

School Strategic Plan for Buckley Park College 7670 2015-2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Nathan Chisholm</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Robert Ferlazzo</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.....</p> <p>Date.....</p>
<p>Legislative context for endorsement</p> <p>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."</p> <p>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.</p>	

School Profile

Purpose	The mission of Buckley Park College is to provide broad, inclusive and outstanding education for all students. At our school our students are known and valued as individuals who are encouraged to engage with local and global communities.
Values	<p>All of us who work together to create the Buckley Park College community are expected to live by a set of 7 College valued. These values guide us in our work, our learning and our relationships every day. These values also guide our approach to reinforcing positive behaviour.</p> <p>Our College values are: honesty, tolerance, determination, creativity, responsibility, respect and trust</p>
Environmental Context	<p>Buckley Park College is a single campus, coeducational, Year 7 - 12 school. Our school is well maintained and we pride ourselves on ensuring that this is continuous. The buildings are set amongst attractive gardens and there is central outdoor space which acts as meeting point for the school community. The majority of the school buildings are over 50 years old and as a consequence, will continue to require ongoing maintenance and renewal into the future.</p> <p>Enrolments over the past 15 years have grown steadily, from 523 students in 2001, to 882 in 2010 and now 931 in 2014. Demand for places is high with almost twice as many applications for places in year 7 each year as there are places available while numbers of students seeking enrolments in other levels continues to grow. The application of an enrolment ceiling (950) has meant that growth has been orderly and contained within the physical limitations of the campus site. The school site is relatively small and is in fact much smaller than would normally be planned for a school of this size.</p> <p>At all times, the Department of Education and Training (DET) enrolment guidelines are followed when assessing student enrolment applications. All students who reside within our approved neighbourhood zone are entitled to a place at our school.</p> <p>The Moonee Valley municipality has many schools: government, catholic and independent. Three catholic, two independent and three other government secondary schools are located within three kilometres of Buckley Park College. This means that parents have considerable choice in deciding the appropriate secondary school for their child.</p> <p>Around 70% of each Year 7 intake now comes from only three local primary schools. Respectful and productive relationships with our local primary schools are a priority for our school. This year we have worked to include children from these schools into programs we've run at school, like music afternoons and the Writing Festival. Essendon North PS, Aberfeldie PS and Moonee Ponds West PD continue to act as our 'main feeder' primary schools.</p>

	<p>The student population is largely drawn from the local area and so reflects the demographics and nature of that community. Family income levels are above the state average and would be among the highest in the South-West Victoria Region. At Buckley Park College, only about 10% of students live in homes where English is not the spoken language. The largest LBOTE (Language Background Other Than English) groups are Cantonese, Chinese and Vietnamese. A very small number of students in the school have an Aboriginal background.</p> <p>As well as the local community children, we also enrol students into our approved (Select Entry and Accelerated Learning program) SEAL program. Students who are accepted into the SEAL program can come from outside the school's local area as their entry is dependent on their success at primary school, the entry examinations and an interview. We also have 11 full-fee paying international students studying at our school. In 2013, School Council decided to only offer places to international students into Years 11 and 12. This is in direct acknowledgement of the demands on places from our local community which must take precedent. By 2016, the school plans to open up the VCE to Year 10 students, which will require removing the Form group structure for Year 10s. Once this is completed, a flow-on benefit may be the ability to accept further international students.</p> <p>Given their family backgrounds and expectations, most students are intent on pursuing higher education after completing Year 12. This means that maximising the VCE results of students and therefore their opportunities to gain entry to the university and course of choice is a priority for this community. At the same time, provision for students with other aspirations is also a consideration and all pathways are to be acknowledged and celebrated. The school will maintain our commitment to the VCAL pathway which was begun in 2012 and continues to grow in popularity amongst some students.</p>
<p>Service Standards</p>	<p>At Buckley Park College we:</p> <ul style="list-style-type: none"> • Foster close links with parents and the broader school community through our commitment to open and regular communications. This will be supported by the Compass management system, our website and regular teacher – family communication • Commit to the active sharing of our vision and goals to ensure school community engagement in the school's strategic plan. • Guarantee all students access to a broad, balanced and flexible curriculum which is planned to align with the appropriate standards (eg AusVELS) and is responsive to students' unique strengths • Provide a safe, positive and stimulating learning environment to ensure all students can achieve their full potential. • Ensure that all students will receive instruction that is adapted to their individual needs • Ensure that students have real and meaningful opportunities to provide feedback to their school and their teachers

- | | |
|--|--|
| | <ul style="list-style-type: none">• Respond to all communication by parents and caregivers within 2 working days• Engage families regularly and constructively when their child does not behave in a manner consistent with our school values and standards of positive behaviour• Ensure that students play an active part in the development and review of the school's policies• Commit to teachers providing timely, meaningful and regular feedback to students on progress and assessment |
|--|--|

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.	To improve individual student learning growth To improve student learning outcomes for all students, regardless of their level	<ol style="list-style-type: none"> To improve the median VCE study score from 31 in 2015 to 32 in 2017/18 To improve the percentage of VCE study scores over 40 to 12% by 2017/18 The percentage of study scores 30- 	<ol style="list-style-type: none"> Maximise learning opportunities for all students from years 7 to 9 with an emphasis on those who have not yet reached standards (particularly in mathematics) and meaningfully extending the more able students, through the use of differentiation and

<p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>		<p>39 to be in the range 55% - 60%</p> <ol style="list-style-type: none"> 4. The percentage of study scores less than 29 to be in the range 31% - 35% 5. Less than 20% of cohort to achieve an ATAR less than 60 by 2017 6. To improve the percentage of VCE students achieving above their predicted scores against the GAT from 52% in 2014 – 65% in 2017/18 7. 100% of VCAL students to satisfactorily complete 8. Analysed student learning data to demonstrate growth for all students in reading and numeracy at or above the mean for like schools 7-9 9. <u>Relative growth NAPLAN</u> - More than 25% of students in the high growth area for reading and less than 20% in the low growth area 10. <u>Relative growth NAPLAN</u> - More than 25% of students in the high growth area for numeracy and less than 20% in the low growth area 11. <u>Teacher Judgements AusVELS</u>: More than 15% of students to be assessed at A or B in Year 9 Reading, Writing and Numeracy 12. <u>Teacher Judgements AusVELS</u>: More than 10% of all 7-10 students to be assessed at A or B against all AusVELS Domains 	<p>intervention strategies.</p> <ol style="list-style-type: none"> 2. Maximise learning opportunities for all students from years 10-12 with an emphasis on increased student curriculum choice, as well as supporting and extending through better differentiation, extension and intervention strategies. 3. Review the core purpose of a common approach to instruction and then deeply embed the College instructional model into teachers' practice
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation</p>	<p>To increase real opportunities for meaningful student voice and choice across our school.</p>	<ol style="list-style-type: none"> 1. The Student Attitudes to School survey data to be at or above the 70th percentile in all variables from Years 7 – 9. 2. The Student Attitudes to School survey data to be at or above the State in all variables from years 10-12. 3. Improvements in the variables of: 	<ol style="list-style-type: none"> 1. To improve opportunities for meaningful student choice and voice by refining and improving timetabling, policies, counselling, pathways and transitions at years 9-12. 2. There will be particular focus on aligning Year 10 with Year 11 and 12 to create a Later Years 'sub-school' where students are

<p>to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<p>stimulating learning, teacher empathy and teacher effectiveness to be immediate in 2015 across the school</p>	<p>encouraged to enter VCE earlier and where the sub-school facilitates personalised student decisions.</p> <ol style="list-style-type: none"> 3. Develop and implement consistent student engagement strategies across the Middle Years and Later Years sub-schools, that may include: lunch time activities, form captains, extra-curricular programs, fundraising, 4. Develop and implement a whole school student/teacher feedback tool, which will systemize our approach to seeking feedback from students to esteem their voice and improve teaching practice.
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To strengthen and enhance Buckley Park College as a safe, positive and caring learning environment where students and teachers work in a climate of mutual respect and trust</p>	<ol style="list-style-type: none"> 1. The Student Attitudes to School survey data to be at or above the 70th percentile in all variables from Years 7 – 9. 2. The Student Attitudes to School survey data to be at or above the State in all variables from years 10-12 3. The Student Distress variable of the SATS to show immediate and then ongoing gradual improvement 	<ol style="list-style-type: none"> 1. Continued focus on Positive Psychology as a research and strategy base to support improved relationships between teachers and students, where mutual empathy, trust and respect are a focus 2. Increased opportunities for meaningful student leadership and opportunities to have their voice heard with school improvement efforts 3. The development of a school-wide approach to the teaching of student wellbeing, including structuring a consistent and embedded time across the school to do this work.

<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To ensure all leadership roles are closely aligned to the priorities of the new Strategic Plan. Ensure that team leaders have opportunities to develop the skills that they require and have team development plans in place to ensure teams achieve the strategic outcomes expected of them.</p> <p>Review the school timetable structure to ensure that our timetable supports our strategic priorities</p>	<ol style="list-style-type: none"> 1. All staff engaged with the Performance and Development process and plans are aligned with the school strategic priorities 2. All leaders have explicit responsibilities in plans for achievement of strategic goals and targets 3. A common structure developed to ensure connection between the School Strategic Plan, Annual Implementation Plan, Principal Performance and Development Plan and then staff plans. 4. Common approach to numerical targets, like VCE and NAPLAN achievements, led from SSP and Principal PDP 	<ol style="list-style-type: none"> 1. Increased professional learning opportunities for leaders of Professional Learning Teams (SLTs) 2. Leadership development professional learning opportunities to be embedded in all leaders' performance plans 3. Peer observations and feedback to improve teacher practice and focus work on our strategic priorities 4. Timetable improvement options presented for consultation in Term 1, 2015 with decisions then made to enable implementation in 2016
---	--	--	---

School Strategic Plan 2014- 2017: Indicative Planner

<p>Purpose: The purpose of this indicative planner is to assist our school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at our school if the key improvement strategies are being implemented as intended. These strategies will be unpacked further in the school Annual Implementation Plan.</p>			
Key Improvement Strategies		Actions	Achievement Milestone
		<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
<p>Achievement</p> <p>Maximise learning opportunities for all students from years 7 to 9 with an emphasis on those who have not yet reached standards (particularly in mathematics) and meaningfully extending the more able students, through the use of differentiation and intervention strategies.</p> <p>Maximise learning opportunities for all students from years 10-12 with an emphasis on increased student curriculum choice, as well as supporting and extending through better</p>	<p>Year 1</p>	<p>Engage more closely with students to seek out feedback on teachers' practice, assessment methods, etc. Develop a student-teacher feedback tool.</p> <p>Investigate strategies to improve the spread of teacher judgement for student achievement to more closely reflect the spread in external testing</p> <p>Introduce a new curriculum unit planning tool to the school, through SLTs, which engages closely with the AusVELS and provides multiple student assessment points</p> <p>Prioritise staff professional learning around the use of student leaning data to guide learning and teaching. A process will be developed which involves all leaders and VCE staff in a consistent, meaningful and accountable way</p> <p>Review the core purpose of an instructional model; review the research behind IMPACT and re-commit to this important work</p> <p>Further develop the Student Learning Team structure across the school and invest greater resources into the professional learning of leaders, including a focus on data</p> <p>Strengthen the understanding of co-coaching, peer observation and</p>	<p>AusVELS data more consistent with the spread of external and other forms of data (e.g. SEAL entry, NAPLAN) in spread and level.</p> <p>Each Domain has developed an approach to moderating student work and work has begun in team meetings to do this work.</p> <p>VCE teachers fully engaged in a reflective evidence-based process to improve their practice</p> <p>Students who are working at significantly below, or above, the expected level have differentiated tasks/assessment provided to them</p> <p>Differentiation strategies trialled in classrooms and discussed at SLT and Domain meetings</p> <p>A peer observation and feedback model is developed in consultation with staff and a set of agreed upon processes and procedures documented. By end 2015 all teachers to have been observed and have observed a colleague</p>

differentiation, extension		the collegiate visit processes.	
Review the core purpose of a common approach to instruction and then deeply embed the College instructional model into teachers' practice	Year 2	<p>Develop a system to track student progress across the school from Year 7 – 12</p> <p>Review how we extend and enhance the learning of our high achieving students: review of SEALP with a focus on how to improve breadth and ensure learning growth</p> <p>Continue to strengthen the understanding of co-coaching, peer observation and the collegiate visit processes.</p> <p>Continue to engage closely with students to seek out feedback on teachers' practice, assessment methods; embed the student-teacher feedback tool into teachers' practice</p> <p>Review the effectiveness, reliability and validity of our assessment policies and strategies including the alignment between school-based policy and the Standards, as well as how teachers cater for students working significantly below, and above, the expected level.</p> <p>Further the introduction of the new curriculum unit planning tool to the school, through SLTs, which engages closely with the AusVELS and provides multiple student assessment points</p>	<p>AusVELS data more consistent with the spread of external and other forms of data (e.g. SEAL entry, NAPLAN) in spread and level.</p> <p>Teachers analyse student data regularly at staff professional learning, SLT and Domain meeting times and use this as a basis for differentiation and course planning</p> <p>Each Domain has developed an approach to moderating student work and work has begun in team meetings to do this work.</p> <p>Students who are working at significantly below, or above, the expected level have differentiated tasks/assessment provided to them</p> <p>Individual Learning Plans (ILPs) for all students with a documented learning need and for students requiring literacy/numeracy support.</p> <p>Differentiation strategies trialled in classrooms and discussed at SLT and Domain meetings</p> <p>By end 2016 all teachers to have participated fully in the peer observation/feedback process at least twice</p>
	Year 3	<p>Further embed a system designed to track student progress across the school from Year 7 – 12</p> <p>Implement structural and pedagogical changes to the SEAL program to make SEAL a genuine program of acceleration in which we measurably improve the learning of our high achieving students</p> <p>Fully embed and continue to strengthen the process of peer observation and the collegiate visit process through renewed goal setting of 3 visits per year</p> <p>Continue to engage closely with students to seek out feedback on teachers' practice, assessment methods; embed the student-teacher</p>	<p>AusVELS data more consistent with the spread of external and other forms of data (e.g. SEAL entry, NAPLAN) in spread and level.</p> <p>Clear evidence of students achieving at their own individual levels.</p> <p>Teachers analyse student data regularly at staff professional learning, SLT and Domain meeting times and use this as a basis for differentiation and course planning</p> <p>Students who are working at significantly below, or</p>

		<p>feedback tool into teachers' practice and</p> <p>Implement a new assessment policy and strategies including actual alignment between school-based policy and the Standards</p> <p>Further the introduction of the new curriculum unit planning tool to the school, through SLTs, which engages closely with the AusVELS and provides multiple student assessment points</p> <p>Continue to embed the process of peer observation and the collegiate visit processes.</p>	<p>above, the expected level have differentiated tasks/assessment provided to them</p> <p>SEAL feedback and data shows measurable improvement with students continuing to grow and 'accelerate' throughout.</p> <p>Community understanding of the implementation of a new approach to assessment policy and strategies</p> <p>By end 2017 all teachers to have participated fully in the peer observation/feedback process 3 times</p>
	Year 4	<p>Review student progress against the targets in the SSP</p> <p>Review the changes to the SEAL program and review student progress</p> <p>Review the new school approach to assessment</p> <p>Review all aspects of student achievement as outlined in this SSP and begin planning for 2019</p>	<p>Progress of all students reviewed to ensure expected growth at the individual level</p> <p>Student learning data is routinely used to inform learning and teaching</p> <p>SLTs are embedded</p>
<p>Engagement</p> <p>To improve opportunities for meaningful student choice and voice by refining and improving timetabling, policies, counselling, pathways and transitions at years 9-12.</p> <p>There will be particular focus on aligning Year 10 with Year 11 and 12 to create a Later Years 'sub-school' where students are encouraged to enter VCE earlier and where the sub-</p>	Year 1	<p>An SLT is developed to review our Year 9 program and to explore exemplary Year 9 Programs, explore alternative settings and practices for the teaching and learning of Year 9 students with the aim of developing a unique Year 9 approach to begin in 2016</p> <p>A focused team is developed to review how to integrate Years 10 with Years 11 and 12; to explore exemplary 10-12 approaches and practices for the teaching and learning of our 10-12 students with a commitment for full implementation in 2016</p> <p>Develop and implement consistent student engagement strategies across the Middle Years and Later Years sub-schools, that may include: lunch time activities, form captains, extra-curricular programs, fundraising</p> <p>Develop and implement a whole school student/teacher feedback tool, which will systemize our approach to seeking feedback from students to esteem their voice and improve teaching practice.</p>	<p>Clear plans are in place which have been consulted with the College community to begin an improved and unique learning approach to Year 9 to begin in 2016</p> <p>A new timetable and blocking approach has been developed and consulted with the College community to enable greater alignment between year levels to begin in 2016.</p> <p>SATS data evidences whole school improvement, especially in the areas of: teacher empathy, stimulating learning and teacher effectiveness</p> <p>All students have been given the opportunity to provide feedback to their teachers through a school-wide end-of-semester survey approach</p> <p>Improved student engagement with school improvement efforts and improved student sense of agency in their school, as evidenced by focus group feedback</p>

<p>school facilitates personalised student decisions.</p> <p>Develop and implement consistent student engagement strategies across the Middle Years and Later Years sub-schools, that may include: lunch time activities, form captains, extra-curricular programs, fundraising,</p> <p>Develop and implement a whole school student/teacher feedback tool, which will systemize our approach to seeking feedback from students to esteem their voice and improve teaching practice.</p>		<p>Continue and build the structure of student focus groups and support student leaders to lead groups themselves. Review correlations and discrepancies between staff opinion and student opinions data</p> <p>Review the Student Engagement policy and align this to our statement of Community Positive Behaviours and incorporating a bullying policy</p> <p>Implement the Compass school management system.</p>	<p>Weekly sub-school meetings have been introduced to ensure consistent good work is happening across all 3 year levels</p> <p>Compass data is collected and used broadly for evidence based decision making and improvement strategies.</p> <p>All teachers use Compass to log information on students – for positive activity, as well as incidents requiring follow-up</p> <p>Student leaders have completed their school improvement projects and have met regularly as a group and with the PCO team</p> <p>A cultural shift away from arbitrary punishments and a move to more meaningfully engaged learning experiences when students have misbehaved has begun to take shape</p> <p>All students and staff are able to state our key behaviour and values expectations</p>
	<p>Year 2</p>	<p>The Year 9 SLT continues in 2016 and a new Year 9 program begins, with ongoing review</p> <p>A focused team continues integrating Years 10 with Years 11 and 12; and implementing the new timetable structure</p> <p>Continue to implement consistent student engagement strategies across the Middle Years and Later Years sub-schools, that may include: lunch time activities, form captains, extra-curricular programs, fundraising</p> <p>Further embed the whole school student/teacher feedback tool, which will systemize our approach to seeking feedback from students to esteem their voice and improve teaching practice.</p> <p>Continue and build the structure of student focus groups and support student leaders to lead groups themselves. Review correlations and discrepancies between staff opinion and student opinions data</p>	<p>A new timetable and blocking approach is implemented to enable greater alignment between year levels to begin in 2016.</p> <p>SATS data evidences whole school improvement, especially in the areas of: teacher empathy, stimulating learning and teacher effectiveness</p> <p>All students consistently given the opportunity to provide feedback to their teachers through a school-wide end-of-semester survey approach</p> <p>Improved student engagement with school improvement efforts and improved student sense of agency in their school, as evidenced by focus group feedback</p> <p>Compass data is collected and used broadly for evidence based decision making and improvement strategies.</p>

	Implement the Compass school management system.	<p>All teachers use Compass to log information on students – for positive activity, as well as incidents requiring follow-up</p> <p>A cultural shift away from arbitrary punishments and a move to more meaningfully engaged learning experiences when students have misbehaved is embedded</p> <p>All students and staff are able to state our key behaviour and values expectations</p>
Year 3	<p>The new approach to Year 9 is reviewed and embedded this year.</p> <p>The new timetable approach, fully aligning Years 10-12 is embedded.</p> <p>Further embed the whole school student/teacher feedback tool, which will systemize our approach to seeking feedback from students to esteem their voice and improve teaching practice.</p> <p>Continue and build the structure of student focus groups and support student leaders to lead groups themselves. Continue to interrogate correlations and discrepancies between staff opinion and student opinions data</p> <p>The Compass school management system is fully embedded</p> <p>The Middle Years and Later Years sub-schools have created their own very real identity with common practices and processes unique to each embedded</p>	<p>A new timetable and blocking approach is implemented which has enable greater alignment between year levels</p> <p>The new Year 9 program is fully embedded and data shows that this work is making a measurable difference.</p> <p>SATS data continues to evidence whole school improvement, especially in the areas of: teacher empathy, stimulating learning and teacher effectiveness</p> <p>All students consistently given the opportunity to provide feedback to their teachers through a school-wide end-of-semester survey approach</p> <p>Improved student engagement with school improvement efforts and improved student sense of agency in their school, as evidenced by focus group feedback</p> <p>Compass data is collected and used broadly for evidence based decision making and improvement strategies.</p> <p>All teachers use Compass to log information on students – for positive activity, as well as incidents requiring follow-up</p>
Year 4	<p>Review changes to the Year 9 program by analysing the current engagement data and using information gathered in focus groups.</p> <p>Review all aspects of student achievement as outlined in this SSP</p>	<p>Ongoing improvement of the Year 9 model.</p> <p>Ongoing refining of the timetable structure and approach of 10-12.</p>

		and begin planning for 2019	Student voice a genuine feature of BPC, as evidenced by SATS and other data
<p>Wellbeing</p> <p>Continued focus on Positive Psychology as a research and strategy base to support improved relationships between teachers and students, where mutual empathy, trust and respect are a focus</p> <p>Increased opportunities for meaningful student leadership and opportunities to have their voice heard with school improvement efforts</p> <p>The development of a school-wide approach to the teaching of student wellbeing, including structuring a consistent and embedded time across the school to do this work.</p>	Year 1	<p>Review the school's approach to wellbeing with a focus on assembly times and how best to work towards the teaching of a structured approach to wellbeing across the school</p> <p>Sense Ability work to continue across Year 8 and begun in Years 7 and 9. This work to be reviewed throughout 2015.</p> <p>Continue to invest in staff professional learning to build capacity and understanding of positive psychology to enhance relationships at all levels</p> <p>Build the profile of wellbeing in the school as being of fundamental importance to a flourishing school and a precondition for effective learning and results</p> <p>Review of how wellbeing in the school is staffed to ensure that we are best meeting the needs of the students</p>	<p>Reviewed and ratified Student Engagement and Wellbeing policy to include our positive behaviours, our approach to bullying and our belief statement which asserts clearly that relationships are the key and that punishment without effective relationships isn't effective</p> <p>A cultural shift away from arbitrary punishments and a move to more meaningfully engaged learning experiences when students have misbehaved has begun to take shape</p> <p>S.E.W. Leaders to model exemplary inclusive, positive and restorative practices in dealings with students, teachers and families.</p> <p>All students and staff are able to state our key behaviour and values expectations</p> <p>Sense Ability has been taught across Year 8 and has been begun in Years 7 and 9; review of the work shows that it is making a positive difference to students</p> <p>Structured wellbeing programs have been tailored to Years 10-12.</p> <p>Students, staff and the community understand and can articulate the absolute importance of teaching and understanding wellbeing and the impact this has on student progress</p>
	Year 2	<p>Implement a structured approach to wellbeing in a timetabled session across the school.</p> <p>Sense Ability used as one of many tools to inform our approach to wellbeing across Years 7 -9. This work to be reviewed throughout 2016</p>	<p>Reviewed and ratified Student Engagement and Wellbeing policy to include our positive behaviours, our approach to bullying and our belief statement which asserts clearly that relationships are the key and that punishment without effective relationships isn't effective</p> <p>A cultural shift away from arbitrary punishments and a</p>

	<p>Continue to invest in staff professional learning to build capacity and understanding of positive psychology to enhance relationships at all levels</p> <p>S.E.W. Leaders to model exemplary inclusive, positive and restorative practices in dealings with students, teachers and families.</p> <p>Build the profile of wellbeing in the school as being of fundamental importance to a flourishing school and a precondition for effective learning and results</p> <p>Structured wellbeing programs have been planned and implemented across Years 7-12, with alignment connected to the stages of schooling: 7-9 and 10-12.</p> <p>Implement any staffing changes to wellbeing that may have been decided to best meet the needs of students.</p> <p>Begin planning for the concept, purpose, aims and location of a Centre for Wellbeing to be developed in 2017</p>	<p>move to more meaningfully engaged learning experiences when students have misbehaved has begun to take shape</p> <p>All staff to model exemplary inclusive, positive and restorative practices in dealings with students, teachers and families.</p> <p>All students and staff are engaged in a structured wellbeing curriculum across Years 7-12.</p> <p>Structured wellbeing programs have been tailored to Years 10-12, as well as 7-9</p> <p>Students, staff and the community understand and can articulate the absolute importance of teaching and understanding wellbeing and the impact this has on student progress</p>
Year 3	<p>Review and refine our structured approach to wellbeing in the timetabled session across the school.</p> <p>Continue to invest in staff professional learning to build capacity and understanding of positive psychology to enhance relationships at all levels</p> <p>Significant work is undertaken to develop our Centre for Wellbeing to be fully implemented across 2017 and 2018.</p>	<p>Arbitrary and meaningless punishments have been replaced by meaningfully engaged learning experiences.</p> <p>All staff to model exemplary inclusive, positive and restorative practices in dealings with students, teachers and families.</p> <p>All students and staff are engaged in a structured wellbeing curriculum across Years 7-12.</p> <p>Students, staff and the community understand and can articulate the absolute importance of teaching and understanding wellbeing and the impact this has on student progress</p> <p>The Centre for Wellbeing has been developed and has begun to be used and understood by all students</p>
Year 4	<p>Review the whole-school approach to wellbeing by analysing the current wellbeing data and using information gathered in focus groups.</p>	<p>Ongoing refining of our approach to the teaching of wellbeing</p>

		Review all aspects of student wellbeing as outlined in this SSP and begin planning for 2019	<p>The Centre for Wellbeing is now embedded and is available to all students</p> <p>Student wellbeing a genuine feature of BPC, as evidenced by SATS and other data</p>
<p>Productivity</p> <p>Increased professional learning opportunities for leaders of Professional Learning Teams (SLTs)</p> <p>Leadership development professional learning opportunities to be embedded in all leaders' performance plans</p> <p>Peer observations and feedback to improve teacher practice and focus work on our strategic priorities</p> <p>Timetable improvement options presented for consultation in Term 1, 2015 with decisions then made to enable implementation in 2016</p>	Year 1	<p>Review school organisation structures: period length, VCE blocking arrangements and the timetable to ensure that they support student learning improvement and our strategic priority around student choice and differentiation.</p> <p>Ensure all leadership roles are closely aligned to the priorities of the new Strategic Plan.</p> <p>Ensure that team leaders have opportunities to develop the skills that they require and have team development plans in place to ensure teams achieve the strategic outcomes expected of them.</p>	<p>Timetable improvement options presented for consultation in Term 1, 2015 with decisions then made to enable implementation in 2016</p> <p>All staff have completed a full Performance and Development cycle and have included evidence from a peer observation</p> <p>All leaders have an embedded commitment to their leadership development as well as an explicit role in the achievement of our strategic aims embedded in their performance plans</p>
	Year 2	<p>Implement a new school organisation structures, including longer period length, improved VCE blocking arrangements and enhanced student curriculum choice, as well as meeting our strategic priorities.</p> <p>Ensure all staff P and D plans and role statements align to the priorities of this Strategic Plan.</p> <p>Ensure that team leaders have opportunities to develop the skills that they require and have team development plans in place to ensure teams achieve the strategic outcomes expected of them.</p>	<p>A new timetable structure is implemented in 2016</p> <p>All staff have completed a full calendar year Performance and Development cycle</p> <p>All leaders have an embedded commitment to their leadership development as well as an explicit role in the achievement of our strategic aims embedded in their performance plans</p>
	Year 3	<p>Implement a new school organisation structures, including longer period length, improved VCE blocking arrangements and enhanced student curriculum choice, as well as meeting our strategic priorities.</p>	<p>Our new timetable and period length structure continues to be refined and further embedded in 2017</p>
	Year 4	<p>Review our new school organisation structures, through various sources of data, student, staff and community feedback and improved learning outcomes</p> <p>Review all aspects of school productivity as outlined in this SSP and begin planning for 2019</p>	<p>Our new timetable and period length structure continues to be refined and further embedded in 2016</p>