

# School Strategic Plan for Kyabram P-12 College

## Loddon Mallee Region

### 2013-2016



<p><b>Endorsement by School Principal</b></p>	<p>Signed..... (Principal's signature)          Name: Stuart Bott          Date.....</p>
<p><b>Endorsement by School Council</b></p>	<p>Signed..... (School Council President's signature)          Name: Jarrod Gale          Date.....</p>
<p><b>Endorsement by Regional Director or nominee</b></p>	<p>Signed..... (Regional Director or nominee's signature)          Name.....          Date.....</p>

## School Profile

<b>Purpose</b>	Contributing to Making a Better World for All
<b>Values</b>	<p>Our motto 'Excellence through Opportunity' underpins our philosophy of providing every student with opportunities to demonstrate their talents.</p> <p>Positive relationships are important to the College with emphasis being placed on the College values of Respect, Responsibility, Resilience, Doing Your Best and Community.</p>
<b>Environmental Context</b>	<p>Kyabram P-12 College is a multi-campus College established in 2009 from an amalgamation of 3 local Government schools. The College offers a comprehensive education from Prep to Year 12 with our Year 9 cohort taught at a standalone Campus. The current enrolment is 1051 students. Our College has 3 Principal Class, 75 teachers and 20 Education Support staff. Student relationships are enhanced through our positive behaviour support initiatives that include Home groups at 7-12 and the establishment of a School Wide Positive Behaviour Support for Engagement and Learning framework (SW-PBSEL) at P-12.</p> <p>Kyabram P-12 College is structured on a sub school basis also known as Villages. The three Villages are; Early Years (P-4), Middle Years (5–9) and Senior Years (10-12). Each Village is run by a Principal. We take great pride in delivering exciting, diverse and innovative student programs and have established a strong identity and tradition in fulfilling lifelong learning. Subsequently, the College offers a wide range of subjects at VCE and has an established VCAL program at Foundation, Intermediate and Senior level. The College also offers students an extensive range of VET subjects which can be accessed from Year 10. The recent introduction of an Accelerated Curriculum and Enrichment program (ACE) at Year 7 and 8 caters for students who demonstrate high ability across the curriculum.</p> <p>We have a strong student leadership program and extra curricula program that develops student connectedness to the college. Our staff participate in regular professional learning to enable students to learning using modern teaching models and sophisticated digital technologies as an aid to twenty-first century learning.</p>

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Student Learning</b>	To ensure the achievement of high quality educational outcomes for all students	<p>The proportion of students in the upper two bands of NAPLAN in 2016 is at least:</p> <ul style="list-style-type: none"> <li>• For Year 5 Reading 35%, Writing 25% and Numeracy 25%</li> <li>• For Year 9 Reading 35%, Writing 28% and Numeracy 32%</li> </ul> <p>By 2016 the College allstudy mean in 2016 is at least 31.0 and the English mean is at least 28.0</p>	<p>Develop a high quality clear, comprehensive and cohesive P – 12 curriculum to support and develop quality teaching and learning, and which is accessible to the whole College in a well-documented digital context</p> <p>Develop and continuously improve the whole College's ICT capacity</p> <p>Employ an approach of continuous improvement in relation to the leadership capacity, including distributed leadership</p>
<b>Student Engagement and Wellbeing</b>	To enable and empower students to grow and learn socially, emotionally and intellectually, within a school culture that promotes positive relationships, values diversity and places students at the center of learning experiences	<p>Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• By 2016 Year 12 means reflect significant improvement for Student Morale (4.93), Teacher Empathy (3.87), School Connectedness (3.71) and Learning Confidence (3.79)</li> <li>• By 2016 Years 5 and 6 means reflect significant improvement for Student Morale (6.0), Student Motivation (4.60) and Connectedness to Peers (4.42)</li> </ul> <p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>• By 2016 Classroom Behaviour mean improves to 3.85</li> </ul> <p>Absence rates to decrease over the review period so by 2016</p> <ul style="list-style-type: none"> <li>• P -6 average 11 days or better</li> <li>• 7 – 12 average 12 days or better</li> </ul> <p>Koori average 18 days or better</p>	<p>Develop a whole school student engagement policy that is 'best fit' for the P -12 College now that it is fully operational</p> <p>Articulate, including scope and sequence as required, the range of programs and support that assist students to experience success at school</p> <p>Develop an improving culture in relation to student absence by the whole school community</p> <p>Continue to enhance Koori achievement and engagement</p>
<b>Student Pathways and Transitions</b>	To improve student pathways and transitions for all students	<p>Parent Opinion Surveys variables:</p> <ul style="list-style-type: none"> <li>• Transitions from 5.42 in 2011 to at least 5.48 by 2016;</li> <li>• General Satisfaction from 5.39 in 2011 to at least 5.55 by 2016</li> </ul> <p>Real Retention:</p> <ul style="list-style-type: none"> <li>• Year 11 – 12 from 58.0 in 2011 to at least 70 .0 by 2016;</li> <li>• Year 7 – 10 from 61.9 in 2011 to at least 80.0 by 2016</li> </ul> <p>Year 7 – 12 from 42.9 in 2011 to at least 58.0 by 2016</p>	<p>Ensure comprehensive knowledge and understanding of the key points of transition in the now established P – 12 context , and of the quality of the experience of the range of transition experiences to ensure continuous improvement of these programs and the relationships around them</p> <p>Develop transition programs that provide the best opportunities for students to have successful transitions and appropriate pathways options</p> <p>Ensure that the P -12 curriculum sustains an approach that values the development in young people of an appreciation of the changing nature of work, and the knowledge, skills and attributes that are significant in assisting young people to identify and understand the relationship between future work choices, future living standards and educational attainment</p>

## School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones
<p><b>Student Learning</b></p> <p>Continue to enhance a vibrant and dynamic professional development culture that emphasises improvement in instructional practice and student learning.</p> <p>Focus on explicit teaching to ensure learning is authentic and attained.</p> <p>Plan to personalise learning to ensure that teaching is to the point of need and focus on supporting students including Koorie students, students at risk and students working below expectations.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Build the instructional capacity of all teachers through scheduled planning meetings, in-class observations, modelling and feedback sessions.</li> <li>▪ Develop and implement the Kyabram effective lesson model</li> <li>▪ Within the Kyabram effective lesson model retain a focus on Literacy and Numeracy</li> <li>▪ Develop the capacity of curriculum and faculty/team leaders to lead the planning and implementation of the delivery of the agreed, documented curriculum.</li> <li>▪ Document P – 12 curriculum and attain a coherent guaranteed viable curriculum for all students</li> <li>▪ Commence using an agreed format for Individual Learning Plans</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Kyabram effective lesson model in place and being used</li> <li>▪ All staff clearly indicating learning intentions and success indicators for all lessons.</li> <li>▪ Sharing and moderating of curriculum by all teaching staff</li> <li>▪ Staff visits to each other's classrooms a usual occurrence</li> <li>▪</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Documentation of curriculum expanded on the school network</li> <li>▪ Use of on-demand testing and NAPLAN data analysis to develop Individual Education Plans (IEP) and Koorie Education Learning Plans (KELP)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Term, weekly and individual lesson plans documented, delivered and monitored.</li> <li>▪ Students able to articulate “ learning intention and success criteria” in their lessons.</li> <li>▪ All staff use the school network for curriculum development.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Curriculum planning continues to be monitored and reviewed around the structure of intended, implemented and attained curriculum</li> <li>▪ Complete sequenced curriculum documentation on school network.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Further development of term, weekly and individual lesson plans and evaluation commenced.</li> <li>▪ All Koorie students, students at risk and students below expected benchmarks will have an active IEP</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Evaluation and review of the effectiveness of the attained curriculum, including documented curriculum on the school network</li> <li>▪ Review the effectiveness of individual monitoring of student achievement and the degree that this is reflected in individual programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Curriculum will be fully documented on the school network, implemented and accessible by staff, students and parents.</li> <li>▪ Observable sequenced and guaranteed curriculum across all areas of the college.</li> </ul>

Key Improvement Strategies		Actions	Achievement Milestones
<p><b>Student Engagement &amp; Wellbeing</b></p> <p>Introduce and embed SWPBSEL to develop student social and emotional competencies.</p> <p>Enhance teacher capacity to cater for individual needs including extension and enrichment programs for high achievers.</p> <p>Establish Home Groups at Year 7-12</p> <p>Implement a student leadership program and extend extra curricula activities</p>	Year 1	<ul style="list-style-type: none"> <li>• Introduce the SWPBSEL program into the school by establishing the implementation team and attending the 5 day training program.</li> <li>• Perform an audit of current school systems to determine the alignment of current systems to the SWPBSEL program.</li> <li>• Produce a behaviour matrix for staff and students and PD staff.</li> <li>• Provide ongoing PD to all staff to ensure full understanding of the program principles and to support consistent implementation school wide.</li> <li>• Induct new staff</li> <li>• Enable teachers to consistently apply rigour and challenging learning programs with high expectations as evidenced in all planning documents and teacher performance plans.</li> <li>• Introduce a combined Year 7 and 8 ACE program</li> <li>• Develop Home Group POR role</li> <li>• Allocate all 7-12 students to Home Group</li> <li>• Further development of student leadership POR role</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation team attend the 5 day training program.</li> <li>• Audit current school systems and alignment to the SWPBSEL program.</li> <li>• All behavioural matrixes to be embedded in T&amp;L program and reward programs consistently applied.</li> <li>• Ongoing reflection on data collected in relation to student behaviour and school systems.</li> <li>• All staff to be updated on SWPBSEL and new staff complete induction.</li> <li>• ACE program established for students in Year 7 and 8</li> <li>• All 7-12 students allocated to a Home Group</li> <li>• Comprehensive 7-12 Home Group program in place</li> <li>• Increased involvement by students in leadership roles</li> <li>• Increased involvement by students in extracurricular activities</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Embed the SWPBSEL program into the classroom and provide ongoing PD for all staff to ensure full understanding of the program principles and to support consistent implementation school wide.</li> <li>• Enable teachers to consistently apply rigour and challenging learning programs with high expectations as evidenced in all planning documents and teacher performance plans.</li> <li>• Established ACE program at Years 7 and 8</li> <li>• Allocate all 7-12 students to Home Group</li> <li>• Further develop the lunchtime and after school activities program</li> <li>• Further develop the student leadership and SRC programs</li> </ul>	<ul style="list-style-type: none"> <li>• All behavioural matrixes to be embedded in T&amp;L program and reward programs consistently applied.</li> <li>• Ongoing reflection on data collected in relation to student behaviour and school systems.</li> <li>• Standalone ACE program established for students in Year 7 and 8</li> <li>• Further increased involvement in student leadership in the school community</li> <li>• Further increased involvement by students in extracurricular activities in the school community</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Embed the SWPBSEL program into the classroom and provide ongoing PD for all staff to ensure full understanding of the program principles and to support consistent implementation school wide.</li> <li>• Enable teachers to consistently apply rigour and challenging learning programs with high expectations as evidenced in all planning documents and teacher performance plans.</li> <li>• Established ACE program at Grade 6, Years 7 and 8</li> <li>• Allocate all 7-12 students to Home Group</li> <li>• Further develop the lunchtime and after school activities program</li> <li>• Further develop the student leadership and SRC programs</li> </ul>	<ul style="list-style-type: none"> <li>• All behavioural matrixes to be embedded in T&amp;L program and reward programs consistently applied.</li> <li>• Ongoing reflection on data collected in relation to student behaviour and school systems.</li> <li>• Standalone ACE program established for students in Year 7 and 8</li> <li>• Accelerated VCE program for 2013 ACE students</li> <li>• Further increased involvement in student leadership in the school community</li> <li>• Further increased involvement by students in extracurricular activities in the school community</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Embed the SWPBSEL program into the classroom and provide ongoing PD for all staff to ensure full understanding of the program principles and to support consistent implementation school wide.</li> <li>• Review success of SWPBSEL program</li> <li>• Enable teachers to consistently apply rigour and challenging learning programs with high expectations as evidenced in all planning documents and teacher performance plans.</li> <li>• Allocate all 7-12 students to Home Group</li> <li>• Review success of Home Group structure and program</li> </ul>	<ul style="list-style-type: none"> <li>• All behavioural matrixes to be embedded in T&amp;L program and reward programs consistently applied.</li> <li>• Ongoing reflection on data collected in relation to student behaviour and school systems.</li> <li>• Standalone ACE program established for students in Year 7 and 8</li> <li>• Accelerated VCE program for 2013/14 ACE students</li> <li>• Culture of the college shows improvement as measured by ATSS, SOS, POS (school connectedness)</li> </ul>

		<ul style="list-style-type: none"> <li>• Review success of the lunchtime and after school activities program</li> <li>• Review success of the student leadership and SRC programs</li> </ul>	.
Key Improvement Strategies		Actions	Achievement Milestones
<b>Student Pathways and Transitions</b>  Develop and implement clear and agreed processes and protocols to support successful transitions at each key transition point through to post compulsory pathways.	Year 1	<p>Collect and analyse data from students and parents in relation to transition and retention is collected to inform improvement initiatives and processes.</p> <p>Build student understanding of future pathways and careers knowledge is developed from Year 7 through incorporation in the Home Group and Careers program.</p> <p>Through the formation of a working party, develop and implement a coherent transition program at each key transition point to maximize enrolment numbers and retention rates.</p> <ul style="list-style-type: none"> <li>▪ A.P, LCL and Pathways coordinators (working party) to oversee MIPS and transition of students at key points throughout K-12 and develop an action plan</li> <li>▪ Leadership and teams to analyse data from students and parents. This to be shared with whole staff.</li> <li>▪ Begin to develop and document a comprehensive MIPS program for all Year 7-12 students in home groups.</li> <li>▪ Conduct formal reviews with target groups to inform the working party.</li> <li>▪ Record achievement folders to be introduced from P to 12.</li> <li>▪ Partnerships with other educational training facilities to be documented.</li> <li>▪ Youth partnership team to be engaged with our identified at risk students.</li> <li>▪ Formalise an ICT process for students/staff to record all MIPS data that can be used for pathways engagement and trigger points.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consolidation and documentation of cross – age programs and extension of this to all areas of Centre.</li> <li>▪ Documented formal process for the communication of information on individual students evident.</li> <li>▪ Managed Individual Pathways Plans and MIPS processes reviewed</li> <li>▪ Staff across the P-12 College have a formal transition and Pathways document that identifies all key transition points.</li> <li>▪ Professional Development is provided to all staff regarding MIPS data base and student management tool during term 4, 2013.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Implement recommended Transition program.</li> <li>▪ MIPS program is implemented in Home groups from 7-12.</li> <li>▪ Partnerships with educational facilities is expanding from 2012</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional interactions between staff increased across different stages of learning within the Centre.</li> <li>▪ Recommended Managed Individual Pathways Plans and MIPS processes trialled.</li> <li>▪ ICT data base available for student/staff use.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Tracking of the effectiveness of the MIPS program.</li> <li>▪ Monitor and refine the implementation of the transition program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formalised curriculum planning and professional learning between staff at different sections of the Centre evident.</li> <li>▪ Suggested Managed Individual Pathways Plans and MIPS processes consolidated.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Evaluate MIPS and Transition programs</li> <li>▪ Form future plan.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student management tool is reviewed.</li> <li>▪ Evaluated Managed Individual Pathways Plans and MIPS processes documented.</li> </ul>