

School Strategic Plan for Edenhope College Grampians region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed LYNDEN FIELDING Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... ANNETTE JONES – School Council President Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature) MALCOLM MILLAR Date.....</p>

School Profile

Purpose	<p>Our purpose is to welcome, nurture and educate all students in a safe and inclusive environment where they are inspired and motivated to be the best learners they can be now and into their future.</p>
Values	<p>Care & Compassion: <i>care for yourself and others</i> Respect & Cooperation: <i>speak and act with courtesy; work together</i> Honesty & Integrity: <i>be honest, sincere & truthful; match words with actions</i> Persistence & Application: <i>keep on going and don't give up; work hard</i> Responsibility: <i>be accountable for your words and actions</i> Inclusion & Fairness: <i>include and accept differences; be fair to everyone</i></p>
Environmental Context	<p>Social – community and demographics</p> <ul style="list-style-type: none"> • Edenhope College is a rural, remote school. 65% of students travel to the College on 7 bus routes. • Edenhope College has 209 students (Term 4, 2012) placed in home groups in the Junior School (Years P-4) 54 students, Middle School (Years 5-9) 97 students and Senior School (Years 10-12) 58 students. There are 75 students in the primary school and 133 students in the secondary school. The gender breakdown is 104 girls and 105 boys. • 31% of students (66) / ~41% of families (118) receive the Educational Maintenance Allowance (2012). The school qualifies for Low Socioeconomic Status School National Partnerships funding in 2013. The proportion of Aboriginal students is ~2% and the proportion of non-English speaking background students is ~2%. The proportion of migrant/refugee families is <2%. • There is a wide demographic annual variation by level of schooling and a trend of overall whole school population decline, in the context of the West Wimmera Shire's declining population. The number or percentage of students affected by mobility is 38 students ~ 17% (2011). The average age of parents/carers, school staff and wider community is 49 (2011). <p>Environmental – grounds and facilities</p> <ul style="list-style-type: none"> • Edenhope College has a wide range of first class facilities for students, and extensive learning spaces and grounds set on the edge of Lake Wallace. The community use of facilities is encouraged. • The Department of Infrastructure provides six flats and five houses for teacher accommodation in Edenhope. <p>Technological</p> <ul style="list-style-type: none"> • The College has extensive Information and Communications Technology capability, including interactive whiteboard technology installed in all learning spaces, primary and library computer pods, a computer laboratory, four video conferencing set-ups, mobile sets of wireless notebook computers, several trial iPads in Lower Primary (2013), and 1-to-1 netbook computers for Years 5 – 12 students (2013). <p>Educational</p> <ul style="list-style-type: none"> • The College has 38 professional staff members – 27 Principals and Teachers and 11 Education Support (full-time equivalents 2012: 2.0 Principal Class, 22.4 Teachers and 7.4 Education Support Class) and 1 School Council Employee. • Curriculum provision is inclusive of all Victorian Essential Learning Standards domains/the AusVELS (Australian Curriculum), Early Years Literacy and Numeracy, and Languages – German. Senior Pathways include the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), with Vocational Education & Training in Schools (VETiS) studies provided by the Edenhope and Wimmera Trade Training Centres (Horsham College, WorkCo Longerenong College and University of Ballarat campuses), Wimmera Hub and the University of Ballarat (Horsham campus). • Teaching and learning focuses are quality instruction informed by the e⁵ instructional model and powerful learning, integrating and embedding the use of ICT/digital/eLearning/Ultranet resources and thinking tools in curriculum and assessment, differentiating the curriculum and developing individual education plans, and using internal and external student assessment data for evaluating learning and teaching, identifying interventions and modifying teaching practices. • Extra curriculum options include The Duke of Edinburgh's Award Scheme and Instrumental Music.

	Goals	Targets	Key Improvement Strategies																																																																																																																																																																																																																					
<p>Student Learning</p>	<p>1. To improve the learning outcomes for each student throughout the college, especially in literacy and numeracy.</p> <p><i>Please note that the Targets for teacher judgements (dot point 1) may need adjustment 12 – 18 months into the four-year plan in response to the release of further AusVELS assessment and reporting advice.</i></p>	<ul style="list-style-type: none"> The number of students achieving below the expected VELs/AusVELs levels is decreased and the number of students achieving above the expected VELs/AusVELs levels is increased for each year of the plan to reach 2015 results as follows (2011 Benchmark): <table border="1" data-bbox="539 193 1794 419"> <thead> <tr> <th rowspan="3">Teacher Judgements</th> <th colspan="4">Year levels F – 6 combined</th> <th colspan="4">Year levels 7 – 10 combined</th> </tr> <tr> <th colspan="2">Below (D & E)</th> <th colspan="2">Above (A & B)</th> <th colspan="2">Below (D & E)</th> <th colspan="2">Above (A & B)</th> </tr> <tr> <th>from</th> <th>to</th> <th>from</th> <th>to</th> <th>from</th> <th>to</th> <th>from</th> <th>to</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>5%</td> <td>35%</td> <td>50%</td> <td>17%</td> <td>10%</td> <td>6%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>5%</td> <td>19%</td> <td>25%</td> <td>20%</td> <td>10%</td> <td>11%</td> <td>20%</td> </tr> <tr> <td>Speaking & Listening</td> <td>11%</td> <td>5%</td> <td>13%</td> <td>20%</td> <td>9%</td> <td>5%</td> <td>11%</td> <td>15%</td> </tr> <tr> <td>Number</td> <td>14%</td> <td>5%</td> <td>22%</td> <td>30%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Measurement, Chance & Data</td> <td>9%</td> <td>5%</td> <td>11%</td> <td>20%</td> <td>15%</td> <td>10%</td> <td>3%</td> <td>15%</td> </tr> <tr> <td>Structure</td> <td></td> <td></td> <td></td> <td></td> <td>15%</td> <td>10%</td> <td>4%</td> <td>15%</td> </tr> </tbody> </table> The aggregated 2013 – 2015 proportion of students is reduced in the lowest two NAPLAN bands and increased in the highest two NAPLAN bands compared to the 2010 – 2012 NAPLAN aggregated proportion results as follows: <table border="1" data-bbox="539 491 1794 699"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">Year 3</th> <th colspan="4">Year 5</th> <th colspan="4">Year 7</th> <th colspan="4">Year 9</th> </tr> <tr> <th colspan="2">Lower</th> <th colspan="2">Higher</th> <th colspan="2">Lower</th> <th colspan="2">Higher</th> <th colspan="2">Lower</th> <th colspan="2">Higher</th> <th colspan="2">Lower</th> <th colspan="2">Higher</th> </tr> <tr> <th>from</th> <th>to</th> <th>from</th> <th>to</th> <th>from</th> <th>to</th> <th>from</th> <th>to</th> <th>from</th> <th>to</th> <th>from</th> <th>to</th> <th>from</th> <th>to</th> <th>from</th> <th>to</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>10%</td> <td>52%</td> <td>60%</td> <td>12%</td> <td>10%</td> <td>33%</td> <td>40%</td> <td>10%</td> <td>10%</td> <td>24%</td> <td>30%</td> <td>27%</td> <td>20%</td> <td>21%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>3%</td> <td>0%</td> <td>43%</td> <td>50%</td> <td>12%</td> <td>5%</td> <td>18%</td> <td>25%</td> <td>17%</td> <td>10%</td> <td>22%</td> <td>30%</td> <td>36%</td> <td>20%</td> <td>22%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>15%</td> <td>45%</td> <td>45%</td> <td>24%</td> <td>10%</td> <td>29%</td> <td>30%</td> <td>22%</td> <td>15%</td> <td>31%</td> <td>35%</td> <td>29%</td> <td>20%</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>15%</td> <td>40%</td> <td>50%</td> <td>15%</td> <td>10%</td> <td>15%</td> <td>20%</td> <td>9%</td> <td>5%</td> <td>30%</td> <td>35%</td> <td>15%</td> <td>5%</td> <td>34%</td> <td>35%</td> </tr> <tr> <td>Grammar & Punctuation</td> <td>28%</td> <td>15%</td> <td>35%</td> <td>40%</td> <td>32%</td> <td>15%</td> <td>24%</td> <td>30%</td> <td>12%</td> <td>10%</td> <td>33%</td> <td>35%</td> <td>18%</td> <td>15%</td> <td>21%</td> <td>25%</td> </tr> </tbody> </table> The VCE AllStudy Score is at least 31, the VCE English Score is at least 30, and the Further Maths Score is above 32 by 2015. At least 6% of individual VCE Study Scores are greater than 40 for each year of the Strategic Plan. 'Engagement' and 'Teaching and Learning' staff survey scores on the 100-point scale are improved each year and by 2015 are for the variables as follows (2012 Benchmarks): <ul style="list-style-type: none"> Role Clarity from 48.7 to above 65.0. Professional Interaction from 44.4 to above 65.0. Student Expectations from 57.6 to above 70.0. Teacher Confidence from 60.1 to above 75.0. Quality Teaching from 52.8 to above 65.0. The Homework parent survey score is improved each year from 4.44 to be above 5.00 by 2015 (2012 Benchmark). 	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<p>Student Engagement and Wellbeing</p>	<ol style="list-style-type: none"> To improve student wellbeing and engagement with learning. To project to the school community a refreshed image of the college. 	<ul style="list-style-type: none"> Opinion survey mean scores are improved each year for the variables as follows (2012 Benchmarks): <ul style="list-style-type: none"> General Satisfaction (Parent) from 5.05 to above 6.00. Approachability (parent) from 5.14 to 6.00. Teacher Effectiveness (student) from 3.73 to above 3.82 (7-12). Teacher Empathy (student) from 3.96 to above 4.46 (5&6) & from 3.69 to above 3.81 (7-12). Stimulating Learning (student) from 3.58 to above 4.14 (5&6) & from 3.15 to above 3.51 (7-12). Student Motivation (student) from 4.34 to above 4.57 (5&6) & from 4.22 to above 4.42 (7-12). Learning Confidence (student) from 3.85 to above 4.12 (5&6). Connectedness to Peers (student) from 4.01 to above 4.34 (5&6). Student Safety (student) from 3.99 to above 4.42 (5&6) & from 4.34 to above 4.52 (7-12). Student Behaviour (Classroom) (staff) from 69.8 to 85.0. 	<ol style="list-style-type: none"> Develop a student-centred learning environment that engages students as active participants in their learning and promotes high achievement. Investigate and implement whole-school community approaches that build and strengthen positive relationships across all sectors of the school community. 																																																																																																																																																																																																																					
<p>Student Pathways and Transitions</p>	<ol style="list-style-type: none"> To improve transitions for all stages of schooling. 	<ul style="list-style-type: none"> Improve the school mean score for the Transition variable of the parent survey each year, achieving at least the state mean score by 2015 (from 2012 Benchmark of 5.47). 	<ol style="list-style-type: none"> Develop whole-school approaches that support successful student transitions into, through and from the college. 																																																																																																																																																																																																																					

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies	Actions		Achievement Milestones (Changes in practice and behaviours)
<p>1. Develop a model of high quality distributed leadership and establish a Learning Leadership Coalition that leads learning across the college.</p>	Year 1	<p>Leadership</p> <ul style="list-style-type: none"> (i) Revise and clarify role descriptions for all leadership positions. (ii) Identify leaders of learning. (iii) Establish and make operational a Learning Leadership Coalition that: <ul style="list-style-type: none"> • Develops, mobilises, monitors and evaluates learning improvement strategies (including the analysis of student learning data). • Actively supports collective efficacy. • Engages, guides and supports the collegiate community in delivering improved learning. (iv) Build the capacity of leaders within the college through targeted professional learning. <p>Performance Review</p> <ul style="list-style-type: none"> (v) Raise professional standards and accountability through strengthening commitment to rigorous Performance Plans. <p>Professional Learning</p> <ul style="list-style-type: none"> (vi) Develop a whole-school professional learning strategy which aligns professional growth with college priorities as set out in the SSP. <ul style="list-style-type: none"> • Revision of the Professional Learning Plan pro-forma. (vii) Implement the whole-school professional learning strategy. <ul style="list-style-type: none"> • Staff complete a Professional Learning Plan. (viii) Staff conduct a detailed professional learning report back session on PL participated in. (ix) Adapt learning from professional learning (staff) for use in the classroom or the wider school programme. <p>Teamwork</p> <ul style="list-style-type: none"> (x) Review team structures and meeting schedules to optimise the effective use of staff skills and abilities. (xi) Teachers are part of teams (e.g. professional Learning Teams in learning areas, teaching teams, school improvement / learning teams) that: <ul style="list-style-type: none"> • Mobilise school improvement strategies. • Actively support collective efficacy and distributed leadership. 	<p>Leadership</p> <ul style="list-style-type: none"> (i) Role descriptions for all leadership positions revised and clarified. (ii) Leaders of learning identified. (iii) Learning Leadership Coalition and its operational guidelines established. (iv) Leaders participated in targeted professional learning. <p>Performance Review</p> <ul style="list-style-type: none"> (v) Rigorous Performance Review process implemented. (vi) All staff participated in performance review: (vii) All staff fulfilled all requirements of their role description, displayed exemplary organisation and maintained communication with all relevant stakeholders. <p>Professional Learning</p> <ul style="list-style-type: none"> (viii) Whole-school professional learning strategy developed. (ix) All staff complete a professional learning plan. (x) Staff gave detailed report back professional learning sessions on professional learning participated in at appropriate staff forums. (xi) Staff adaption of learning from their professional learning for use in the classroom or the wider school programme is evident. <p>Teamwork</p> <ul style="list-style-type: none"> (xii) Team structures and meeting schedules reviewed. (xiii) Professional Learning Teams are mobilising school improvement strategies and actively supporting collective efficacy and distributed leadership. <p>Targets –2013-2016 Strategic Plan</p> <ul style="list-style-type: none"> (xiv) Improvement achieved in the Student Learning related Targets.
	Year 2	<p>Leadership</p> <ul style="list-style-type: none"> (i) Continue the operation of the Learning Leadership Coalition. (ii) Continue to build the capacity of leaders within the college through targeted professional learning. <p>Performance Review</p> <ul style="list-style-type: none"> (iii) Continue Year 1 (v). <p>Professional Learning</p> <ul style="list-style-type: none"> (iv) Continue Year 1 (vii), (viii) and (ix). <p>Teamwork</p> <ul style="list-style-type: none"> (v) Teachers mobilise school improvement strategies and actively support collective efficacy and distributed leadership as members of teams. 	<p>Leadership</p> <ul style="list-style-type: none"> (i) The Learning Leadership Coalition is meeting its operational guidelines. (ii) Leaders participated in targeted professional learning. <p>Performance Review</p> <ul style="list-style-type: none"> (iii) As for Year 1. <p>Professional Learning</p> <ul style="list-style-type: none"> (iv) Staff gave detailed report back professional learning sessions on professional learning participated in at appropriate staff forums. (v) Staff adaption of learning from professional learning for use in the classroom or the wider school programme is evident. <p>Teamwork</p> <ul style="list-style-type: none"> (vi) Teachers in teams have continued to mobilise school improvement strategies and actively support collective efficacy and distributed leadership. <p>Targets –2013-2016 Strategic Plan</p> <ul style="list-style-type: none"> (vii) Improvement achieved in the Student Learning related Targets.
	Year 3	As for Year 2 – continuation and embedment.	As for Year 2.
	Year 4	<p>As for Year 2 – continuation and embedment.</p> <p>Year of Review</p> <ul style="list-style-type: none"> • Evaluation of Student Learning Data and student, staff and parent survey data. 	<p>School Self-evaluation</p> <p>Completion of the School Self-evaluation.</p>

KIS	Actions		Achievement Milestones (Changes in practice & behaviours)
<p>2. Develop an Edenhope College Instructional Model to incorporate 21st century pedagogy and practice.</p>	<p>Year 1</p>	<p>Edenhope College Instructional Model An explicit whole-school curriculum delivery framework</p> <p>(i) Conduct a collaborative exploration and discussion to confirm the elements for an Edenhope College Instructional Model:</p> <ul style="list-style-type: none"> • Reflects 21st century pedagogy. • Integrates formative assessment. • Integrates high impact instructional strategies [Marzano/Pickering/Hopkins/Pollock/McREL/Hopkins/Hattie] • Supports differentiation and engagement of student interests. • Embeds eLearning. • Is informed by the e⁵ Instructional Model. <p>(ii) Develop and document the Edenhope College Instructional Model, including a lesson cycle.</p> <p>Powerful Learning</p> <p>(iii) Implement Collaborative Group Work and Academic Vocabulary strategies and embed Learning Intentions and Success Criteria strategies college-wide.</p> <p>(iv) Triads: Observe and be observed by another member of staff and give and receive feedback on the identified focus areas for six cycles and complete observation records.</p> <p>(v) Teachers use feedback to modify their teaching practice.</p> <p>(vi) Provide students with explicit advice about actions to improve their performance.</p> <p>E5 Instructional Model</p> <p>(vii) Model quality instruction informed by the e⁵ Instructional Model.</p> <p>F-10 Curriculum</p> <p>(viii) Develop curriculum continua based on the AusVELS from F-10.</p> <p>VCE</p> <p>(ix) Investigate improvement actions for studies performing below the state mean.</p> <p>Literacy and Numeracy</p> <p>(x) Revise and continue to implement the Whole-school Literacy and Numeracy Plans (e.g. professional learning within the school to support the notion that 'every teacher should be an advocate for literacy' over the whole curriculum, a more structured approach across the school with a focus on 'key words', parent involvement in improving literacy).</p> <p>Whole-school Assessment Regime – Assessment and Data</p> <p>(xi) Develop clear processes around assessment and moderation of assessment including use of a wide range of assessment tools.</p> <ul style="list-style-type: none"> • Revise the assessment schedules and student data audit. • Implement the assessment schedules. <p>(xii) Develop the capacity of staff to understand data and use this knowledge to teach purposefully and individualise learning.</p> <ul style="list-style-type: none"> • Rigorously collect, analyse and publish data. <p>(xiii) Develop Individual Education Plans for all students (individually / small groups) with extra intervention given to those students making less or more than the expected level of growth.</p> <p>ICT / Ultranet / digital / e Learning</p> <p>(xiv) Provide students with access to work requirements, links to online resources and use of learning tasks.</p> <p>(xv) Document units of work electronically and upload them to share with colleagues – Learning Management System.</p> <ul style="list-style-type: none"> • Make curriculum guaranteed and viable by being explicit, recorded and accessible. <p>(xvi) Explore the use of the Ultranet for assessment.</p>	<p>Instructional Model</p> <p>(i) Developed and documented and agreed by all staff.</p> <p>Powerful Learning</p> <p>(ii) 2012 strategies are embedded and 2013 strategies are implemented.</p> <p>(iii) Use of Collegial feedback to modify teaching practice is evident.</p> <p>F-10 Curriculum</p> <p>(iv) AusVELS F-10 curriculum continua are developed.</p> <p>(v) Teachers are teaching the VELS/AusVELS curriculum and full electronic documentation is being developed.</p> <p>(vi) Teachers are using the VELS/AusVELS in assessment of learning tasks for all units of work, including formative assessment and making progression point judgements.</p> <p>VCE</p> <p>(vii) Improvement actions investigated.</p> <p>Literacy and Numeracy*</p> <p>(viii) Whole-school Literacy and Numeracy Plans revised and implemented.</p> <p>Whole-school Assessment Regime</p> <p>(ix) All staff adhered to assessment schedules.</p> <p>(x) A wide range of assessment tools used by all staff.</p> <p>(xi) All teachers have worked with colleagues to use data from internal and external student assessment for evaluating learning and teaching, identifying interventions and modifying teaching practice.</p> <p>(xii) All teachers have used pre-testing to measure and describe individual and aggregate student learning and post-testing to audit student performance.</p> <p>(xiii) All teachers have met and moderated work samples (existing forums e.g. domain / sub-school).</p> <p>(xiv) Student assessment shows moderation influences.</p> <p>(xv) Differentiated teaching and learning evident and IEPs developed and monitored.</p> <p>ICT / Ultranet / digital / e Learning</p> <p>(xvi) Curriculum is electronically documented.</p> <p>(xvii) Ultranet is utilized for learning tasks.</p>
	<p>Year 2</p>	<p>Edenhope College Instructional Model</p> <p>(i) Deliver and monitor the Edenhope College Instructional Model.</p> <p>Powerful Learning</p> <p>(ii) Embed four strategies college-wide and continue (iv), (v) and (vi).</p> <p>F-10 Curriculum</p> <p>(iii) Deliver and monitor curriculum continua based on the AusVELS from F-10.</p> <p>VCE</p> <p>(iv) Implement improvement actions for studies performing below the state mean.</p> <p>Literacy and Numeracy / Assessment and Data – Whole-school Assessment Regime</p> <p>(v) Continue Year 1 (x) and (xi), Year 1 (xii), (xiii) and (xiv).</p> <p>ICT / Ultranet / digital / e Learning</p> <p>(vi) Continue (xv) and (xvi).</p> <p>(vii) Implement the use of the Ultranet for assessment.</p>	<p>Instructional Model</p> <p>(i) Cohesive College-wide delivery; all teachers using it.</p> <p>Powerful Learning</p> <p>(ii) Strategies are embedded college-wide.</p> <p>(iii) Continuation of Year 1 (iii).</p> <p>F-10 Curriculum</p> <p>(iv) Curriculum continua implemented.</p> <p>VCE</p> <p>(v) Improvement actions implemented.</p> <p>Literacy and Numeracy / Assessment and Data</p> <p>(vi) As for Year 1</p> <p>ICT / Ultranet / digital / e Learning</p> <p>(vii) Ultranet is used for learning tasks, assessment and curriculum sharing.</p>
	<p>Year 3</p>	<p>As for Year 2 – continuation and embedment. Continue the focus on refining and implementing the instructional model.</p>	<p>As for Years 1 and 2.</p>
	<p>Year 4</p>	<p>As for Year 2 – continuation and embedment. Continue the focus on quality instruction and moderation of assessment.</p> <p>Year of Review</p> <ul style="list-style-type: none"> • Evaluation of Student Learning Data and student, staff and parent survey data. 	<p>All staff involved in reflective practice about pedagogy.</p> <p>School Self-evaluation</p> <p>Completion of the School Self-evaluation.</p>

Key Improvement Strategies	Actions		Achievement Milestones (Changes in practice and behaviours)
<p>3. Develop a student-centred learning environment which engages students as active participants in their learning and promotes high achievement.</p>	<p>Year 1</p>	<p>Culture of Ambition and Excellence</p> <p>(i) Develop a culture of ambition and excellence which acknowledges and celebrates achievement in academic and other pursuits.</p> <ul style="list-style-type: none"> Review existing ways that achievement in academic and other pursuits is acknowledged and celebrate. Identify strengths, weaknesses and opportunities. Build on the momentum of the 2012 Appreciative Inquiry Summit event in further hearing the 'student voice'. Hold Focus Groups to hear the parent and student voices. Propose changes and developments. <p>Personalized Learning</p> <p>(ii) Explore strategies which allow students to increasingly monitor and manage their own learning.</p> <ul style="list-style-type: none"> Electronic diaries, Learning Management System, student e-portfolios. Provide professional learning for all staff. 1:1 Learning program reviewed and further implemented. <p>(iii) Investigate ways to better engage, inspire and motivate students in their learning journey.</p> <ul style="list-style-type: none"> Engage students as partners in school improvement and in the development/mobilising/monitoring of key improvement strategies – in particular, curriculum content, curriculum delivery framework / Edenhope College Instructional Model, development of 21st century skills. Investigate introducing a positive psychology whole-school approach e.g. 'You Can do It' / 'Achieve' program <ul style="list-style-type: none"> Visit exemplar schools, research the cost and sustainability, identify the benefits, consult with the school community. Findings presented to the school community and a decision made re planning and developing a particular program or approach in 2014. <p>Student Management</p> <p>(iv) Implement a consistent whole-school approach to student management.</p> <ul style="list-style-type: none"> Conduct professional learning on the elements of the Student Engagement Policy. Fully implement the Edenhope College Student Engagement Policy college-wide. Provide professional learning in restorative practices. Build upon current teacher knowledge and capabilities in applying research based student management processes/techniques. Develop purposeful classroom communities through student participation in the development and monitoring of learning spaces as purposeful learning communities. 	<p>Culture of Ambition and Excellence</p> <p>(i) Develop a culture of ambition and excellence which acknowledges and celebrates achievement in academic and other pursuits.</p> <ul style="list-style-type: none"> A review of existing ways in which achievement is acknowledged and celebrated was conducted and documented in a collaborative consultation with the school community. Proposal for development is fully researched and documented and agreed to by all staff. <p>Personalized Learning</p> <p>(ii) Strategies which allow students to increasingly monitor and manage their own learning have been explored and all staff have participated in professional learning.</p> <p>(iii) Investigate ways to better engage, inspire and motivate students in their learning journey.</p> <ul style="list-style-type: none"> Students are engaged as partners in school improvement and in the development/mobilising/monitoring of key improvement strategies – in particular, curriculum content, curriculum delivery framework / Edenhope College Instructional Model, development of 21st century skills. Introduction of a positive psychology whole-school approach has been investigated, the findings presented to all staff and a decision made re future planning and development. <p>Student Management</p> <p>(iv) Implement a consistent whole-school approach to student management.</p> <ul style="list-style-type: none"> The Student Engagement Policy consistently implemented college-wide. Professional learning provided on restorative practices. Current teacher knowledge and capabilities built upon in applying research based student management processes/techniques. Purposeful classroom communities developed through student participation in the development and monitoring of learning spaces as purposeful learning communities.
	<p>Year 2</p>	<p>Culture of Ambition and Excellence</p> <p>(i) Provide significant opportunities for students to showcase their work.</p> <p>Personalized Learning</p> <p>(ii) Students develop e-portfolios and reflect on their learning goals / make informed choices.</p> <p>(iii) Plan and develop a particular engagement/inspirational/motivational program or approach.</p> <p>Student Management</p> <p>(iv) Improve teacher knowledge/understanding of adolescent development and its impact on learning.</p> <p>(v) Continue Year 1 (iv).</p>	<p>Culture of Ambition and Excellence</p> <p>(i) Student work showcased in multiple school and town locations.</p> <p>Personalized Learning</p> <p>(ii) All students have e-portfolios and establish learning goals.</p> <p>(iii) A particular engagement/inspirational/motivational program or approach planned and developed for 2015 introduction.</p> <p>Student Management</p> <p>(iv) Teacher knowledge/understanding of adolescent development and its impact on learning improved.</p>
	<p>Year 3</p>	<p>Culture of Ambition and Excellence</p> <p>(i) Continue Year 2 (i).</p> <p>Personalized Learning</p> <p>(ii) Continue Year 2 (ii).</p> <p>(iii) Whole-school introduction of a particular engagement/inspirational/motivational program.</p> <p>Student Management</p> <p>(iv) Continue Year 1 (iv).</p>	<p>(i) Whole-school engagement/inspirational/motivational program introduced.</p> <p>(ii) Staff are using the language of restorative practices.</p>
	<p>Year 4</p>	<p>As for Years 2 & 3 – continuation and embedment.</p> <p>Year of Review</p> <p>Evaluation of student, staff and parent survey data.</p>	<p>School Self-evaluation</p> <p>Completion of the School Self-evaluation.</p>

Key Improvement Strategies	Actions		Achievement Milestones (Changes in practice and behaviours)
<p>4. Investigate and implement whole-school community approaches that build and strengthen positive relationships across all sectors of the school community.</p>	<p>Year 1</p>	<p>Maximizing the Potential of the F-12 Setting</p> <p>(i) Develop and implement whole-school approaches to student wellbeing which maximize the potential of the F-12 setting.</p> <ul style="list-style-type: none"> • Identify best examples of student leadership/peer mentoring & coaching programs. • Support the student leaders in developing cross-year level fundraising projects and co-curriculum programs e.g. Paddock to Plate and AuSSI /ResourceSmart. • Create processes to monitor student participation in co/extra curricula activities. <p>Pastoral Care</p> <p>(ii) Strengthen the Pastoral Care program through home-groups/houses across the college.</p> <ul style="list-style-type: none"> • Conduct an inquiry into Pastoral Care program models and exemplars in other schools. <ul style="list-style-type: none"> ○ Visit other schools and identify transferable strengths/reasons for success. ○ Consider staffing, timetable, cross age/levels, number of students staff responsible for, curriculum. • Have a collaborative discussion across all sectors of the school community that identifies the purpose and key elements for inclusion at Edenhope College. • Develop an Edenhope College Pastoral Care Program. <ul style="list-style-type: none"> ○ Curriculum, scheduling – frequency and duration, groupings, staffing. <p>Cross-age Peer Program</p> <p>(iii) Create opportunities for students to interact with their peers from other year-levels in a structured program of activities.</p> <p>Student Leadership</p> <p>(iv) Develop a culture of student leadership recognition.</p> <ul style="list-style-type: none"> • Design and produce ‘honour’ boards of college captains and other student leaders. <p>Community Engagement</p> <p>(v) Investigate ways to re-engage the wider college community in positive endeavours within the college.</p> <ul style="list-style-type: none"> • Identify the issues/areas the staff could engage with the school community on. • Engage students in learning activities that develop their understanding of and connection to the wider community. <ul style="list-style-type: none"> ○ Support the Community Learning Project of the 2012 School for Student Leadership student participants. • Continue to build connections and shared learning opportunities with the local kindergarten. • Develop the parent / community member volunteer culture. <ul style="list-style-type: none"> ○ Conduct the Parents as Tutors program. ○ Identify other strategies and develop a plan for action. <p>Website</p> <p>(vi) Develop a vibrant, current website to showcase the college that is continually evaluated and refreshed.</p> <ul style="list-style-type: none"> • Review the contents of the college website and identify any gaps and areas for development (benchmark with other schools across the sectors). 	<p>Maximizing the Potential of the F-12 Setting</p> <p>(i) Best examples of student leadership/peer mentoring & coaching programs identified.</p> <p>(ii) Student leaders supported by staff in developing cross-year level fundraising projects.</p> <p>(iii) Student participation in leadership and extra curricula activities monitored.</p> <p>Pastoral Care</p> <p>(iii) An inquiry has been conducted into Pastoral Care program models and exemplars in other schools.</p> <p>(iv) A collaborative discussion across all sectors of the school community has identified the purpose and key elements for inclusion.</p> <p>(v) An Edenhope College Pastoral Care program has been developed.</p> <p>Cross-age Peer Program</p> <p>(vii) Opportunities for students to interact with their peers from other year-levels in a structured program of activities have been created.</p> <p>Student Leadership</p> <p>(viii) ‘Honour’ boards of college captains and other student leaders designed and produced.</p> <p>Community Engagement</p> <p>(ix) Ways to re-engage the wider college community in positive endeavours within the college investigated in a collaborative consultation.</p> <p>Website</p> <p>(x) Contents of the college website reviewed and gaps and areas for development identified.</p> <p style="text-align: right;"><i>Notes: Explicit teaching of College Values? Common understanding / development of social skills/competencies (low ‘social skills’ response – parent survey)</i></p>
	<p>Year 2</p>	<p>(i) Develop and trial a student leadership/peer mentoring & coaching program.</p> <p>(ii) Trial an Edenhope College Pastoral Care program and refine the model for full implementation in 2015.</p> <p>(iii) Implement an action plan of strategies to develop the parent / community member volunteer culture.</p> <p>(iv) Redevelop the College Website, including focus on alumni.</p>	<p>(i) Student leadership/peer mentoring & coaching program developed and trialled.</p> <p>(ii) Pastoral Care program trialled and refined.</p> <p>(iii) Parent / community member volunteer culture action plan implemented.</p> <p>(iv) College Website redeveloped.</p>
	<p>Year 3</p>	<p>(i) Fully implement a student leadership/peer mentoring & coaching program.</p> <p>(ii) Continuation and embedment of the redeveloped parent / community member volunteer culture.</p> <p>(iii) Fully implement the Edenhope College Pastoral Care Program.</p>	<p>(i) Student leadership/peer mentoring & coaching program implemented.</p> <p>(ii) Parent / community member volunteer culture embedded.</p> <p>(iii) Pastoral Care program fully implemented.</p>
	<p>Year 4</p>	<p>As for Year 3 – continuation and embedment.</p> <p>Year of Review</p> <ul style="list-style-type: none"> • Evaluation of student, staff and parent survey data. 	<p>School Self-evaluation</p> <p>Completion of the School Self-evaluation.</p>

Key Improvement Strategies	Actions		Achievement Milestones (Changes in practice and behaviours)
5. Develop whole-school approaches that support successful student transitions into, through and from the college.	Year 1	<p>Strengthening Transition Processes</p> <p>(i) Strengthen transition processes across the college particularly intra-college transitions.</p> <ul style="list-style-type: none"> • Conduct a review and identify and document existing transition processes. <ul style="list-style-type: none"> ○ All new enrolments F – 12. ○ From Kindergarten to the Foundation Year. ○ Year 6 to Year 7, including feeder schools. ○ From year level to year level. ○ From Early Years to Middle Years / Lower Primary to Upper Primary. ○ Years 7/8 to Years 9/10. ○ Years 9/10 to Years 11/12 – VCE and VCAL. ○ From Middle Years to Senior Years. ○ Transitions prior to completion of Year 12. • Identify any 'gaps' in existing transition processes. • Hear parent and student voices at Parent and Student Focus Groups meetings. • Develop transition processes to cover any 'gaps'. • Communicate existing/developments to the school community using a range of approaches e.g. local newspaper, school newsletter, website, letter to families. <p>Transition Meetings</p> <p>(ii) Improve the sharing of information and understandings across levels and sub-schools through including transition on the agenda at scheduled meetings at appropriate times as the school year progresses.</p> <p>Careers Curriculum</p> <p>(iii) Improve pathways planning through introduction of Careers Curriculum from Year 7.</p> <ul style="list-style-type: none"> • Research Careers Curriculum implementation and innovative programs at other schools. • Explore how the DEECD Careers Continuum could be implemented at Edenhope College. • Develop an Edenhope College delivery model for Careers Education from Year 7. 	<p>Strengthening Transition Processes</p> <p>(i) Strengthen transition processes across the college particularly intra-college transitions.</p> <ul style="list-style-type: none"> • Review of existing transition processes conducted. • Existing transition processes identified and documented. • 'Gaps' in existing transition processes identified. • Parent and Student Focus Groups meetings held to hear the parent and student voice. • Transition processes developed to cover any 'gaps'. • Existing/developments communicated to the school community using a range of approaches e.g. local newspaper, school newsletter, website, letter to families. <p>Transition Meetings</p> <p>(ii) Transition included on the agenda at scheduled meetings at appropriate times as the school year progresses.</p> <p>Careers Curriculum</p> <p>(iii) Improve pathways planning through the introduction of Careers Curriculum from Year 7.</p> <ul style="list-style-type: none"> • Research conducted into Careers Curriculum implementation and innovative programs at other schools. • How the DEECD Careers Continuum could be implemented at Edenhope College has been explored. • An Edenhope College delivery model for Careers Education from Year 7 has been developed.
	Year 2	<p>Strengthening Transition Processes</p> <p>(i) Strengthen transition processes across the college particularly intra-college transitions.</p> <ul style="list-style-type: none"> • Revise the 2013 documentation of transition processes. • Develop explicit transition processes within the curriculum. • Use student performance data to track student learning through the college and consider the impact of movement and change on student learning. • Review methods for tracking individual students over their years of school and identify any deficits. <p>Transition Meetings</p> <p>(ii) Continue Year 1 (ii).</p> <p>Careers Curriculum</p> <p>(iii) Improve pathways planning through the introduction of Careers Curriculum from Year 7.</p> <ul style="list-style-type: none"> • Implement Careers Education from Year 7. 	<p>Strengthening Transition Processes</p> <p>(i) Strengthen transition processes across the college particularly intra-college transitions.</p> <ul style="list-style-type: none"> • 2013 documentation of transition processes revised. • Critical movement points between AusVELS levels documented and understood by teachers. • Explicit transition processes developed within the curriculum. <p>Transition Meetings</p> <p>(ii) Continue Year 1 (ii).</p> <p>Careers Curriculum</p> <p>(iii) Improve pathways planning through the introduction of Careers Curriculum from Year 7.</p> <ul style="list-style-type: none"> • Careers Education curriculum implemented from Year 7.
	Year 3	<p>Strengthening Transition Processes</p> <p>(i) Strengthen transition processes across the college particularly intra-college transitions.</p> <ul style="list-style-type: none"> • Implement explicit transition processes within the curriculum. <p>Transition Meetings</p> <p>(ii) Continue Year 1 (ii).</p> <p>Careers Curriculum</p> <p>(iii) Improve pathways planning through the introduction of Careers Curriculum from Year 7.</p> <ul style="list-style-type: none"> • Continue to implement Careers Education from Year 7, building on and refining 2014 development. 	<p>Strengthening Transition Processes</p> <p>(i) Strengthen transition processes across the college particularly intra-college transitions.</p> <ul style="list-style-type: none"> • Explicit transition processes within the curriculum implemented. <p>Transition Meetings</p> <p>(ii) Continue Year 1 (ii).</p> <p>Careers Curriculum</p> <p>(iii) Improve pathways planning through the introduction of Careers Curriculum from Year 7.</p> <ul style="list-style-type: none"> • Careers Education curriculum from Year 7 further implemented.
	Year 4	<p>As for Year 3 – continuation and embedment.</p> <p>Year of Review</p> <ul style="list-style-type: none"> • Evaluation of parent, student and staff survey data. 	<p>School Self-evaluation</p> <p>Completion of the School Self-evaluation.</p>