

# School Strategic Plan for Bendigo Senior Secondary College Loddon Mallee region 2011-2014





## School Profile

Purpose	Our ROLE is to empower learners for individual, community and global leadership.
Values	<p>Our values are:</p> <ul style="list-style-type: none"> <li>• Respect – for ourselves, others and our relationships and for our learning, community and environment.</li> <li>• Optimism - Being enthusiastic in our living, learning and contributing, embracing opportunities to make a difference and being resilient and persistent in adversity.</li> <li>• Learning - Embracing learning opportunities, being a life-long learner, being a continuously improving individual and community member, being a leader of self and of others and being innovative and open to possibilities</li> <li>• Environment - The culture we make through our beliefs and actions, the community we make through our relationships with others and sustainability through wisdom, balance and action.</li> </ul> <p>Our values underpin what we believe are important to our College and reflect the United National Universal Declaration of Human Rights, in particular the rights of freedom, dignity, equality, the right to participate in cultural life and the community, and the right to education.</p>
Environmental Context	<p>Bendigo Senior Secondary College is situated in central Bendigo, a large rural city with a population of over 100,000 people with a growth rate of 1.6%. The Jaara people are the original inhabitants of the land and Bendigo has strong Chinese Cultural heritage with over 3,000 Chinese settling on the goldfields in 1854. While 6.1% of Bendigo's population were born overseas half of these are from the United Kingdom or New Zealand. 30 different countries are represented in Bendigo's population, although the majority of the College's student population of over 1750 students are from Anglo Saxon descent.</p> <p>The College enjoys a location overlooking the historic and picturesque Rosalind Park which the students are able to make use of as a passive recreational area.</p> <p>The college has a long and rich history dating back to 1907 when it started as the Bendigo Continuation School. It was one of the first four high schools established in regional Victoria. In 1912 the school became known as Bendigo High School, Bendigo Senior High School in 1984 and Bendigo Senior Secondary College in 1989.</p> <p>The college provides a high quality educational experience for students undertaking their final years of secondary education in Bendigo. As the largest Victorian provider of the Victorian Certificate of Education (VCE), Vocational Education and Training in Schools (VET), and Victorian Certificate of Applied Learning (VCAL), the College is committed to providing a range of flexible programs for all students from the four Bendigo government Year 7-10 colleges and the 170 students who enrol annually from other schools. BSSC is an active participant in the Bendigo Education Plan which has seen renewal of secondary education in the compulsory years based on four, new, Years 7 – 10 colleges with state-of-the-art facilities, resources and 21st century pedagogy. BSSC is well resourced in ICT and there is a</p>

strong and successful emphasis on the use of ICT for teaching and learning. The College is well known and highly regarded for its innovation in integrating ICT in learning, and for the supporting infrastructure.

Students are able to choose courses to meet their individual needs. This may involve part-time study/part-time work, completing their studies over three years, and choosing flexibly designed courses. An accelerated learning program operates in conjunction with the Year 7-10 colleges where students are able to undertake VCE and VET studies whilst in Year 10. Year 11 students are encouraged to undertake a Unit 3 and 4 study in their first year.

The socio economic profile of the College is changing as reflected in the Student Family Occupation (SFO) density moving from 0.41 in 2005 to 0.45 in 2009, and the increasing number of students taking vocational studies. The College welcomes the associated diversity and takes pride in our ability to cater for all students, irrespective of their abilities and aspirations. The flexibility in our curriculum provision, our rich learning environment and focus on learning provides young people in Bendigo with the opportunity to achieve excellent educational outcomes and the skills to move into further education and training or directly into the workforce. Student pathways are broadened by the very high number of VCE studies, by VCAL and by VET programs, apprenticeships and traineeships and the College is a registered Training Organisation (RTO). Our students will draw benefit from the new \$10 million Trade Training Centre (TTC), the new language centre and Confucius classroom, English learning centre and the planned new performing arts facilities.

A number of effective partnerships with government and non-government agencies and organisations has been established and we have a commitment to build further partnerships and expand experiences for our students.

The college aims to provide an adult environment where sound work ethics, self-discipline and the acquisition of independent learning skills are fostered. Staff are committed to the academic progress and welfare of students, and all students are encouraged to interact closely with their teachers, seek help at any time and strive for personal excellence. Students consistently demonstrate that they are capable of achieving outstanding results as measured annually by high level VCE study scores, ATAR rankings and other academic awards and prizes. Each year students achieve perfect study scores of 50, ATAR rankings in excess of 99, Premier's VCE Awards and VCAA Season of Excellence invitations which recognise outstanding student performance in the Arts. Our students participate in a wide range of conferences and forums as well as having access to a wide array of co-curricular activities including sport, music, camps, overseas trips, excursions and lunchtime activities.

A low proportion of our student population have a language background other than English although this has moved from zero to 0.01 from 2008 – 2009. There is a small but growing Karen refugee population emerging at the College and the number of Indigenous students transitioning into senior education is increasing. We have a commitment to developing international understanding with an expanding number of fee paying international students. We have international relationships through sister schools and Bendigo Senior Secondary College was the first government secondary school in the world to be accredited with the Council of International Schools.

The college operates NETschool, which is an extension to the College program that provides curriculum access for 15-20 year old students who are outside mainstream schooling or training programs. It provides both online and off campus delivery of VCE, VET and

	<p>VCAL units at the NETschool centre which is located in the Bendigo CBD. The demand for the NETschool program continues to grow and we are committed to providing an alternative program that has demonstrated outstanding success in reintegrating many young people in Bendigo back into education.</p>
--	---

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student learning outcomes across the College	<p>In 2014:</p> <ul style="list-style-type: none"> <li>• VCE allstudy mean at 30.0 or better</li> <li>• VCE English mean at 28.0 or better</li> <li>• VCE 40+ score proportion 6.5</li> <li>• Year 11 Learning Confidence at or better than 3.70</li> <li>• Year 12 Learning Confidence at or better than 3.72</li> </ul>	<ul style="list-style-type: none"> <li>• Improve literacy and numeracy across the College</li> <li>• Establish learning communities that make effective use of flexible learning spaces.</li> <li>• Strengthen teacher capacity and reduce variability across classrooms.</li> <li>• Provide high quality curriculum that is differentiated based on each student's ability and interests and connects students to their local, national and global community.</li> <li>• Develop curriculum offerings that establish vocational learning pathways.</li> </ul>
Student Engagement and Wellbeing	To improve student engagement and wellbeing	<p>In 2014:</p> <ul style="list-style-type: none"> <li>• Real Retention is 78%.</li> <li>• Average days absent for both Year11 and 12 students is no more than 10.</li> <li>• Year 11 Student Motivation 4.15, Peer Connectedness 4.1 and School Connectedness 3.75</li> <li>• Year 12 Student Motivation is 4.20, Peer Connectedness is 4.05 and School Connectedness 3.75</li> <li>• On the Staff Opinion Survey, Student Decision-Making is 3.8</li> <li>• On the Parent Opinion Survey, Student Motivation is 5.25 and School Connectedness is 5.5</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the Pathway Community and Pathway Program models.</li> <li>• Strengthen student and parent understanding of the relationship between attendance and success in learning and meeting, pathway goals.</li> <li>• Further support students with special learning and wellbeing needs.</li> <li>• Better integrate wellbeing and pathways support for students</li> <li>• Strengthen student international understanding and global perspectives for leadership of self, others and community.</li> <li>• Further improve student connectedness with and pride in the college.</li> </ul>
Student Pathways and Transitions	Ensure the smooth transition of all students into, within and beyond the College	<p>In 2014:</p> <ul style="list-style-type: none"> <li>• The percentage of students enrolling from Year 7-10 government schools in Bendigo is at least 90%.</li> <li>• The Parent Opinion Survey shows Transitions is at least 5.6</li> </ul> <p><u>Year 11 non completers:</u></p> <ul style="list-style-type: none"> <li>• The proportion of students exiting to sustainable destinations (education, training or full time employment) is at least 70%.</li> </ul> <p><u>Year 12 non completers :</u></p> <ul style="list-style-type: none"> <li>• The proportion of students exiting prior to</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and develop the effectiveness of partnerships with Year 7 – 10 government schools to promote an increasingly seamless transitions.</li> <li>• Utilise information about student wellbeing and academic progress to improve student transitions and retention.</li> <li>• Strengthen Advisor capacity in provision of pathways advice.</li> <li>• Strengthen creative and mutually partnerships with tertiary providers and other partners.</li> </ul>

		<p>certificate completion is below 6%</p> <ul style="list-style-type: none"> <li>• The proportion of students exiting to sustainable destinations (education, training or full time employment) is at least 50%.</li> </ul> <p><u>Year 12 Completers:</u></p> <ul style="list-style-type: none"> <li>• The proportion of students continuing with education and training is at least 65%</li> <li>• The proportion of students leaving to unsustainable destinations is lower than 10%.</li> </ul>	
Whole College Initiatives	Improve college organisational health	<p>In 2014:</p> <ul style="list-style-type: none"> <li>• To improve Individual Morale of staff from 5.10 to at least 5.20</li> <li>• To decrease Individual Distress of staff from 3.00 to below 2.90.</li> <li>• Supportive leadership 3.8</li> <li>• Participative decision making 3.55</li> <li>• To improve Appraisal and Recognition of staff from 3.30 to 3.40</li> </ul>	<ul style="list-style-type: none"> <li>• Review college organizational structures, including the Leadership structure</li> <li>• Review communication structures and implement recommendations</li> <li>• Implement a new Performance and Development process</li> </ul>

## School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>1. Improve literacy and numeracy across the College</p> <p>2. Establish learning communities that make effective use of flexible learning spaces.</p> <p>3. Strengthen teacher capacity and reduce variability across classrooms.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> <li>• Contribute to the review face to face class time.</li> <li>• GAT and other available data is distributed to all teachers to establish baseline understanding of student's literacy and numeracy levels to assist teachers to provide targeted intervention.</li> <li>• Develop a whole college Literacy and numeracy plan that takes into consideration the development of a deep understanding in teachers of the skills associated with the improvements in literacy and numeracy.</li> <li>• Share the experiences of existing BSSC Learning Communities and the experiences of the 7-10 Colleges and other schools as appropriate to provide specific and targeted support to teachers where needed.</li> <li>• Establish team teaching protocols in the English, VCAL and other Learning Communities.</li> <li>• Develop and trial team based approaches that use relevant data, e5 framework, PoLT/PoAL, peer reflection, learning walks, observation, video capture and other feedback to discuss, reflect on and strengthen teacher practice.</li> <li>• Provide targeted coaching.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers contribute to the development of the literacy and numeracy plan and have an understanding of the framework for monitoring improvements in literacy and numeracy.</li> <li>• Through professional learning teams, some staff are trialling approaches designed to develop literacy and numeracy skills and are sharing findings with the wider staff.</li> <li>• Teachers are using shared spaces for a combination of focused teaching, negotiated learning, cooperative and self directed learning experiences.</li> <li>• Productive relationships exist between teachers and between teachers and students.</li> <li>• Students are engaged and on task.</li> <li>• Increased learning confidence.</li> <li>• Improved retention.</li> <li>• Improvement in data relating to staff Professional growth.</li> <li>• Teams meeting regularly to discuss and reflect upon teaching practice.</li> <li>• Teachers are reflecting on available data to underpin the development of their goals.</li> <li>• Improved data relating to staff Professional growth and professional interactions.</li> <li>• Improved data relating to staff Professional growth and professional interactions.</li> <li>• Teachers have been provided with ongoing and targeted coaching as needed.</li> </ul>

<p>4. Provide high quality curriculum that is differentiated based on each student's ability and interests and connects students to their local, national and global community.</p>	<ul style="list-style-type: none"> <li>• Establish a small team with high level expertise in restorative practice to provide support to teachers.</li> <li>• Develop expertise in the use of restorative practices in a range of classrooms to establish consistent classroom expectations based on college values.</li>   <li>• Develop a shared understanding within the college (including NETschool) of what differentiated learning is and what it looks like in operation</li> <li>• Network with the 7-10 schools to develop and articulate the skills and attributes of successful senior secondary students that enable them to be 21<sup>st</sup> century learners.</li>   <li>• Develop a shared model of blended learning for our college</li> <li>• Build the understanding amongst teachers of what represents high quality online curriculum.</li>   <li>• Implement purposeful use of ICT and the Ultranet to increase learning effectiveness for students and enhance communication and collaboration.</li>     <li>• Review and continue to build opportunities for students to undertake a self-directed learning program.</li>     <li>• Increase the opportunities for students to investigate global issues including environmental awareness through the formal and informal curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers in a range of learning areas are trialling circle work in their classrooms.</li> <li>• Teachers feel supported when they implement circle work in their classroom as a form of intervention.</li>   <li>• A common framework and language is being used for differentiated learning</li> <li>• Some teacher teams have developed and trialled differentiated tasks.</li> <li>• Teachers at the 7-10 schools and BSSC have contributed to the development of the scoping and sequencing of skills and attributes of senior students and 21<sup>st</sup> century learners.</li>   <li>• All staff have contributed to the development of a shared model.</li> <li>• Staff in all learning areas have developed and trialed at least one example of online curriculum</li>   <li>• Staff in all areas have developed and trialed at least one topic of work that has been published on the Ultranet.</li> <li>• All staff with online NETschool students are using the Ultranet for online learning.</li> <li>• Greater use of web 2.0 technologies in teaching and learning programs and increased level of achievement in PoLT Principles 3&amp;6</li> <li>• All staff are using ePotential as a guide for improving their innovative use of ICT.</li>   <li>• Increased range of options for students interested in self directed.</li> <li>• High degree of alignment between student skills and their capacity to undertake self directed learning resulting in a high degree of retention in these programs.</li>   <li>• Students in relevant learning areas have contributed to the development of the website and appropriate signage around the college</li> <li>• An active student environment group is</li> </ul>
---	---	---

<p>5. Develop curriculum offerings that establish vocational learning pathways.</p>		<ul style="list-style-type: none"> <li>• Implement a range of curriculum enrichment programs to extend high ability students.</li>   <li>• Develop partnerships to support targeted groupings of subjects for specialist programs that link to employment and further education destinations.</li>   <li>• Implement the delivery of senior curriculum structures and accelerated learning, from Year 10, through Years 11&amp;12.</li>   <li>• Form partnerships to provide opportunities for workplace learning.</li>   <li>• Develop curriculum options to provide opportunities for re-engagement with education and training.</li> </ul>	<p>established.</p> <p>The number of enrichment programs has increased Student involvement in curriculum enrichment programs has increased.</p> <ul style="list-style-type: none"> <li>• High level of involvement by students in the Building and Construction program.</li> <li>• Further options are being planned for the model</li>   <li>• Greater alignment between subject choices in year 10 and in year 11.</li> <li>• Successful auditing outcomes for auspiced delivery in TTC VET.</li> <li>• High levels of unit completion by students.</li>   <li>• Increase in students accessing workplace learning opportunities</li> <li>• Increase in number of students involved in SBATs.</li> <li>• Increase in curriculum enrichment workplace based learning opportunities.</li>   <li>• Increase in the proportion of students exiting to continue education and training.</li> <li>• Decrease in the proportion of exit students moving onto unemployment, part time work and seeking work.</li> <li>• Curriculum offerings that meet the needs of all students.</li> </ul>
	<p>Year 2</p>	<ul style="list-style-type: none"> <li>▪ The college implements and reviews components of the Literacy and Numeracy plan.</li>   <li>▪ Implement team teaching arrangements and protocols in most English classrooms and other classrooms where possible.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers are building their capacity to use data on literacy and numeracy levels to provide learning activities for students and be able to monitor students' progress.</li> <li>▪ Teachers have audited their learning activities and SACs to ensure adequate rigour and challenge</li>   <li>• The majority of English teachers and others working in learning communities are involved in</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Review the curriculum planning in English and other learning communities to ensure learning spaces are being used effectively to promote learning for all students.</li> <li>• Evaluate the effectiveness of team based approach and make any necessary changes.</li> <li>• Continue to implement restorative approaches in classrooms.</li> <li>• Continue to implement targeted coaching.</li> <li>• Continue to develop, implement and review differentiated learning tasks in all subject areas.</li> <li>• The skills and attributes of a successful senior secondary student is being used by teachers to provide meaningful feedback and by students to inform their understanding of their skill levels.</li> <li>• Ongoing development of shared online content for students.</li> <li>• Ongoing development and review of the use of a range of ICT and Web 2.0 technologies to improve learning.</li> <li>• The Ultranet is being used to provide opportunities to work collaboratively to design curriculum and for collaboration.</li> <li>• Continue to build opportunities for students to undertake a self-directed learning program.</li> <li>• Environmental awareness is being promoted at a college wide level</li> </ul>	<ul style="list-style-type: none"> <li>team teaching and are using agreed protocols.</li> <li>• All teachers working in learning communities are involved in curriculum planning and delivery to ensure the learning spaces are being used effectively.</li> <li>• The majority of students are engaged and on task.</li> <li>• All staff have been involved in reviewing the team based approach.</li> <li>• Circle work being used routinely in a range of classrooms</li> <li>• Teachers are comfortable being involved in targeted coaching.</li> <li>• An increased number of teacher teams across the college are developing and implementing differentiated learning tasks and sharing the findings with others.</li> <li>• Students are routinely receiving feedback that is based around their learning skill development.</li> <li>• Students can articulate where their skills are on the learning continuum and staff are using this information in the development of differentiated learning activities.</li> <li>• Flexible approaches to classroom delivery are being trialled and reviewed by some subject teams.</li> <li>• The college has established processes and protocols in readiness for a 1:1 computer model</li> <li>• Staff have progressively been populating the Ultranet with learning activities and providing opportunities for students to collaborate.</li> <li>• An increased number of subjects are being offered via a self directed learning framework.</li> <li>• An increased number of students are selecting a self directed model of delivery for their subjects.</li> </ul>
--	--	---

		<ul style="list-style-type: none"> <li>▪ Continue to implement and review curriculum enrichment programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are actively promoting environmental awareness.</li> <li>• Improvements in environmental awareness and practice by staff and students.</li> <li>▪ The number of students involved in these programs continues to grow.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>▪ The college fully implements the Literacy and Numeracy plan.</li> <li>▪ Team teaching arrangements are fully implemented across the English learning community and others learning communities as appropriate.</li> <li>▪ The learning spaces are being used flexibly and effectively to enhance student learning outcomes.</li> <li>• Continue refining and implementing effective team based approaches</li> <li>• Continue to implement targeted coaching.</li> <li>• Continue to implement restorative practices across the college.</li> <li>• Differentiated learning is fully implemented.</li> <li>• Continue to use the skills and attributes of a successful senior secondary student to provide meaningful</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are routinely using data on literacy and numeracy levels to develop tasks for students and are accurately monitoring and providing feedback to students on their progress.</li> <li>• Assessment for learning, as learning and of learning is being used to provide feedback to students on their progress.</li> <li>• All English teachers are involved in team teaching arrangements and are continually reviewing their curriculum and sharing experiences.</li> <li>• Students are engaged, on task and can articulate their own learning needs and improvements.</li> <li>• Teachers are routinely using PoLT/PoAL data, e5, self surveys and video capture to reflect on teacher practice.</li> <li>• Teachers are choosing to opt into coaching as a way of meeting their P&amp;D goals.</li> <li>• Restorative practices are embedded in most classrooms across the college.</li> <li>• High levels of student engagement and participation in classroom activities</li> <li>• High levels of respect evident in classrooms through appropriate behaviour.</li> <li>• Improved attendance, improved student motivation, school connectedness, connectedness to peers</li> <li>• All teachers are using differentiated learning tasks to meet the needs of all students.</li> <li>• The use of the skills and attributes is integrated</li> </ul>	

		<p>feedback and by students to inform their understanding of their skill levels.</p> <ul style="list-style-type: none"> <li>• Ongoing development of shared online content for students.</li> <li>• Web 2.0 technologies are embedded in all learning areas.</li> <li>• The Ultranet is being used increasingly to provide opportunities to work collaboratively to design curriculum, for collaboration and to support self-directed learning.</li> <li>• Environmental awareness is promoted at a college wide level.</li> </ul>	<p>across the college</p> <ul style="list-style-type: none"> <li>• All teachers have developed sufficient online content to enable the trialling of flexible methods of instruction at a whole college level.</li> <li>• Students are making effective use of the 1:1 computer model to access a range of web 2.0 technologies to enhance their learning.</li> <li>• Staff are collaborating and sharing curriculum development on a state wide level and the students are collaborating with other students on a state wide level.</li> <li>• Self directed learning is supported through the Ultranet.</li> <li>• All staff and students are aware of and practicing environmental behaviours.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ The college reviews the literacy and numeracy plan against targets and achievement milestones</li> <li>▪ The college reviews the use of flexible learning spaces to determine their effectiveness in promoting student outcomes.</li> <li>• Review College progress against targets, key improvement strategies and achievement milestones.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff are involved in reflective practice around improvements made in literacy and numeracy.</li> <li>▪ All staff have an understanding and can articulate the benefits of learning communities to promote student learning outcomes.</li> <li>• All staff are involved in reviewing progress</li> </ul>
1. Further develop the Pathway Community and Pathway Program models.	Year 1	<ul style="list-style-type: none"> <li>• Seek further opportunities for enrichment programs within Pathway Communities and across the college.</li> <li>• Strengthen the role of the Advisor</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rates in Enrichment programs have increased</li> <li>• BIHC and La Trobe Gecko project conducted</li> <li>• BELS afterschool program operating two afternoons a week.</li> <li>• Karen and La Trobe tutoring provided</li> <li>• Increased participation in and development (sequential) of the Workshops</li> <li>• A++</li> <li>• Better utilisation of the SAC and Advisor time for PC Leader, Advisor and student meetings</li> </ul>

<p>2. Strengthen student and parent understanding of the relationship between attendance and success in learning and meeting pathways goals.</p>	<ul style="list-style-type: none"> <li>• Embed a whole college approach to attendance and engagement</li> <li>• Use Ultranet capacity to provide parents with live attendance data</li> <li>• Investigate a digital, student initiated classroom roll marking system linked to CASES21</li> </ul>	<ul style="list-style-type: none"> <li>• All students have average days absent of less than 12 days</li> <li>• All staff discuss and promote the importance of attendance in classes and Pathway Advisor meetings</li> <li>• Parents and staff access live attendance data through the ultranet</li> <li>• Increased prior notification by parents of absences</li> <li>• Increased response rate of parent replies to sms absence messages</li> <li>• Recommendations documented on the feasibility of a student initiated roll marking system</li> </ul>
<p>3. Further support students with special learning and wellbeing needs.</p>	<ul style="list-style-type: none"> <li>• Continue to support Koorie and ESL students through the provision of tutorial and homework centre support</li> <li>• Build teacher capacity to cater for ESL learners within mainstream classes</li> <li>• Improve support for unfunded students with special learning needs</li> <li>• Working party group to complete a needs analysis for unfunded students</li> <li>• Working party recommendations for improved support strategies implemented which <ul style="list-style-type: none"> <li>➢ Improve college targeted programs for unfunded students</li> <li>➢ Improve teacher skills in catering for all students with special learning needs</li> </ul> </li> <li>• Continue to provide timely and effective wellbeing support for students</li> </ul>	<ul style="list-style-type: none"> <li>• Increased Indigenous student transition to further education and training</li> <li>• Greater than 85% certificate completion by Indigenous students</li> <li>• Indigenous student attendance at least 85 %</li> <li>• Students are accessing the Wannik tutorial tutoring support</li> <li>• BIHC operation with increased participation from 7-10 government schools</li> <li>• Teachers participate in ESL PD and embed practices in classes</li> <li>• BELS Homework Centre continues to operate</li> <li>• Greater than 90% certificate completion by Karen students at exit</li> <li>• Improved identification of unfunded students with special learning needs</li> <li>• Strategies provided for classroom teachers to better support individual student learning needs</li> <li>• Improved outcomes for unfunded students</li> <li>• Improved identification of students with wellbeing needs and more targeted support</li> </ul>
<p>4. Better integrate wellbeing and pathways support for students</p>	<ul style="list-style-type: none"> <li>• Design a centrally located Student Services Centre and develop protocols which facilitate improved integration of pathways and wellbeing support.</li> <li>• Strengthen partnerships with outside agencies to support</li> </ul>	<ul style="list-style-type: none"> <li>• Protocols developed for better integration of P and W support</li> <li>• Master Plan design for Student Services Centre</li> <li>• Student access to onsite medical appointments</li> <li>• PD for SET from external health and wellbeing</li> </ul>

<p>5. Strengthen student international understanding and global perspectives for leadership of self, others and community</p>		<p>student health and wellbeing</p> <ul style="list-style-type: none"> <li>• Increase opportunities for students to learn about other cultures and global issues</li> <li>• Utilise the Confucius Classroom to build cultural awareness and Chinese language programs within and beyond the college</li> <li>• Increase student leadership opportunities</li> </ul>	<p>agencies</p> <ul style="list-style-type: none"> <li>• Centralised intake support service utilised</li> <li>• College celebration of International Education, Harmony, Refugee weeks</li> <li>• Significant cultural events celebrated across the college community</li> <li>• Improved communication about cultural inclusiveness and global issues</li> <li>• Strengthened sister school relationship through a shared web space with Dongzhou Middle School</li> <li>• Greater number of students involved in international exchanges and cultural trips</li> <li>• Implemented a 'new overseas fee paying student' peer support (buddy) system</li> <li>• Confucius classroom established with students accessing from across the region</li> <li>• A greater number of students taking up informal and formal leadership opportunities across the college</li> <li>• Increase the number of Year 11 students on Student Council</li> </ul>
<p>6. Improve student connectedness with and pride in the college.</p>		<ul style="list-style-type: none"> <li>• Expand opportunities for student involvement in college activities</li> <li>• Increase publication and celebration of student successes</li> </ul>	<ul style="list-style-type: none"> <li>• A greater number of students involved in extra curricula activities</li> <li>• Students utilise recreational areas on college grounds</li> <li>• Recognition of Student Achievement program developed for 2012 implementation</li> <li>• A greater number of past students involved in college events and activities</li> <li>• Whole college and year level activities provided</li> </ul>
	<p>Year 2</p>	<ul style="list-style-type: none"> <li>• Further develop opportunities for enrichment programs within Pathway Communities and across the College</li> <li>• Role of Advisor documented as part of the 2012-2014 organisation structure of the college</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement milestones will likely be similar to the indicators as above but updated annually as part of the AIP process and changing college and community priorities.</li> </ul>

		<ul style="list-style-type: none"> <li>• Further utilise the capacity of the Ultranet to provide parents with live attendance data</li> <li>• Implementation of the Student initiated, digital classroom roll marking system linked to CASES21</li>   <li>• Continue to support Koorie and ESL Students through the provision of tutorial and homework centre support</li> <li>• Continue to build teacher capacity to cater for ESL learners within mainstream classes</li> <li>• Targeted programs for unfunded students implemented</li> <li>• Teacher skills in catering for all students with special learning needs further developed</li> <li>• Effective wellbeing support provided for students</li>   <li>• Student Services Centre designed and protocols utilised which facilitate improved integration of pathways and wellbeing support.</li> <li>• Partnerships with outside agencies to support student health and wellbeing reviewed and further developed.</li>   <li>• Continue to provide opportunities for students to learn about other cultures and global issues</li> <li>• Confucius Classroom utilised to further enhance cultural awareness and Chinese language programs within and beyond the college</li> <li>• Further student leadership opportunities sought and provided.</li>   <li>• Student activities program reviewed-student interstate camp initiated</li> <li>• Regular publication and celebration of student successes at assemblies and in publicity to the broader community.</li> </ul>	
	Year 3	<ul style="list-style-type: none"> <li>• Reflection on the above Actions and changes made reflective of the college requirements through the AIP process.</li> </ul>	
	Year 4	<ul style="list-style-type: none"> <li>• Reflection on the above Actions and changes made reflective of the college requirements through the AIP process.</li> </ul>	

<p>1. Monitor and develop the effectiveness of partnerships with Year 7 – 10 government schools to promote successful transitions.</p> <p>2. Utilise information about student wellbeing and academic progress to improve student transition and retention.</p> <p>3. Strengthen Advisor capacity in provision of pathways advice.</p> <p>4. Strengthen creative and mutually beneficial partnerships with tertiary providers and other partners.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> <li>• Analyse results of transition satisfaction surveys and implement recommendations for process improvement</li> <li>• Develop agreed protocols with all key transition schools</li> <li>• Implement and then review the effectiveness of an online enrolment and unit selection process</li>   <li>• Work with 7 – 10 government schools to use the At Risk mapping tool to better inform Advisors and teachers of student capabilities</li> <li>• Improve transition of students between the Rosalind Park and NETschool sites</li>   <li>• Use the Ultranet to monitor student progress in real time to facilitate timely and appropriate intervention</li> <li>• Use the capacity of Ultranet to create online Individual Education Plans</li> <li>• Provide professional development for Advisors on pathways information</li> <li>• Enhance Pathway Community identity</li>   <li>• Increase involvement of tertiary providers with the college to support students to successfully transition to further education</li> <li>• Increase the promotion of external agencies through MIPs to improve student vocational pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys conducted and recommendations implemented</li> <li>• Reduction in subject changes</li> <li>• Improvement in timely submission of enrolment forms</li> <li>• Online enrolment and unit selection process implemented</li> <li>• Year 7-10 government school staff more informed about the BSSC transition process</li> <li>• Reduced number of students exiting prior to census</li>   <li>• At Risk mapping tool data has been disseminated to Coordinators, teachers and Advisors and used by staff to better support students</li> <li>• Feedback provided to 7-10 staff on the effective use of At Risk data</li> <li>• A greater number of At Risk students successfully transferring from and to the Rosalind Park and NETschool sites</li>   <li>• Pathways PD strategically delivered to staff through PC meetings</li> <li>• Pathway Advisors utilising the Ultranet to monitor and support student progress</li> <li>• Student Coordinator intervention more proactive</li> <li>• All students with online IEPs which are reviewed at least 3 times a year</li> <li>• All Pathway Advisors providing timely and relevant information to students during Pathway Advisor meetings</li> <li>• Increased attendance at Pathway Community meetings, Assemblies and Pathway Advisor meetings</li>   <li>• Tertiary providers represented at college events</li> <li>• Greater number of students visiting Tertiary institutions and participating in collaborative projects</li> <li>• Increased student use of online jobs board</li> </ul>
---	-------------------	--	---

			<ul style="list-style-type: none"> <li>Increased staff awareness of pathways support available through external agencies</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Protocols with all key transition schools observed</li> <li>Online enrolment and unit selection process updated and refined for the following-direct import to CASES21 sought.</li> <li>At Risk Mapping tool widely used to better inform Advisors and teachers of student capabilities</li> <li>Ultranet well utilised to monitor student progress in real time to facilitate timely and appropriate intervention</li> <li>Enhance the online Individual Education Plans through the Ultranet</li> <li>Continue to provide professional development for Advisors on new pathways information.</li> <li>Continue to enhance Pathway Community identity</li> <li>Strengthen involvement of tertiary providers with the college to support students to successfully transition to further education.</li> </ul>	<ul style="list-style-type: none"> <li>Achievement milestones will likely be similar to the indicators as above but updated annually as part of the AIP process and changing college and community priorities.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Reflection on the above Actions and changes made reflective of the college requirements through the AIP process.</li> </ul>	<ul style="list-style-type: none"> <li>Achievement milestones will likely be similar to the indicators as above but updated annually as part of the AIP process and changing college and community priorities.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Reflection on the above Actions and changes made reflective of the college requirements through the AIP process.</li> </ul>	<ul style="list-style-type: none"> <li>Achievement milestones will likely be similar to the indicators as above but updated annually as part of the AIP process and changing college and community priorities.</li> </ul>
<b>Whole College Improvement Strategies</b>			
Improve college organisational health		<ul style="list-style-type: none"> <li>Review college organizational structures, including the Leadership structure</li> <li>Review communication structures and implement recommendations</li> <li>Implement a new Performance and Development process</li> <li>Improve the level of staff recognition.</li> </ul>	<ul style="list-style-type: none"> <li>New organisational structure is in place</li> <li>New Leadership structure is in place</li> <li>New communication technologies identified and timeline developed for implementation</li> <li>Improvement in results on the staff recognition component of the staff satisfaction survey.</li> </ul>