, transparent log articulating goals, visitations, critical conversations and intentions focusing on Personal Best and improved Student Learning Outcomes
- All teachers to have undertaken PL in Victorian Curriculum.
- Annual meeting schedule to specify weekly meetings that will identify team needs, plan for professional discussion regarding current best practice.
- Staff input into areas of focus particularly in English and Mathematics for purposeful PLCs, with misconceptions and essential learnings identified and taught.
- The identification and provision of, coaching and support for EAL and Special Needs is provided.
- ABLES on line modules undertaken by any staff not completed in 2015.
- Data conversations (in conjunction with student results on SPA conducted weekly (enabled by timetabling) and documented.
- Staff opinion surveys and feedback responses indicate an increase in professional engagement, satisfaction , morale and a decrease in staff stress.

Assessment and Reporting

- Targeted and negotiated professional learning undertaken by all staff within PLCs.
- SPA, PAT English and Maths baseline data established in February and reassessed in November.
- (Hot dotting)

	<ul style="list-style-type: none"> ▪ Accurately identify and support students with EAL backgrounds, utilising specific personnel and programs using the EAL continuum for those students on an EAL report. ▪ EAL teacher (s), coaches and Multicultural Aides to support all teachers to effectively make consistent judgements about student learning. 	<ul style="list-style-type: none"> • All students to be mapped and tracked. All students not progressing to be identified and to be catered for through Professional Learning Communities (PLCs). • Moderation of teacher judgements (as sighted in latest data sets) scheduled and documented each term – Professional Learning for staff • ILPs reviewed with parents and updated each term. • School based staff and student surveys (High Reliability Schools) pre (Nov) and post (Nov 2016) undertaken and analysed indicating support and continued opportunities in developing best practice.
	Year 2 : Actions	Success criteria
	<ul style="list-style-type: none"> • Teaching and Learning • Continue the capacity of teachers to use data to differentiate the curriculum to meet needs of individual learners through effective coaching and peer sharing. • Whole-school approach and guaranteed and viable Curriculum in Mathematics and continue (Reading and Writing) (P-9) development using the Victorian Curriculum to support identification of essential learnings to be in place and used. • Continue to identify and support students with EAL backgrounds, utilising specific personnel and programs • Consolidate and review Team Action Plans by focusing on team based needs that include team goals with explicit targets and focused on essential learnings <p>Assessment and Reporting</p> <ul style="list-style-type: none"> • Introduce proficiency scales (HRS) to support teacher capability to utilize data and a range of assessment strategies to accurately and effectively pinpoint entry points of all students • EAL teacher (s), coaches and Multicultural Aides to support all teachers to effectively make consistent judgements about student learning. 	<ul style="list-style-type: none"> • Teaching and Learning • Interventions and support programs continued for EAL, GRIN, Levelled Literacy Intervention. . • Peer observation protocols and templates continue to be utilised. • Peer observation schedule continue to be implemented. • All mainstream classroom teachers’ planning supports the needs of EAL, PSD and students at risk through modification and differentiation. • Learning Intentions and Success Criteria to be displayed. <p>Assessment and Reporting</p> <ul style="list-style-type: none"> • All students continue to be mapped and tracked. All students not progressing to be identified and to be catered for through Professional Learning Communities (PLCs) and intervention processes to facilitate “ catch up” supported and evident. • TEAL global 2 training for EAL assessment.

	<ul style="list-style-type: none"> Consolidate all teachers' skills in triangulating assessment data and generating consistent judgements through strategic and relevant professional learning to determine essential learnings. <p>Professional Learning</p> <ul style="list-style-type: none"> Leadership Team to continue design and deliver professional learning for staff that supports the whole school instructional model and reflects analysed data. <ul style="list-style-type: none"> Consolidate opportunities for peer observations with the emphasis on teaching and learning and the provision of constructive feedback to enhance curriculum delivery. Interactions between Tarneit Senior College and BPC to continue with teachers and leadership viewing at both locations. 	<ul style="list-style-type: none"> All students positioned on an Victorian Curriculum learning continuum in February and at least once each term according to their learning growth (pre and post-test). All teachers to participate in professional discussions, analyse data, state observations and suggest improvements (SPA) <p>Professional Learning</p> <ul style="list-style-type: none"> Meeting agendas reflect PLC identified needs Data conversations (in conjunction with student results on SPA conducted weekly (enabled by timetabling) and documented. Targeted and negotiated professional learning undertaken by all staff within PLCs. All teams to present finalised scope and sequence charts and all teachers to become familiar with and utilise these in all planning and curriculum delivery
	<p>Year 3 : Actions</p>	<p>Success criteria</p>
	<p>Teaching and Learning</p> <ul style="list-style-type: none"> Embed processes such as Peer Observation program (POP) and coaching within PLCs. All teachers within PLCs to identify and participate in POP. Revisit and review essential learnings in guaranteed and viable Curriculum and develop vocabulary focus for the learnings. Continue to identify and support students with EAL backgrounds, utilising specific personnel and programs. Continue to develop and review Team Action Plans by focusing on team based needs that include team goals with explicit targets and focused on essential learnings. <p>Assessment and Reporting</p> <ul style="list-style-type: none"> Consolidate proficiency scales (HRS) within each classroom to support students developing independent learning skills. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> Interventions and support programs continued for EAL, GRIN, Levelled Literacy Intervention. . All teachers to be active participants in the coaching and peer observation processes with recorded templates to be evidenced as part of PDP. All planning records and supports the needs of EAL, PSD and students at risk through modification and differentiation. All teachers to present commentaries/ evidence re Non-negotiable practices as part of PDP process. Learning Intentions and Success Criteria to be displayed in every classroom for every lesson. <p>Assessment and Reporting</p> <ul style="list-style-type: none"> All students continue to be mapped and tracked. Interventions and catch ups to be tracked, recorded and reported to teaching colleagues and parents.

	<ul style="list-style-type: none"> EAL teacher (s), coaches and Multicultural Aides to support all teachers to effectively make consistent judgements about student learning. Consolidate all teachers' skills in triangulating assessment data and generating consistent judgements through strategic and relevant professional learning to determine essential learnings <p>Professional Learning</p> <ul style="list-style-type: none"> Instructional coaches and support experts from within teams to address team identified PL needs and to deliver these in a timely manner. Embed THE Peer Observation program with the emphasis on teaching and learning and the provision of constructive feedback to enhance curriculum delivery. <ul style="list-style-type: none"> Interactions between Tarneit Senior College and BPC to continue with teachers and leadership viewing at both locations. 	<ul style="list-style-type: none"> TEAL global 2 training for EAL assessment undertaken and clearly evidenced by all teachers. SPA, PAT English and Maths baseline data established in November and reassessed in November and June. (Hot dotting) Moderation of teacher judgements (as sighted in latest data sets) scheduled and documented each term – All students positioned on an Victorian Curriculum learning continuum in February and at least once each term according to their learning growth (pre and post-test). <p>Professional Learning</p> <ul style="list-style-type: none"> Annual meeting schedule specify weekly meetings that will identify team needs, plan for professional discussion current best practice. Data conversations (in conjunction with student results on SPA conducted weekly (enabled by timetabling)and documented. Targeted and negotiated professional learning undertaken by all staff within PLCs.
	Year 4 : Actions	Success criteria
	<p>Teaching and Learning</p> <ul style="list-style-type: none"> Review processes such as Peer Observation program (POP) and coaching within PLCS. Revisit and review essential learnings in guaranteed and viable Curriculum and develop vocabulary focus for the learnings. Assess the effectiveness of EAL support programs and practices in student learning outcomes. Evaluate the impact of Team Action Plans in identifying team goals, explicit targets and the essential learnings focused upon. <p>Assessment and Reporting</p> <ul style="list-style-type: none"> Reviewthe implementation of proficiency scales (HRS) within every classroom. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> Interventions and support programs continued for EAL, GRIN, Levelled Literacy Intervention. . Peer observation protocols and templates continue to be utilised. Peer observation schedule continue to be implemented. All mainstream classroom teachers' planning supports the needs of EAL, PSD and students at risk through modification and differentiation. Non-negotiable practices documented and commented upon as part of PDP process. Learning Intentions and Success Criteria to be displayed.

	<ul style="list-style-type: none"> Assess all teachers' skills in triangulating assessment data and generating consistent judgements through strategic and relevant professional learning to determine essential learnings. <p>Professional Learning</p> <ul style="list-style-type: none"> Evaluate the impacts of instructional leadership within PLC in supporting PL and student learning outcomes. Analyse the effectiveness of Peer Observation program and its impact on consistent best practices across the college Review and assess the backward planning work carried out between Tarneit Senior College and BPC in the past 4 years. 	<p>Assessment and Reporting</p> <ul style="list-style-type: none"> All students continue to be mapped and tracked. All students not progressing to be identified and to be catered for through Professional Learning Communities (PLCs) and intervention processes to facilitate "catch up" supported and evident. TEAL global 2 training for EAL assessment. SPA, PAT English and Maths baseline data established in November and reassessed in November and June. (Hot dotting) Moderation of teacher judgements (as sighted in latest data sets) scheduled and documented each term – Professional Learning for staff All students positioned on an Victorian Curriculum learning continuum in February and at least once each term according to their learning growth (pre and post-test). <p>Professional Learning</p> <ul style="list-style-type: none"> Annual meeting schedule specify weekly meetings that will identify team needs, plan for professional discussion current best practice. Data conversations (in conjunction with student results on SPA conducted weekly (enabled by timetabling) and documented. Targeted and negotiated professional learning undertaken by all staff within PLCs.
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<h2>Engagement</h2> <p>Foster a professional learning community with high expectations that support and nurture the development of the whole child.</p> <p>To encourage, engage and develop student capacity and confidence to lead their own learning independently in order to achieve their personal best within a purposeful learning community.</p>	<p>Key improvement strategies</p> <ul style="list-style-type: none"> Develop personalised learning for students to stimulate interest, curiosity, promote questioning and connect learning to the real world Develop "Leading as Learners" plans for all students so that individual learning needs can be met. Increase opportunities for higher levels of student cognitive
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<p>Enhance active student engagement and motivation in their learning by teaching curriculum ensuring differentiation to stimulate and challenge all students.</p> <p>Strengthen the college community's engagement by improving communication</p> <p>Targets: <u>Parent Opinion Survey</u> data shows improvement from 2015 to 2019 in:</p> <ul style="list-style-type: none"> Stimulating learning from 5.75 to 6.5 Student motivation from 5.35 to 6. Learning focus from 5.5 to 6.3 Classroom behaviour from 4.75 to 6. <p><u>Attitudes to School survey</u> data shows that the following indicators from 2015- 2019:</p> <ul style="list-style-type: none"> Connectedness to school from 3.81 to 4.5 (aggregated across 5-9) Student morale from 5.22 to 6 (aggregated across 5-9) Stimulating learning from 3.65-4.3 (aggregated across 5-9) Student motivation from 3.85 to 4.5 (aggregated across 5-9) Teacher effectiveness from 4.00-4.8 (aggregated across 5-9) <p><u>School Staff Survey</u> shows an increase from 2015 to 2019 in:</p> <ul style="list-style-type: none"> School Climate – Academic Emphasis from 63% endorsement to at least 75% School Climate – Collective Focus on Student Learning from 74% endorsement to at least 85% 	<p>engagement, challenge, self-directed inquiry and deep thinking.</p> <ul style="list-style-type: none"> Embed the use of ICT across and between all levels using both existing and new technologies to enhance, stimulate & engage all students in their learning. 	
	<p>Year 1 : Actions</p>	<p>Success criteria</p>
<p>Develop personalised learning for students to stimulate interest, curiosity, promote questioning and connect learning to the real world</p> <p>Develop “Leading as Learners” plans for all students so that individual learning needs can be met.</p> <p>Increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking.</p>	<p>Climate</p> <ul style="list-style-type: none"> Creation of PLCs with leadership role and responsibilities clearly articulated Develop a common understanding of and create the Professional Learning Communities across the two campuses. Develop and embed a culture which promotes student engagement as the responsibility of every teacher and every student Gather baseline data around high expectations (High Reliability Schools surveys) Develop protocol articulating how items of attention will addressed and actioned. <p>Teaching and Learning</p>	<p>Climate</p> <ul style="list-style-type: none"> Documented flow chart with roles and responsibilities, school mantras articulated and distributed to all. Vision and Mission statements prepared and published for all to become familiar with and embed in their practice and conduct. Staff to complete surveys, focusing on Prin class /leaders visibility and active engagement to be reflected in data from Staff Opinion Survey. Protocols developed, available and utilised by all. Compass to store and make accessible to the wider community such items as information booklets, policies, events <p>Teaching and Learning</p>

Embed the use of ICT across and between all levels using both existing and new technologies to enhance, stimulate & engage all students in their learning

(High Reliability Schools)

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	1	2	3	4
Safe and collaborative culture				
~Effective Teaching in Every Classroom				
~Guaranteed and Viable Curriculum				
~Standards Referenced Classroom				
~Competency Based Education				

(School improvement Initiatives)

	1	2	3	4
~Excellence in teaching and learning				
~Professional leadership				
~Positive climate for learning				

- Develop a whole school instructional framework that utilises direct, immersive and inquiry based learning.
- Develop and implement a whole school instructional framework that incorporates learning through play based at Foundation level and directed teaching and Inquiry Based Learning in years 1 – 9
- Non-negotiables will be adopted and implemented by all: Essential Learnings In English (reading and Writing) and Maths
 - *Fountas and Pinnell
 - *Intervention Programs (EMU, GRIN, LL, EAL)
 - *Conferencing across Literacy and Numeracy
 - *Problem Based Maths
 - *Data conversations
 - *ICT pedagogy
 - *Seeking Best Practice
- Interactions between Tarneit Senior College and BPC (combined discipline meetings, planning and teaching observation sessions)

Professional Learning

- Commitment by all to facilitate student confidence in determining their own learning goals that are negotiated with their teacher in order to develop independent learners.
- Leadership team to ensure and promote the consistent, non-negotiable practices and processes that form the 'core' of our work.
- All staff members to view AIP and identify their roles and practices in order to achieve outcomes defined for 2016
- Strengthen classroom practice through strategic use of the most skilled staff and targeted professional learning to ensure colleagues consistent best practice.

Community Engagement

- Leadership Team to seek feedback from all stakeholders- teachers, parents, students, wider school community.
- Establish the communication system of Compass for the wider school community

Year 2 : Actions

Climate

- PLCs with leadership role and responsibilities clearly understood and embedded.
- A culture which promotes student engagement as the responsibility of every teacher and every student is developing.

- Leadership, teachers and students agree on a strategy of promoting high expectations of self and others in the whole school community.
- Essential Learnings to be identified annually for each cohort of students with PLCs.
- Planning articulates the weekly inclusion of all non negotiables.
- English and Maths learning targets set for all students
- ILPs reviewed with parents and updated each term.
- All students positioned on an Victorian Curriculum learning continuum in February and at least once each term according to their learning growth (pre and post-test)
- Backwards design planning documented.

Professional Learning

- Individual staff member commitment to improved student learning outcomes agreed and documented.
- Incorporate digital coding and effective ICT pedagogy throughout planning and PLT sessions
- Evidenced in PDP

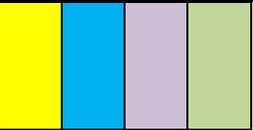
.Community Engagement

- Feedback through a number of survey forums (POS ATSS SOS).
- Feedback sought as to the implementation of communication instrument Compass and community embracing it positively
- Results to indicate increased uptake in community interaction because of more effective communications.

Success criteria

Climate

- Documented flow chart with roles and responsibilities, school mantras articulated and distributed to all.
- Staff to complete surveys, focusing on Prin class /leaders visibility and active engagement to be reflected in data from Staff Opinion Survey.

<p>~Community engagement in learning</p> 	<ul style="list-style-type: none"> • Gather baseline data around high expectations (High Reliability Schools surveys) • Protocols articulating how items of attention will addressed and actioned adhered. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Coaches to work within PLC to effectively implement school instructional framework(to ensure all agreed to and non negotiable strategies are in place and utilised). • Non-negotiables implemented and recorded by all: Essential Learnings In English (reading and Writing) and Maths *Fountas and Pinnell *Intervention Programs (EMU, GRIN, LL, EAL) *Conferencing across Literacy and Numeracy *Problem Based Maths *Data conversations *ICT pedagogy *Seeking Best Practice ▪ Interactions between Tarneit Senior College and BPC continue with at least one visit a term (planning, lesson delivery). ▪ Strengthen the focus on explicit teaching through coaching and PLC leadership <p>Professional Learning</p> <ul style="list-style-type: none"> • Commitment by all to facilitate student confidence in determining their own learning goals that are negotiated with their teacher in order to develop independent learners. • Leadership team to ensure and promote the consistent, non-negotiable practices and processes that form the 'core' of our work. • All staff members to view AIP and identify their roles and practices in order to achieve outcomes defined for 2017. • Strengthen classroom practice through strategic use of the most skilled staff and targeted professional learning to ensure colleagues consistent best practice. <p>Community Engagement</p> <ul style="list-style-type: none"> • Leadership Team to seek feedback from all stakeholders- teachers, parents, students, wider school community. • Establish the communication system of Compass for the wider school community 	<ul style="list-style-type: none"> • Leadership, teachers and students adopt the on a strategy of promoting high expectations of self and others in the whole school community. • “Great teaching and great learning” mantras developed. • Protocols developed, available and utilised by all. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Planning articulates the weekly inclusion of all non negotiables. • English and Maths learning targets set for all students • Essential Learnings to be identified annually for each cohort of students with PLCs. • Non-negotiable practices documented and commented upon as part of PDP process. • ILPs reviewed with parents and updated each term. • All students positioned on an Victorian Curriculum learning continuum in February and at least once each term according to their learning growth (pre and post-test) <p>Professional Learning</p> <ul style="list-style-type: none"> • Individual staff member commitment to improved student learning outcomes agreed and documented. • evidenced in work programs, planners and as part of PDP <p>Community Engagement</p> <ul style="list-style-type: none"> • Feedback through a number of survey forums (POS ATSS SOS). • Feedback sought as to the implementation of communication instrument Compass and community embracing it positively • Results to indicate increased uptake in community interaction because of more effective communications.
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	Year 3 : Actions	Success criteria
	<p>Climate</p> <ul style="list-style-type: none"> • 2 year rotation of PLC leadership and new PLC membership formed. (leadership role and responsibilities clearly understood and embedded). • which promotes student engagement as the responsibility of every teacher and every student is developing <ul style="list-style-type: none"> • Student driven goal setting and targets for personal learning. • Continue to gather baseline data around high expectations (High Reliability Schools surveys) • Revisit and reiterate articulating how items of attention will addressed and actioned adhered. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Instructional framework completely embedded. • Non-negotiables implemented and recorded by all • Gather data re trends with Year 9-10 student transition and learning Interactions Tarneit Senior College and BPC. <p>Professional Learning</p> <ul style="list-style-type: none"> • Proficiency Scales and target PL to ensure student confidence in determining their own learning goals to develop as independent learners. • Leadership team to ensure and promote the consistent, non-negotiable practices and processes that form the 'core' of our work. • All staff members to view AIP and identify their roles and practices in order to achieve outcomes defined for 2018. • Continue to strengthen classroom practice through strategic use of the most skilled staff and targeted professional learning to ensure colleagues consistent best practice. <p>Community Engagement</p> <ul style="list-style-type: none"> • Leadership Team to seek feedback from all stakeholders- teachers, parents, students, wider school community. 	<ul style="list-style-type: none"> • Climate • Staff to complete surveys, focusing on Prin class /leaders visibility and active engagement to be reflected in data from Staff Opinion Survey. • Non-negotiable practices documented and commented upon as part of PDP process. • Leadership, teachers and students adopt the on a strategy of promoting high expectations of self and others in the whole school community. • Protocols actively available and utilised by all. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Planning articulates the weekly inclusion of all non negotiables. • English and Maths learning targets set for all students • Essential Learnings to be identified annually for each cohort of students with PLCs. • ILPs reviewed with parents and updated each term. • All students positioned on an Victorian Curriculum learning continuum in February and at least once each term according to their learning growth (pre and post-test) <p>Professional Learning</p> <ul style="list-style-type: none"> • Individual staff member commitment to improved student learning outcomes agreed and documented. • evidenced in work programs, planners and as part of PDP <p>Community Engagement</p> <ul style="list-style-type: none"> • Feedback through a number of survey forums (POS ATSS SOS).

	<ul style="list-style-type: none"> • Canvas success of the communication system of Compass from the wider school community 	<ul style="list-style-type: none"> • Feedback sought as to the implementation of communication instrument Compass and community embracing it positively • Results to indicate increased uptake in community interaction because of more effective communications.
	<p>Year 4 : Actions</p>	<p>Success criteria</p>
	<p>Climate</p> <ul style="list-style-type: none"> • Review the PLC model after 4 years of implementation. • Gather data on the success of student driven learning (goal setting and targets) • Continue to gather baseline data around high expectations (High Reliability Schools surveys) • Review protocols re trademark behaviours, student mantra and learning mantras <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Review Instructional framework and non-negotiable success. • Continue to gather trend data re Year 9-10 student transition and learning Interactions Tarneit Senior College and BPC. <p>Professional Learning</p> <ul style="list-style-type: none"> • Review success of incorporation of Proficiency Scales to gauge student confidence and growth as independent learners. • All staff members to view AIP and identify their roles and practices in order to achieve outcomes defined for 2019. • Review SSP for 2016-19. <p>Community Engagement</p> <ul style="list-style-type: none"> • Leadership Team to seek feedback from all stakeholders- teachers, parents, students, wider school community. • Canvas success of the communication system of Compass from the wider school community 	<ul style="list-style-type: none"> • Climate • Staff survey results to indicate positive outcomes and set targets have been met. (Principal/leaders visibility and active engagement to be reflected in data from Staff Opinion Survey). • Protocols actively available and utilised by all. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Planning is embedded by all teachers using the instructional framework model.. • Victorian Curriculum learning continuum completely embedded with essential learnings for each cohort identified • Non-negotiable practices documented and commented upon as part of PDP process. <p>Professional Learning</p> <ul style="list-style-type: none"> • Individual staff member comments and evidence of Proficiency scale work and identified roles and responsibilities within PDP. <p>Community Engagement</p> <ul style="list-style-type: none"> • Feedback through a number of survey forums (POS ATSS SOS). • Feedback sought as to the implementation of communication instrument Compass and community embracing it positively • Results to indicate increased uptake in community interaction because of more effective communications.

Wellbeing		Key improvement strategies
<p>Goals</p> <p>Develop and embed a whole school approach, within a safe and supportive learning environment, for the promotion of student wellbeing that is the responsibility of all stakeholders within the BPC community.</p> <p>Students will develop into self-motivated , resilient responsible leaders of learning</p> <p>To ensure that all transitions into, throughout and when exiting BP College are seamless for all students.</p>		<ul style="list-style-type: none"> • Employ an agreed whole school approach to student wellbeing to ensure a safe and secure learning environment • Build the capacity of students to be resilient, socially responsible and respectful in all their relationships. • Build a sense of one college with consistent communication and activities across the two campuses • Strengthen BPC College connections between the local feeder kindergartens and Senior College.
<p>Targets</p> <p>Parent Opinion Survey data shows improvement from 2015 to 2019 in:</p> <ul style="list-style-type: none"> • Behaviour management from 5.48 to 6. • Student motivation from 5.63 to 6.3 • Student safety from 5.8to 6.6 • Classroom behaviour from 4.67 to 5.5 • School connectedness 5.71 to 6.2 <p>Student Attitude to School Survey shows the following indicators::</p> <ul style="list-style-type: none"> • Classroom Behaviour from 3.04 to 3.3 (aggregated across 5-9) • Student morale from 5.22 to 5.6 (aggregated across 5-9) • Connectedness to peers from 4.13 to 4.4(aggregated across 5-9) • Teacher empathy from 4.05- 4.6 (aggregated across 5-9) <p>Attendance: The mean average absence rates to be no more than Prep-6 (12 days) retained Years 7-9 (13 days).retained</p>		
Employ an agreed whole school approach to student wellbeing to ensure a safe and secure learning environment	<p>Year 1 : Actions</p> <p>Safe and Collaborative Learning Environments</p> <ul style="list-style-type: none"> • Engage external School Wide Positive Behaviour Consultant • PLC leadership to oversee Wellbeing on a daily basis with Well being Leadership to oversee the at risk students (attendance, wellbeing). • Review and update existing School Wide Positive Behaviours and implement it as an agreed student management system 	<p>Success criteria</p> <ul style="list-style-type: none"> • Existing Student Behaviour Management process updated and adhered. • Student mantras to be visible and adhered to in all learning spaces. • Develop and implement protocols to support whole school PBS • Strategy developed and implemented <ul style="list-style-type: none"> • External coach visits as scheduled
Build the capacity of students to be resilient, socially responsible and respectful in all their relationships.		

Build a sense of one college with consistent communication and activities across the two campuses

Strengthen BP College connections between the local feeder kindergartens and Senior Secondary College.

(High Reliability Schools)

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	1	2	3	4
Safe and collaborative culture				
~Effective Teaching in Every Classroom				
~Guaranteed and Viable Curriculum				
~Standards Referenced Classroom				
~Competency Based Education				

(School improvement Initiatives)

	1	2	3	4
~Excellence in teaching and learning				

- Monitor and track student attendance and punctuality and act on trends of disengagement.
- Staff completely versed in positive Behaviour Plans, referral processes
- Revisit school Values Program and embed in classroom practices through pastoral care support/ circle chats.
- Establish an agreed electronic data collection system for student management process (compass)
- Revisit and implement a school agreed strategy in the management of challenging behaviours.

- Leadership commitment, matrix published
- Team established and meetings scheduled
- Baseline data collected
- School based staff and student survey undertaken and analysed
- Parent and student representation on school PBS committee
- Professional learning provided for staff
- Teachers and students understand expectations
- All teachers implement agreed processes.

Year 2 : Actions

Success criteria

Safe and Collaborative Learning Environments

- Develop a SWPBP toolkit as a resource to assist teachers in implementing positive behaviours.
- Develop positive language and interaction by staff through PLs focusing on hardship, empathy, diversity.
- PLC leadership to oversee Wellbeing on a daily basis with Well being Leadership to oversee the at risk students (attendance, wellbeing).
- Continue to focus on school Values Program and embed in classroom practices through pastoral care support/ circle chats.
- Monitor and track student attendance and punctuality and act on trends of disengagement.
- Completion of student incident onto agreed electronic data collection system for student management process by all (compass)
- Implement a school agreed strategy in the management of challenging behaviours.
- Parents to be informed on the SWPBS through Compass, information sessions.

- Toolkit distributed to all staff members and PL to be targeted according to data identified needs.
- All colleagues using positive language strategies (ie 6:1)
- The development of positive focused management plans.
- Student mantras to be visible and adhered to in all learning spaces.
- Staff developing consistency in implementing strategies to support SWPBP.
- Compass to be used to effectively to collect accurate data relating to student behaviour.
- Strategy developed and implemented
 - Baseline data collected
 - School based staff and student survey undertaken and analysed
 - Professional learning provided for staff
 - Teachers and students understand expectations
- Colleagues to address SWPBS as part of PDP.

Year 3 : Actions

Success criteria

Safe and Collaborative Learning Environments

- On going promotion and professional learning for staff of SWPBP/ restorative practices.
- Use of SWPBP toolkit as a resource to assist teachers in implementing positive behaviours.

- Existing Student Behaviour Management process updated and adhered.
- Student mantras to be visible and adhered to in all learning spaces.
- Develop and implement protocols to support whole school PBS
- Strategy developed and implemented

~Professional leadership					<ul style="list-style-type: none"> On going collation of data gathered to drive SWPBP initiative and staff focus. Implementation and embedding of SWPBS within work programs and unit development. Consolidate school Values Program and embed in classroom practices through pastoral care support/ circle chats. Monitor and track student attendance and punctuality and act on trends of disengagement. Continued and consistent use of agreed electronic data collection system for student management process. Consolidate the implementation of a school agreed strategy in the management of challenging behaviours 	<ul style="list-style-type: none"> Leadership commitment, matrix utilised Team established and meetings scheduled Baseline data collected School based staff and student survey undertaken and analysed Parent and student representation on school PBS committee Professional learning provided for staff Teachers and students understand expectations All staff to demonstrate a strong knowledge of SWPBS and use the strategies to differentiate and support student wellbeing needs. ATTS data and p-4 transition surveys to reflect safe and positive learning spaces both within classrooms and beyond. Parent Opinion survey and Staff opinion survey to achieve set targets
~Positive climate for learning	Yellow	Blue	Purple	Green		
~Community engagement in learning	Yellow	Blue	Purple	Green		
					<h3>Year 4: Actions</h3>	<h3>Success criteria</h3>
					<p>Safe and Collaborative Learning Environments</p> <ul style="list-style-type: none"> Engage external School Wide Positive Behaviour Consultant Review and update existing School Wide Positive Behaviours and implement it as an agreed student management system Review the impact of monitoring and tracking student attendance and punctuality. Evaluate the use of agreed electronic data collection system for student management process. Revisit and implement a school agreed strategy in the management of challenging behaviours All teachers implement agreed processes. 	

<h1>Productivity</h1>	<h2>Key improvement strategies</h2>
<h3>Goals</h3>	

<p>Increase the capacity of the school to function as a strategic organisation in the effective and efficient use of college resources</p> <p>Create a leadership structure which enhances team leaders' capacity to lead and implement change.</p> <p>Foster collective efficacy through the identification of clearly defined roles and responsibilities for all</p> <p>Develop a culture of improved collective accountability through feedback protocols and processes that focus on the practice and behaviours</p> <p>Engage key stakeholders in our school and wider community to develop the perception of the College as one school</p>	<ul style="list-style-type: none"> • Build an agreed vision and belief statement which is articulated regularly by all staff, specifically linking beliefs with actions • Review leadership structure job descriptions and responsibilities related to need and to support a distributed leadership model • Establish processes and structures to ensure the strategic placement of staff into key roles and teams to support the school's direction • Revisit, review and reiterate developed norms for staff expectations and behaviours. • Review role descriptions and create role statements that promote a culture of accountability and feedback. • Improve the capacity of staff to collaborate and match teaching practice with physical facilities re: open learning spaces • Create processes and procedures that support role clarity, accountability and feedback between all sectors of the College community. • Create a performance and development culture where all staff have clarity around their role to achieve the College's vision • Articulate and implement processes that support quality planning decision making aligned to the strategic planning and the performance and development process • Develop a whole of College Communication Policy and procedures that ensure consistent message formats, protocols and processes are agreed to understood and adhered to when communicating with all facets of the school community. 	
<p>Targets:</p> <p><u>School Staff Survey</u> shows an increase from 2015 to 2016 in:</p> <ul style="list-style-type: none"> • <i>School Climate – Collective Efficacy</i> from 65 %endorsement to at least 69% • <i>School Climate – Collective Responsibility</i> from 62% endorsement to at least 69% • <i>School Climate-Staff trust in colleagues</i> from 67% endorsement to at least 72% • <i>School Climate-Teacher Collaboration</i> from 56% to at least 64% • <i>Shielding and buffering</i> from 55% to at least 60% • <i>Professional Learning</i> from 57% endorsement to at least 62% 		
<p>Build an agreed vision and belief statement which is articulated regularly by all staff, specifically linking beliefs with actions</p> <p>Review leadership structure job descriptions and responsibilities related to need and to support a distributed leadership model</p> <p>Establish processes and structures to ensure the strategic placement of staff into key roles and teams to support the school's direction</p>	<p>Year 1: Actions</p> <p>Work force planning</p> <ul style="list-style-type: none"> • Embed the Professional Learning Community (PLC) framework. • To establish learning communities at both campuses with Principal collegiate representative in place for two years. • To employ Grin .8 and EAL 1.4 teachers utilising equity funding to support 'Year 7 catch-up and 50% EAL within our community and establish a Peer Observation program (facilitating release and needs based coaching) . • To collect and triangulate data effectively through an embedded Assessment Schedule, formative assessments and results from Intervention Programs. • Leadership to focus on refining a culture of high expectations, clearly and consistently articulated to establish collective accountability for 	<p>Success criteria</p> <ul style="list-style-type: none"> • Leadership coach selected. • Coaching Program developed with Bastow for Instructional Leadership. • Support coaches to be trained as part of "Train the Trainer model" • The adherence to the college Trademark Behaviours by all staff members at all times. • PLT outcomes, roles, responsibilities and protocols documented, agreed and monitored by the team members. • PDP to be the vehicle for goal setting and feedback for all Colleagues across the college. • Documentation of intervention carried out and data supporting improved student learning outcomes.

Strengthen classroom practice through strategic use of the most skilled staff and targeted professional learning to ensure colleagues consistent best practice.

Revisit, review and reiterate developed norms for staff expectations and behaviours.

Review role descriptions and create role statements that promote a culture of accountability and feedback.

Improve the capacity of staff to collaborate and match teaching practice with physical facilities re: open learning spaces

Create processes and procedures that support role clarity, accountability and feedback between all sectors of the College community.

Create a performance and development culture where all staff have clarity around their role to achieve the College's vision

Articulate and implement processes that support quality planning decision making aligned to the strategic planning and the performance and development process.

(High Reliability Schools)

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	1	2	3	4
Safe and collaborative culture				
~Effective Teaching in Every Classroom				

- improving student outcomes and implementing agreed school priorities.
- Data collected to gauge the success of feedback and accountability strategies
- Resource Management**
- Develop a whole of College Communication Policy and procedures that ensure consistent message formats, protocols and processes are agreed to understood and adhered to when communicating with all facets of the school community.
 - ICT plans and BYOD plans established and promoted throughout the community. Teacher's upskilled in best pedagogical practices.
- Grounds and Facilities**
- Continue to work towards establishing the school oval at Tarneit
 - Work in conjunction with My Park Rules (master plan) and Wyndham Council (skate park)

Year 2 : Actions

- Revisit BPC Trademark Behaviours strategy to reinforce behavioural expectations and norms for all members of the college community
- Memorandums of understanding created and regularly revisit
- Leadership Team to fulfil the goal of building a school culture of high expectations, through visibility and holding themselves and others to account.
- Refine and embed the Professional Learning Community (PLC) framework.
- Maintain and review flexible and strategic work force plan.
- Utilise a whole of College Communication Policy and procedures that ensure consistent message formats, protocols and processes are agreed to understood and adhered to when communicating with all facets of the school community.
- Leadership to reiterate culture of high expectations, clearly and consistently articulated to establish collective accountability for

- Commitment evident to all school community members that Baden Powell P – 9 promotes itself as a school of excellence through its behaviours reflected in POS and SOS.
- All colleagues to be upskilled in use of compass and utilising it to communicate with parents. (Roll marking, reporting, attendance, interviews)
- All teachers to achieve a set goal in ICT pedagogical development (PDP)
- Reports to Finance and School council on the progress towards development of the Oval

Success criteria

- TBS protocols revisited and MOUS revisited regularly throughout the year.
- Team and leadership feedback and accountability responsibility evidenced (documented conversations/ plans)
- The adherence to the college Trademark Behaviours by all staff members at all times.
- Peer Observation Program agreed upon, foci established, documented and implemented.
- All colleagues to undertake one peer observation component facilitated by the PLC.
- Commitment evident to all school community members that Baden Powell P – 9 promotes itself as a school of excellence through its behaviours.

~Guaranteed and Viable Curriculum					<ul style="list-style-type: none"> improving student outcomes and implementing agreed school priorities. Continue Professional Learning opportunities focusing on how to give and receive professional feedback to be engaged. 	<ul style="list-style-type: none"> PLT outcomes, roles, responsibilities and protocols documented , agreed and monitored by the team members Data to indicate positive trends towards collective efficacy and team adherence to agreed behaviours, roles and responsibilities. PDP to be the vehicle for goal setting and feedback for all colleagues across the college.
~Standards Referenced Classroom						
~Competency Based Education						
(School improvement Initiatives)					Year 3 : Actions	Success criteria
	1	2	3	4	<ul style="list-style-type: none"> Consolidate BPC Trademark Behaviours strategy to reinforce behavioural expectations and norms for all members of the college community. Memorandums of understanding created and regularly revisit Leadership Team to fulfil the goal of building a school culture of high expectations, through visibility and holding themselves and others to account. Refine and embed the Professional Learning Community (PLC) framework. (2 year turnaround) Maintain and review flexible and strategic work force plan Revisit of College Communication Policy and procedures that ensure consistent message formats, protocols and processes are agreed to understood and adhered to when communicating with all facets of the school community. Leadership continue to focus on refining a culture of high expectations, clearly and consistently articulated to establish collective accountability for improving student outcomes and implementing agreed school priorities. Professional learning opportunities focusing on how to give and receive professional feedback to be engaged. 	<ul style="list-style-type: none"> TBS protocols agreed and documented. The adherence to the college Trademark Behaviours by all staff members at all times. Peer Observation Program consolidated with all colleagues participating actively in Peer Observations and feedback processes. Evidenced in each colleagues PDP. Commitment evident to all school community members that Baden Powell P – 9 promotes itself as a school of excellence through its behaviours. PLT outcomes, roles, responsibilities and protocols documented , agreed and monitored by the team members Data to indicate positive trends towards collective efficacy and team adherence to agreed behaviours, roles and responsibilities. PDP to be the vehicle for goal setting and feedback for all colleagues across the college
~Excellence in teaching and learning						
~Professional leadership						
~Positive climate for learning						
~Community engagement in learning						
					Year 4 : Actions	Success criteria
					<ul style="list-style-type: none"> Revisit BPC Trademark Behaviours strategy to reinforce behavioural expectations and norms for all members of the college commu Memorandums of understanding created and regularly revisit Leadership Team to fulfil the goal of building a school culture of high expectations, through visibility and holding themselves and others to account. 	<ul style="list-style-type: none"> PBS protocols agreed and documented. The adherence to the college Trademark Behaviours by all staff members at all times. Peer Observation Program agreed upon, foci established, documented and implemented

	<ul style="list-style-type: none"> • Refine and embed the Professional Learning Community (PLC) framework. To establish learning communities at both campuses with Principal collegiate representative in place for two years. • Maintain and review flexible and strategic work force plan. • Review College Communication Policy and procedures that ensure consistent message formats, protocols and processes are agreed to understood and adhered to when communicating with all facets of the school community. • Leadership to focus on refining a culture of high expectations, clearly and consistently articulated to establish collective accountability for improving student outcomes and implementing agreed school priorities. • Engage a leadership coach to work with Leadership team. • Professional learning opportunities focusing on how to give and receive professional feedback to be engaged. 	<ul style="list-style-type: none"> • Commitment evident to all school community members that Baden Powell P – 9 promotes itself as a school of excellence through its behaviours. • PLT outcomes, roles, responsibilities and protocols documented , agreed and monitored by the team members
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