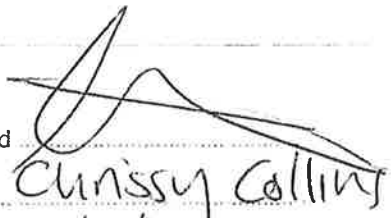
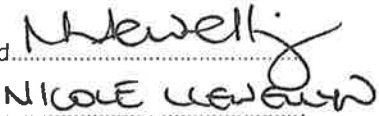
Greensborough College 8750
2015-2018 School Strategic Plan

Endorsements

Endorsement by School Principal	Signed .....  Name Chrissy Collins Date 9/11/2015
Endorsement by School Council	Signed .....  Name NICOLE LEWELLYN Date 9/11/15. School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed ..... Name ..... Date .....

School Profile

Purpose	Greensborough College's motto is "Strive for Excellence" The College considers its mission to find the potential for excellence in every student. This implies that excellence is not just to be found in academic pursuit but in all fields of human endeavor. Our purpose is firmly grounded in the belief that the first pillar for students to achieve a happy, successful and fulfilled life is to find something they are passionate about and pursue personal excellence in it with vigor. The second pillar is for students to form the beliefs, values and ethical practices which are conducive to forming, maintaining and thriving in strong long term positive relationships with family, peers and the wider community. The third and final pillar to our purpose is to equip students with the skills, knowledge and work ethic to be able to support themselves financially throughout their lives. Our motto and purpose requires that the College works actively to build capacity in students to achieve these three pillars.
Values	The following values are central to the life of Greensborough College: • Respect – our core value underpinning College Values and Associated Behaviours • Honesty and Integrity • Self-Discipline • Learning • Cooperation These values are supported by the focus and behaviours that we believe are crucial to ensuring that our purpose is achieved: • Accountability • Ethics • Self-esteem • Time and task management • Work ethic • Reflection • Managing self • Inquisitiveness and exploration • Responsibility and reflection

	• Teamwork
Environmental Context	The Greensborough College Community is drawn from a wide and diverse geographic area. More than half of the students who attend the school are not attending their closest government secondary school. In fact the nearest feeder primary schools have experienced a decline in enrolments over the last few years. The College has increasingly relied on student enrolments from the rapidly growing Doreen area to attempt to maintain enrolment levels. A new secondary school in Doreen opened in 2015 putting further pressure on enrolments. Poor and failing facilities have been well publicized in the press and have placed further pressure on enrolments. The College is desperately in need of a rebuild. The School Family Occupation (SFO) is 0.4393 continuing to indicate stable trend. Enrolment numbers have changed from a high of 980 in 2011 and a downward trend is expected to continue.
Service Standards	• The school guarantees all students access to a broad, balanced and flexible curriculum. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • The school is committed to fostering closer links with parents and the broader community to ensure positive connections and engagement through its commitment to open and regular communications. • The school is committed to providing a rich extra-curricular program that aims to enhance the learning outcomes and wellbeing of all our students. • Parents will be engaged regularly when their student behaves in a manner which is not acceptable to our learning community. • The school is committed to partnerships between students, teachers and parents to ensure students are achieving their personal best.

Strategic Direction

Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. 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.		**Key improvement strategies**
Goals	To improve the learning growth of every student across all domains but particularly in writing and numeracy. To improve student achievement and completions in VCE, VET and VCAL program.	1. Implement and sustain high quality leadership practices to support teachers in enhancing the quality of their teaching and learning. 2. Further develop the instructional practice of every teacher, ensuring whole school, consistent approach to teaching and learning and an agreed instructional framework. 3. Build teacher capacity to more effectively interpret and use a broad range of data and evidence to ensure the curriculum is stimulating and differentiated to better cater for each students point of learning. 4. Embed improved assessment practices to improve the quality of teaching and learning to raise levels of student achievement.
Targets	1. The percentage of students in Year 9 achieving above the one year's growth in all NAPLAN areas to be maintained or improved when compared to their Year 7 data. This data will be sourced from the Student Performance Analyser (SPA). 2. To improve the correlation between teacher (AusVELS) and NAPLAN assessments. 3. To achieve and maintain a VCE Median Study Score of 29 or above by 2018. 4. To continue to grow the VCAL program including PreCAL.	

	Teacher Opinion Data To increase the Teacher Survey data factor Mean scores for Guaranteed and Viable Curriculum to the State benchmarks	
	Actions 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.	**Success criteria** Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	• Provide professional development to staff on the use of data to inform teaching practice. • Continue whole school focus on documentation of curriculum. • Review school leadership structure. • Review the schools vision and values in consultation with all stakeholders and clearly communicate what the school stands for. • Initiate the process of online curriculum available to students and parents. • Staff Performance and Development Plan (PDP) to include Peer Observation. • Provide VCE teachers with the resources to analyse and use end of year assessment data to inform curriculum planning and improve learning outcomes. • Continue to develop differentiated tasks by staff.	• Collaborative approach in the preparation of the schools new Strategic Plan (SSP). • Scheduled professional development focused on data presented to all staff. • Leadership structure reviewed and proposed new structure developed. • Confirmed school vision and values statements. • Compass utilised by staff to provide online curriculum documentation for students and parents. • Peer observation established as an accepted practice. • All VCE teachers have analysed the end of year VASS data and developed at least one strategy focusing on improving learning outcomes. • Differentiated tasks planned and facilitated by all staff.
Year 2	• Research of Instructional Practice Models by leadership team.	• Appoint a Pedagogy Leading Teacher. • Development of Student, Staff and Parent

	• Create a whole school culture of higher expectations and authentic relationships. • Document the role of ICT across the curriculum. • Evaluate current assessment practices. • Provide professional learning for all staff on assessment, feedback, cross marking and moderation of all student work. • Enhancing the capacity of the school leadership team. • Internal student classroom feedback surveys administered by all staff. • Continue the process of online curriculum available to students and parents. • Focus on staff PDP to align with school strategic priorities and targets. • Embed differentiation as the common practice for all teachers.	Codes of Conduct. • Develop the role of an e-learning leader. • Documentation of the role of ICT in current classroom practice. • Targeted professional learning on assessment, sources of effective feedback, cross marking and moderation. • A deeper knowledge of curriculum and standards. • Audit of assessment practices across the whole school. • Examine reporting practices to ensure student and parent needs are met. • Performance review process is embraced by all staff. • Parent access to online curriculum made available by the end of 2016 (Course outline and assessment information.) • Staff PDP aligned to Strategic Plan and AIP. • All staff have embedded differentiation into their classroom pedagogy.
Year 3	• Develop a shared understanding about what is meant by the "Greensborough Instructional Model of teaching practice. • Further develop individual teacher and teams of teacher's capacity for making more consistent and accurate assessment of individual students and groups of students against expected standards across all year levels and all learning areas. • Establishing three way conferences and creating greater input of students in their	• The development of the agreed College instructional model. • Staff demonstrate a deeper understanding and practice of how to utilise data including a greater use of common assessment tasks, shared criteria, rubrics, cross marking, and moderation. • Consistent teacher AusVELS judgements. • Three way conferencing between students, staff and parents protocols established and put into practice.

	performance and feedback. • Continue internal student classroom feedback surveys. • Continue developing school culture of high expectations and authentic relationships. • Continued focus on staff PDP to align with SSP priorities and targets.	• Review of student survey data. • Staff PDP aligned to Strategic Plan and AIP.
Year 4	• Embed data use as a common practice by all teachers. • Review of all curriculum documentation, teaching strategies and assessment. • Review the use of data analysis tools. • The Greensborough Instructional Model incorporated into staff PDPs and used consistently by all staff. • Review and refine changes in reporting to parents and students. • Continued focus on staff PDP to align with school strategic priorities and targets. • Review of differentiation and impact on student outcomes.	• All staff have embedded the use of data in their teaching practice and this is used to inform and support the teaching of all students. • All staff PDPs reference the Greensborough Model. • Targeted professional learning, coaching, and mentoring and peer to peer classroom observations to enhance teacher confidence and ensure a consistent use of the Greensborough Instructional Model. • Internal student classroom feedback surveys are embedded into practice. • Revised reporting format that provides relevant and meaningful feedback to parents and students. • Cross marking and moderation embedded practice. • Focus of SSP and AIP embedded into staff PDPs.

Engagement	**Key improvement strategies**
Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.	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.

Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.		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.
Goals 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.	To create a stimulating and vibrant learning environment where students are actively engaged in their learning, are aspirational, and are motivated to achieve their personal best.	1. Increase students' cognitive engagement and their capacity to be more reflective, metacognitive, independent and active learners. 2. Further enhance student pathways and transitions as they move through the school so that achievement and engagement is maximised. 3. Work with students, teachers, parents and community to build an aspirational, positive professional learning community and culture, thus increasing student, parent and community engagement and connection to the College.
Targets 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.	**Student Survey Data** Increase the Student Attitudes to School Survey data Factor Mean scores for Motivation, School Connectedness, and Teacher Effectiveness and Empathy to the State benchmarks. **Staff Survey Data** Increase the percentage of endorsement for Teacher Collaboration to the state benchmark **Parent Opinion Data** To increase the Parent Survey data Factor Mean scores for Student Motivation and School Connectedness to the State benchmarks	
	Actions 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.	**Success criteria** Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	• Review the senior programs curriculum	• Review processes to be implemented every three years for all curriculum of the College.

	annually. • All electives which are offered to students lead to positive pathways. • The concept of students in the centre is the guiding principle for the development of the timetable.	• Curriculum needs of the students inform the development of the timetable.
Year 2	• Focus on the building of student capacity in establishing meaningful learning goals, reflective practices, peer and self-assessment at Years 9 and 10. • Development and implementation a review process for all curriculum documentation. • Review of the elective program. • Celebrate student achievements. • Develop learning protocols and Codes of Conducts for Students, Staff and Parents.	• Learning goals established by all students in Year 9 and 10. • Opportunities created where the school recognise good learning. • Codes of Conducts developed and published.
Year 3	• Greensborough instructional model shared understanding. • Review of Year 8 curriculum. • Implement recommendations of elective program review. • Continue to celebrate student achievements. • Review use of technology in teaching.	• Three way conferences introduced. • New elective program model in place. • Continuing to recognise and celebrate good learning. • Conversations focused on learning becoming everyday practice. • Audit of ICT use in classrooms.
Year 4	• Continue to celebrate student achievements. • Build teacher knowledge of 21st Century skills and education. • Review strategies.	• Continuing to recognise and celebrate good learning. • Professional learning in 21 century education and resources. • Students drive their own learning plan.

<table>
<tr><td colspan="2">Wellbeing
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.</td><td>Key improvement strategies
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.</td></tr>
<tr><td>Goals
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.</td><td>To develop and promote positive behaviours and attitudes and a sense of optimism across the whole College community so that the College climate, student teacher empathy wellbeing and relationships are enhanced.</td><td rowspan="2">1. In consultation with staff, students and parents, enhance the whole College approach to student wellbeing and behaviour management through the adoption of positive psychology, mindfulness and restorative practices approaches.
2. Enhance student leadership opportunities.</td></tr>
<tr><td>Targets
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Parent Opinion Data
To increase the Parent Survey Data Factor Mean scores for Teacher Morale to the State benchmarks.
Attendance
To improve student attendance, particularly at years 11 and 12</td></tr>
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	detail.	school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	• Review current student leadership opportunities. • Establish data collecting measures for student leadership. Data to include position application numbers, student led activities and attendance at student led activities. • Review positive psychology (PP) practices already taking place in classrooms. (PLT) • Trial of Positive Psychology Mindfulness program. • Use PP practices in school engagement processes – focus on Friday detention.	• Data collection tool established • Clear student leaderships positions and job descriptions • Review and re-establish the position of responsibility for Student Leadership • Presentations from PP PLT of Action research. • Recommendation of a Positive Psychology best practice strategy by PLT introduced to all staff.
Year 2	• Review student leadership driven activities. • Continue trialling and implementing PLT PP driven programs. • Review PP into school engagement processes (Friday lunchtime detention).	• Introduction of mindfulness sessions before school. • Document PP programs and train staff. • Data collection of Friday detention rates to evaluate the impact of mindfulness on student engagement.
Year 3	• Develop additional student leadership driven activities. • Develop cross age tutoring opportunities within our school (Homework Club).	• Two additional student leadership driven activities established and running. • Staff PP practices such as Mindfulness embedded into everyday practice and a whole school approach to PP articulated. • Continued PD for staff.
Year 4	• Review and refine. • Refine PP into our whole school approach to discipline (WSAD) strategy.	• Two additional opportunities for cross age activities running within the College. • Positive Psychology reflected in school culture and curriculum.

Productivity

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

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.

Key improvement strategies

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Goals 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.	To improve student outcomes by strategically allocating resources that reflects College priorities and supports the achievement of the goals and targets in the SSP 2016-2019.
Targets 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.	**Staff Opinion Survey** To increase the Staff Survey Data Factor Mean scores for Parent and Community Input to the State benchmarks. **Parent Opinion Data** To increase the Parent Survey Data Factor Mean scores for Parent Input to the State benchmarks. To see an increase in parent participation in the College.

1. Review College structures including the roles and responsibilities of all leaders, how the timetable is organised and blocked, class structures, curriculum offerings to better ensure achievement of the specified goals and strategies outlined in the new SSP.
2. Invest in leadership development and staff professional learning as a priority, ensuring that a) knowledge transfer/sharing and succession planning are more explicitly built into leadership development and staff professional learning processes and b) staff morale is enhanced.
3. Continue to invest in new information and Communication Technologies (ICT) trends and developments to ensure an innovative ICT environment which best supports students' and teachers' learning, effectively tracks student learning and growth and enhances the communication and education partnership between home

		and school.
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Year 1	• Review leadership structure. • Review timetable structures. • Review curriculum offerings. • Develop an understanding of staff career aspirations. • Create a rebuild working party	• Leadership structure reviewed and proposed new structure developed. • Evaluation of timetable completed • A clear direction of staff development and career progression is established • Building working party established and plans underway.
Year 2	• Implement new leadership plan • Review of internal and external VET offerings to ensure curriculum needs are being met • Ensure staff development and career aspirations reflected in PDP • All school leadership roles have a clear job description aligned with SSP. • Ensure role clarity and communication of roles and expectations for all leaders. • Continue the focus on the College rebuild	• At least two staff completing Bastow professional learning programs. • Analysis of VET enrolments (internal and external) and identification of needs as required. • Leadership role position descriptions available and clearly linked to SSP College rebuild in place.
Year 3	• Continue staff development and career aspirations as reflected in PDP • Refine student leadership structure. • The sharing of best practice to be common place throughout the College. • All members of the leadership team involved in leadership development and team building.	• At least two staff completing Bastow professional learning programs. • Meetings to include 10 minutes of administration and the rest of the time spent on staff capacity building. • Completion of leadership development professional learning.

Year 4	• Review leadership structure. • Ensure staff development and career aspirations reflected in PDP. • Review of SSP.	• At least two staff completing Bastow professional learning programs. • All staff consider themselves data managers.