

# School Strategic Plan for Highvale Secondary College 7918 2016-2019

<p>Endorsement by School Principal</p>	<p>Signed</p> <p>Name Ian Watkins</p> <p>Date 15 September 2015</p>
<p>Endorsement by School Council</p>	<p>Signed</p> <p>Name Fred Butcher</p> <p>Date 15 September 2015</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>



## School Profile

<p><b>Purpose</b></p>	<p>Highvale Secondary College provides a range of challenging and stimulating educational opportunities for students as they pursue excellence and success through their individual learning pathway. Our culture empowers students to take responsibility for their own learning and to develop independent, resilient, life- long learners who will make a positive contribution to the community.</p>
<p><b>Values</b></p>	<p>Highvale Secondary College affirm the following five values that underpin our policies, programs and codes of practices: Respect, Excellence, Responsibility, Resilience and Integrity.</p> <div data-bbox="936 550 1384 1066" data-label="Image"> </div>
<p><b>Environmental Context</b></p>	<p><i>Social</i> – community and demographics</p> <ul style="list-style-type: none"> <li>• Single campus 7 to 12 secondary college situated in the city of Monash.</li> <li>• Highly successful multicultural mix of students with vibrant international student program.</li> <li>• Increasing enrolments.</li> <li>• Increasing numbers of students with language backgrounds other than English.</li> <li>• Strong and supportive College Council.</li> <li>• Committed Parents, Teachers, Students and Friends Association.</li> </ul>

	<ul style="list-style-type: none"> <li>• Enthusiastic, professional staff team consisting of 68 effective full-time teachers and 14 education support staff.</li> <li>• Productive partnerships with local community groups, local schools and cluster groups, local council and government representatives and international educational organizations.</li> <li>• Supportive pastoral care programs</li> </ul> <p><i>Educational</i></p> <ul style="list-style-type: none"> <li>• Provision of a vibrant and productive education, 7 to 12 incorporating a 8-12 vertically structured curriculum framework and acceleration program.</li> <li>• Implementation of the Victorian Essential Learning Standards (AUSVELS).</li> <li>• Excellent VCE and NAPLAN results.</li> <li>• VCE and VET courses and member of Eastern VET cluster.</li> <li>• Excellent tertiary placements and successful further education pathways for students.</li> <li>• Many enhancement and enrichment opportunities for students such as art, music, instrumental music, performing arts, competitions, after-school activities, and sporting activities.</li> </ul> <p><i>Technological</i></p> <ul style="list-style-type: none"> <li>• Focus on productive, innovative use of computers for student learning.</li> <li>• Provision of Bring Your Own Device program, computer suites throughout the school and Netbooks for student use in all learning areas.</li> <li>• Managed web based school communication and management system.</li> <li>• High levels of staff ICT capabilities.</li> </ul> <p>Environmental – grounds and facilities</p> <ul style="list-style-type: none"> <li>• Classrooms are well maintained and conducive to effective learning</li> <li>• Well-resourced flexible classroom spaces</li> <li>• Grounds are well established and provide spaces for both passive and active recreation</li> </ul>
<b>Service Standards</b>	<ul style="list-style-type: none"> <li>• The school fosters close links with parents and the broader school community through its commitment to open and regular communication in a variety of formats.</li> <li>• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</li> <li>• The school guarantees all students access to a broad, balanced and flexible vertically structured curriculum including skills for learning and life.</li> <li>• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• The school has a culture of 'no tolerance' to Child Abuse.</li><li>• The school will provide book-hire option for parents.</li><li>• Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</li><li>• All teachers will provide timely and targeted feedback to students on their work.</li></ul> |
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## Strategic Direction

Achievement		Key improvement strategies														
<b>Goals</b>	<p>*To improve senior secondary qualifications outcomes.</p> <p>*To improve English (Writing focus) and Mathematics student learning outcomes from Years 7 through 10.</p>	<p>Develop and embed a Whole College differentiated teaching and learning model that incorporates the use of data to inform teaching.</p>														
<b>Targets</b>	<p>To consistently achieve a VCE mean study score of 31.</p> <p>To progressively decrease the percentages of Year 9 students assessed in NAP Bands 5 and 6 when measured from the 2014 proportions.</p> <table border="1" data-bbox="875 959 1205 1305"> <thead> <tr> <th rowspan="2">Percentage of students</th> <th colspan="2">2014</th> </tr> <tr> <th>Band 5</th> <th>Band 6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>4.2</td> <td>13.8</td> </tr> <tr> <td>Writing</td> <td>7.9</td> <td>15.9</td> </tr> <tr> <td>Numeracy</td> <td>0.6</td> <td>10.8</td> </tr> </tbody> </table>	Percentage of students	2014		Band 5	Band 6	Reading	4.2	13.8	Writing	7.9	15.9	Numeracy	0.6	10.8	<p>Continue to build college capacity to deliver consistent high quality teaching and learning in the senior secondary levels.</p> <p>Develop a coherent and consistently implemented whole college approach to literacy teaching and learning, with a focus on Writing.</p> <p>Review and refine the roles of the Teaching Teams and the use of Triads in implementing the differentiated instructional model (Writing as initial focus).</p>
Percentage of students	2014															
	Band 5	Band 6														
Reading	4.2	13.8														
Writing	7.9	15.9														
Numeracy	0.6	10.8														

Increase the proportions of students making high relative NAPLAN gain as students' progress from Year 7 to Year 9.

		Proportion of high Relative gain
Grammar and Punctuation	2014	25.9
Reading	2014	28.0
Spelling	2014	30.6
Writing	2014	25.2
Numeracy	2014	25.5

**Actions**

**Success criteria**

**Year 1**

- Form a teaching and learning team to develop an agreed approach to instruction and pedagogical practice, the Highvale Instructional Model for effective teaching.
- Develop a professional learning program for

	<p>all staff on instructional practice including the use of learning intentions.</p> <ul style="list-style-type: none"> <li>• Develop an agreed approach to instruction and pedagogical practice.</li> <li>• Document and publish the Highvale Instructional Model for effective teaching which includes: <ul style="list-style-type: none"> <li>• Teachers gathering relevant data from multiple sources to inform their teaching.</li> <li>• Teachers differentiating in every classroom.</li> <li>• The use of learning intentions.</li> <li>• The empowerment of students to build self-efficacy through challenging goals and effective feedback so that learning is personalised (gradual release of responsibility)</li> </ul> </li> <li>• Review and modify scope and sequence documentation to bring them into line with the Highvale instructional model.</li> <li>• Further enhance and focus the teacher triad program of classroom observations on the implementation of the Highvale Instructional Model.</li> <li>• Develop literacy across the curriculum team.</li> </ul>	<ul style="list-style-type: none"> <li>• A documented and live Instructional Model for Effective Teaching is published on the school website and is reflected in teaching pedagogy and evidenced by a consistent implementation of Learning Intentions across the College classrooms.</li> <li>• Scope and sequence documents updated to reflect Instructional teaching model.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Provide professional learning on literacy skills to teachers based on the work of John Munroe - High Reliability Literacy teaching procedures.</li> <li>• All learning area teams to identify a literacy coach who is provided with professional learning, writing the initial focus.</li> <li>• Review and improve student literacy and numeracy support programs.</li> <li>• Review and evaluate the effectiveness of the silent reading program in years 7 and 8.</li> <li>• Provide dedicated professional learning to VCE teachers on maximising student performance through a team approach.</li> <li>• Review and enhance the VCE tutoring and junior school homework club.</li> <li>• Use multiple sources of student data to identify and then form a high achievers program to support gifted and talented students.</li> <li>• Review current reporting processes with a view to greater utilise Compass.</li> <li>• Plan and develop a robust reflection and feedback system for every teacher and staff member through the performance and</li> </ul>	<ul style="list-style-type: none"> <li>• Trained literacy coaches in all learning areas.</li> <li>• High achievers program developed.</li> <li>• Teacher annual reviews use multiple forms of data, goal setting and reflective practice.</li> </ul>
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	development process.	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Professional learning is provided to all teachers on the implementation of the Highvale Instructional teaching model.</li> <li>• Professional learning around individual elements of the instructional model identified through teacher triad classroom observations.</li> <li>• Scope and sequence documents are reviewed and modified to be consistent with the instructional model.</li> <li>• Provide professional learning on literacy skills to all teachers based on the work of John Munroe - High Reliability Literacy Teaching Procedures.</li> <li>• Learning area literacy coaches work closely with teachers to develop teacher efficacy.</li> <li>• Learning areas collect and compare student writing work samples and develop consistent assessment and reporting processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations reflect a clear understanding and implementation of the Highvale instructional model.</li> <li>• Instructional model on display in all classrooms.</li> <li>• Learning intentions on display in all classrooms.</li> <li>• Highvale Instructional Model is added to the performance development processes as an all staff goal and every teacher shows evidence of using its strategies such as learning intentions.</li> <li>• All staff to complete literacy professional development.</li> <li>• Good writing protocols documented for every learning area.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement modified improve student literacy and numeracy support programs.</li> <li>• Provide dedicated professional learning to VCE teachers on maximising student performance through a team approach.</li> <li>• Benchmark and evaluate literacy skills of students across the curriculum to inform the effectiveness of the program.</li> <li>• Review and refine the roles of the Teaching Teams and the use of Triads in implementing the differentiated instructional model (Writing as initial focus).</li> </ul>	
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Embed the Highvale instructional model across all year levels and learning areas of the school.</li> <li>• Implement modified improve student literacy and numeracy support programs.</li> <li>• Provide dedicated professional learning to VCE teachers on maximising student performance through a team approach.</li> <li>• Continue to build the capacity of teachers to improve student literacy skills across all learning areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher triad classroom observations reflect teachers consistently and accurately implementing all elements of the instructional model.</li> <li>• Literacy is added to the performance development processes as an all staff goal and every teacher shows evidence of using literacy strategies and resources.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue to build teacher capacity to consistently implement the agreed Highvale instructional model.</li> <li>• A common approach for assessment and reporting processes for literacy in every learning area developed.</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Review the effectiveness of the Highvale Instructional teaching model and in particular learning intentions and differentiation.</li> <li>• Review the development of rigour, challenge and level of differentiation of learning tasks established over the three years.</li> <li>• Review the effectiveness of the teacher triad program.</li> <li>• Review the use of High Reliability Literacy Teaching Procedures across all learning areas.</li> <li>• Review student support programs including the high achievers club.</li> </ul>	<ul style="list-style-type: none"> <li>• The Highvale Instructional teaching model is enacted by all learning areas across the school.</li> <li>• All staff include evidence demonstrating their use of the instructional model, differentiation and HRLTP in their performance plans.</li> </ul>

<b>Engagement</b>	<b>Key improvement strategies</b>
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<b>Goals</b>	To further improve student engagement and connectedness to school.	<ul style="list-style-type: none"> <li>• Ensuring a whole of school framework for student engagement and wellbeing is in place and working.</li> <li>• Strengthening transition programs across the school.</li> </ul>																				
<b>Targets</b>	<p>Improve student attitudes to school measures:</p> <table border="1" data-bbox="779 443 1294 1018"> <thead> <tr> <th>Student attitudes to school survey variable score ( 5 point)</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Learning confidence</td> <td>3.74</td> <td>3.77</td> </tr> <tr> <td>School connectedness</td> <td>3.55</td> <td>3.65</td> </tr> <tr> <td>Stimulating learning</td> <td>3.10</td> <td>3.20</td> </tr> <tr> <td>Student motivation</td> <td>4.28</td> <td>4.32</td> </tr> </tbody> </table> <p>Reduction in the average number of student days absent.</p> <table border="1" data-bbox="790 1198 1283 1366"> <thead> <tr> <th>Average student absence 7-12 (days per full time)</th> <th>4 year Average</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Student attitudes to school survey variable score ( 5 point)	2015	2019	Learning confidence	3.74	3.77	School connectedness	3.55	3.65	Stimulating learning	3.10	3.20	Student motivation	4.28	4.32	Average student absence 7-12 (days per full time)	4 year Average	2019		
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	<b>Actions</b>	<b>Success criteria</b>																								
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Continue to promote the Bring Your Own Device Program to the school community.</li> <li>• Provide professional learning opportunities to staff on the effective use of information, communication technologies and Web 2 tools including the use of external eLearning consultants.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing take up by school community of the Bring Your Own Device Program.</li> <li>• Professional learning program, focussing on ICT and web 2 tools delivered.</li> </ul>																								

	<ul style="list-style-type: none"> <li>• All staff to undertake epotential survey, the results used to inform professional learning needs.</li> <li>• Review and refine the provision of BYOD infrastructure and technical support.</li> <li>• Form student attendance improvement team to review student attendance policy and practices.</li> <li>• Student attendance team to work closely with school community to develop attendance improvement program.</li> <li>• Student attendance team and sub school, student wellbeing team to use personalised interventions as required to improve student attendance.</li> <li>• Continuation of the international student program that provides a nurturing induction and support for international students across the whole school.</li> <li>• Investigate the operation of international student language centres and determine if it would be a positive addition to the student program and its viability if developed at Highvale.</li> <li>• Strengthen links with international sister</li> </ul>	<ul style="list-style-type: none"> <li>• All staff reflect on epotential survey results and identify professional learning needs.</li> <li>• Student attendance improvement team meets regularly to develop attendance improvement strategies.</li> </ul>
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	<p>schools in China and Germany through student tour program.</p> <ul style="list-style-type: none"> <li>• Strengthen the transition program throughout the school by: <ul style="list-style-type: none"> <li>• formalise an age and stage appropriate orientation program for each level</li> <li>• clarify understanding of transition for parents and staff.</li> <li>• Consult with students to develop an age and stage appropriate orientation program for each year level.</li> </ul> </li> <li>• Develop student led co curricula program.</li> <li>• Continue to strengthen links with Asia Pacific Youth Foundation through the Fiji student experience.</li> </ul>	<ul style="list-style-type: none"> <li>• A welcome booklet for new students in Years 8-12 is produced.</li> <li>• Orientation and other supporting materials for families provided in Mandarin.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Continued consultation with students about how to encourage attendance.</li> <li>• Student attendance team and sub school, student wellbeing team to use personalised interventions as required to improve student attendance.</li> <li>• Rollout of an educative program for parents and students about the importance of</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance support documentation produced for parents similar to " Its not ok to be away".</li> </ul>



	<p>attendance.</p> <ul style="list-style-type: none"> <li>• Continue to promote Bring Your Own Device Program to all members of school community.</li> <li>• Further development of BYOD pedagogies to support differentiation and increase student engagement.</li> <li>• Review ePotential data and personalise eLearning professional development for staff.</li> <li>• Continue Asia Pacific Youth Foundation Fiji tour.</li> <li>• Investigate mechanisms to ensure sustainability of the biennial China tour.</li> <li>• Working with international student unit, develop sister school relationship with a French school to support the teaching of French in Highvale.</li> <li>• Investigate the operation of international student language centres and determine if it would be a positive addition to the student program and its viability if developed at Highvale.</li> </ul>	<ul style="list-style-type: none"> <li>• ePotential survey indicates improvement from foundation to emergent for all staff.</li> <li>• Tailored BYOD pedagogies to address differentiation is regularly presented in learning area meetings.</li> <li>• Sister school memorandum of understanding established.</li> <li>• Establishment of an international student language centre.</li> </ul>
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<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Continued rollout of an educative program for parents and students about the importance of attendance.</li> <li>• Continue to promote Bring Your Own Device Program to all members of school community.</li> <li>• Review epotential data and personalise eLearning professional development for staff.</li> <li>• Further development of BYOD pedagogies to support differentiation and increase student engagement.</li> <li>• Continue Asia Pacific Youth Foundation Fiji tour.</li> <li>• Review international student tour to strengthen links with international sister schools in China, France and Germany.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in the number of parent approved absences.</li> <li>• Increased number of students undertaking China tour.</li> <li>• Sustained international student numbers taking advantage of the language school.</li> </ul>
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Review the Bring Your Own Device program.</li> <li>• Review the work of the student attendance improvement program.</li> <li>• Review the 2015-2019 transition processes, to the school, through the school and from the school.</li> <li>• Review Asia Pacific Youth Foundation relationship with Fiji and investigate alternative location and community in need</li> </ul>	<ul style="list-style-type: none"> <li>• Review of BYOD conducted.</li> <li>• Strategic review affirms all practices and approaches to transition.</li> <li>• Strategic review affirms all practices and approaches to attendance.</li> <li>• School council evaluates relationship with Asia Pacific Youth Foundation and commits to further participation.</li> </ul>

	of support.	
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<b>Wellbeing</b>		<b>Key improvement strategies</b>											
<b>Goals</b>	To build authentic and positive relationships based on the College values.	<ul style="list-style-type: none"> <li>Ensuring a whole of school framework for student engagement and wellbeing is in place and working.</li> <li>To develop a school wide positive behaviour support program.</li> </ul>											
<b>Targets</b>	Improve student attitudes to school measures: <table border="1" style="margin-left: 40px; margin-top: 10px;"> <thead> <tr> <th>Student attitudes to school survey variable score ( 5 point)</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Classroom behaviour</td> <td>3.04</td> <td>3.16</td> </tr> <tr> <td>Student safety</td> <td>4.23</td> <td>4.43</td> </tr> <tr> <td>Student distress</td> <td>4.95</td> <td>5.18</td> </tr> </tbody> </table>		Student attitudes to school survey variable score ( 5 point)	2015	2019	Classroom behaviour	3.04	3.16	Student safety	4.23	4.43	Student distress	4.95
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Improve student attendance:

Average student absence 7-12 (days per full time equivalent student)	4 year Average	2019
Year 7	15.48	11
Year 8	19.47	14
Year 9	20.08	15
Year 10	20.41	15
Year 11	17.00	13
Year 12	12.74	9
Years 7-12	17.82	11

	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Form a school wide positive behaviour support team.</li> <li>• Provide professional learning for the SWPBS team in best practice research.</li> <li>• SWPBS team undertake site visits to further develop their understanding of the program.</li> <li>• SWPBS team to develop an implementation strategy for this program.</li> <li>• Professional learning provided for staff on SWPBS.</li> <li>• SWPBS team to work with staff to model and support staff in the development of reflective and corrective strategies with all students.</li> <li>• Review the student engagement policy and align this to the SWPBS framework and incorporate a bullying policy.</li> <li>• SWPBS team to work with student leadership to facilitate opportunity for students to join the SWPBS team.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning provided for teachers on SWPBS.</li> <li>• Visits to schools implementing SWPBS conducted.</li> <li>• Implementation strategy for SWPBS approved by school council.</li> <li>• Student engagement policy reviewed and aligned with SWPBS.</li> <li>• Student voice included in SWPBS program.</li> </ul>

	<ul style="list-style-type: none"> <li>• SWPBS team develop initial preparatory materials for focus group sessions to implement the program.</li> </ul>	
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Build the profile of the SWPBS team amongst staff and students.</li> <li>• Professional learning provided to all staff on SWPBS.</li> <li>• Identify relevant wellbeing policies to be created or reviewed that support the SWPBS program.</li> <li>• SWPBS team to develop materials for focus group sessions to implement the program.</li> <li>• SWPBS matrix of expectations developed</li> <li>• Agreed forms of student acknowledgement developed with staff.</li> <li>• Promote SWPBS at parent forums</li> <li>• Continue to engage with student leaders to enhance student ideas and opportunity for implementation of SWPBS.</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations and policies for positive behaviours are documented and communicated to teachers, parents and students.</li> <li>• SWPBS matrix of expectations posted in all classrooms.</li> <li>• Identification of students and recognition of their positive behaviours occurs regularly.</li> <li>• SWPBS leaders identify, plan and promote improvement activities based around SWPBS themes.</li> </ul>

<b>Year 3</b>	<ul style="list-style-type: none"> <li>• SWPBS team review the progress of the program.</li> <li>• SWPBS team work in conjunction with sub schools to develop consistent 2<sup>nd</sup> tier supports.</li> <li>• SWPBS program promoted at parent forums.</li> <li>• Staff regularly use the SWPBS student acknowledgement processes to reinforce positive behaviours.</li> <li>• Continue links with other SWPBS schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school 2<sup>nd</sup> tier support processes developed and implemented.</li> <li>• Parent opinion survey feedback indicates increasing agreement to improved school climate and classroom discipline.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Review the SWPBS matrix with the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive expectations and behaviours are explicitly taught and encouraged.</li> <li>• Improved attitudes to school survey data (student behaviour, safety and distress)</li> </ul>

<b>Productivity</b>		<b>Key improvement strategies</b>
<b>Goals</b>	Use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.	<ul style="list-style-type: none"> <li>• Continue sound financial management approaches to maintain optimum standards in staffing and subject offerings, of facilities and resources, and opportunities for staff professional learning.</li> </ul>

**Targets**

Improve staff opinion survey measures:

Staff Opinion survey	2014	2019
Percentage endorsement		
Renewal of knowledge and skills	41	50
Collegiality/collective participation	49	57
Coherence	54	60

Improve parent opinion measures:

Parent Opinion survey	2011-2014 average	2019
Percentage endorsement		
School Improvement	4.97	5.06
Stimulating Learning	4.93	5.03
Learning Focus	5.39	5.49

- New master plan developments enables, promotes and supports the Highvale Instructional teaching model.



	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Review and revise as needed the Bring Your Own Device Program budget.</li> <li>• Develop an eLearning plan to continue to provide access to and consistent use of the best ICT resources and maximise the use of Compass and Office 365.</li> <li>• Continue to invest in leadership development for staff and staff professional development.</li> <li>• Develop a whole school professional learning plan including an increased focus on professional development activities during teacher team meetings across the school.</li> <li>• Further develop the Highvale Secondary College Workforce plan.</li> <li>• Manage school recurrent expenditure as aligned to school strategic plan.</li> <li>• Review leadership structure and positions of responsibility.</li> <li>• Ensure systematic approaches to maintenance and projects through recurrent expenditure.</li> </ul>	<ul style="list-style-type: none"> <li>• Bring Your Own Device Program effectively implemented across the school.</li> <li>• School finances effectively managed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue to develop the international student program.</li> <li>• Oversee development of facilities with government grant of \$5.357 million.</li> </ul>	<ul style="list-style-type: none"> <li>• International student numbers are maintained.</li> <li>• Master plan developed for school upgrade.</li> <li>• Building of new facilities in progress.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Continue to monitor and refine workforce plan.</li> <li>• Review communication and decision making pathways.</li> <li>• Develop a leadership development program for aspirant and existing leaders.</li> <li>• Continue to provide leadership professional learning opportunities and staff professional development.</li> <li>• Manage school recurrent expenditure as aligned to school strategic plan.</li> <li>• Continued commitment to facilities, resources, ICT and financial management reflected in Council budget.</li> <li>• Oversee development of facilities with government grant of \$5.357 million.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved clarity in communication and decision making processes.</li> <li>• Increased range of leadership development programs available for staff.</li> <li>• Increased number of staff participating in leadership development programs.</li> <li>• School finances effectively managed.</li> <li>• International student numbers are maintained.</li> <li>• Building of new facilities in progress.</li> </ul>

<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Oversee development of facilities with government grant of \$5.357 million.</li> <li>• Further develop the Highvale Secondary College Workforce plan.</li> <li>• Manage school recurrent expenditure as aligned to school strategic plan.</li> <li>• Review leadership structure and positions of responsibility.</li> <li>• Ensure systematic approaches to maintenance and projects through recurrent expenditure.</li> <li>• Continue to develop the international student program.</li> </ul>	<ul style="list-style-type: none"> <li>• Building of new facilities in progress</li> <li>• School finances effectively managed.</li> <li>• International student numbers are maintained.</li> <li>• Improved clarity in communication and decision making processes.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Review all financial, staffing, facilities, resourcing, community partnership professional learning and ICT approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Building of new facilities in progress</li> <li>• Strategic review affirms all practices and resourcing approaches.</li> </ul>