

Kambrya College 8421

Strategic Plan 2011-2014

Southern Metropolitan Region



Endorsement by School Principal	Signed..... Name Michael Muscat Date.....
Endorsement by School Council	Signed..... Name Date.....
Endorsement by Regional Network Leader	Signed..... Name Brian Mills Date.....

School Profile

Purpose	Kambrya College has a strong focus on developing Literacy, Numeracy and interpersonal skills and provides all students with the best possible pathways to engage in the local and broader community in a productive and positive manner. The College provides students with opportunities to develop as active citizens and critical thinkers for an ever changing global society. It supports the principles enshrined in the United Nations Universal Declaration of Human Rights.
Values	At Kambrya College we actively promote the values of: <ul data-bbox="604 606 806 821" style="list-style-type: none">• Respect• Integrity• Compassion• Achievement

Environmental Context**Social – community and demographics**

- Single campus 7 to 12 secondary college situated in a relatively new and growing community
- Increasingly diverse multicultural mix of students.
- One third of students receive the Education Maintenance Allowance/Youth Allowance (EMA/YA).
- Steady/ Increasing enrolments.
- Strong and supportive College Council
- Committed to supporting effective student leadership and building student connectedness.
- Enthusiastic, professional staff team consisting of 105.5 effective full-time teachers and 24 school support staff.
- Productive partnerships with local community groups, local schools and cluster groups, local council and government representatives and international educational organizations.

Educational

- Provision of a vibrant and productive education, 7 to 12.
- Implementation of the Victorian Essential Learning Standards (VELS)
- Excellent VCE results – 100% of students successfully gained their VCE.
- VCE, VET and VCAL courses.
- Cluster provider for VET Hospitality.
- Excellent further education pathways established and successful tertiary placements for students.
- Many enhancement and enrichment opportunities for students such as art, music, instrumental music, musical productions, competitions, after-school activities, and sporting activities.

Technological

- Increased use of computers for student learning.
- Provision of computer suites throughout the school.
- Internet and intranet use.
- Staff laptop computer use.
- Smart boards in all learning areas

Environmental – grounds and facilities

- Classrooms are conducive to effective learning
- Grounds are well established
- Establishment of a newly surfaced multipurpose court area
- Grassed areas well established and functional

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ul style="list-style-type: none"> ▪ To improve student learning outcomes from years 7-12 with a particular focus on Literacy and Numeracy, VCE and VCAL (goal A) ▪ Progressively Integrate E learning and Netbooks into mainstream teaching and learning (goal B) ▪ Implement the National Curriculum according to ACARA timelines (goal C) 	<ul style="list-style-type: none"> • Student motivation (SS) 60% (target A1) • Student orientation (SS) 70%-75% (target A2) • Stimulating Learning (ATTS) in third quartile (target A3) • 100% submission of high quality assessment tasks (target A4) • Improve number of students in top three NAPLAN bands by 10% (target A5) • % of students below expected level reduced by 50% (target A6) • Reduce the number of students below the national minimum standard by 75% (target A7) • VCE mean study score increased to 29 (target A8) • Increased percentage of 40+ VCE study scores from 2% to 4%(target A9) • Increase successful completion rates of VCAL to 100% (target A10) • 100% of teachers use the Ultranet for curriculum planning, lesson planning and professional collaboration and learning (target B1) • 100% of teachers use Ultranet for student collaboration and learning (target B2) • 100% of teachers use Ultranet to plan, deliver and assess learning activities (target B3) • 100% of teachers use Ultranet for 	<ul style="list-style-type: none"> • Implement the “Commencement Program” in 2011 (strategy A1) • Targeted instructional strategies consistently used to improve Literacy and Numeracy outcomes (strategy A2) • Learning Domains to lead the improvement and implementation of assessment processes and tasks (strategy A3) • Teachers to demonstrate the features of the e5 Instructional Model in their classroom teaching (strategy A4) • Learning Domains to develop and establish the use of lesson planning in all classrooms (strategy A5) • Enable teachers to become proficient in using data to measure the value added to student learning (strategy A6) • VCE teachers analyse results and develop more effective instructional strategies (strategy A7) • Improve teacher efficacy in all VCAL classes (see milestones)(strategy A8) • Provision of on-going PD in effective use of Ultranet Design Spaces, Collaborative Learning Spaces, Learning Tasks and communications with students and parents (strategy B1) • On-going PD to support teachers in planning and implementing a 1 to 1 classroom learning environment (strategy B2) •

		<p>communication with parents and students (target B4)</p> <ul style="list-style-type: none"> • 100% of students routinely access the Ultraset for learning purposes (target B5) • 100% of students will have access to a 1 to 1 learning environment (target B6) • • Develop an understanding of National Curriculum requirements across Learning Domains (target C1) 	<ul style="list-style-type: none"> • Dedicated Domain time to align curriculum to ACARA requirements (strategy C1) • Targeted PD for National Curriculum (strategy C2)
<p>Student Engagement and Wellbeing</p>	<p>To develop Students who:</p> <ul style="list-style-type: none"> • have a sense of belonging • are resilient and motivated • will be active participants within the school and local community • make well informed decisions • develop meaningful relationships (goal D) • Develop re engagement programs for students at risk (goal E) 	<ul style="list-style-type: none"> • Reduced suspensions/expulsions (target D1) • Absence rates lower than State average (target D2) • Student Morale (ATTS) third quartile (target D3) • Student Distress (ATTS) third quartile (target D4) • Student Decision Making (SS) third quartile (target D5) • School Connectedness (ATTS) third quartile (target D6) • Increase General Satisfaction (POS) mean outcome by 0.5 (target D7) • Minimise the need to access external providers of re -engagement programs (target E1) 	<ul style="list-style-type: none"> • Implement Connectedness POR and develop Connectedness Team (strategy D1) • Community Liaison officer (strategy D2) • Peer Mentoring program (strategy D3) • Increase involvement and participation through an enhanced student voice (strategy D4) • Improve student management practices through consistent use of BMP (strategy D5) • Support teachers to become respectfully assertive (strategy D6) • Actively promote college values with staff, parents and students (strategy D7) • Continue work in developing quality re engagement programs within the college- (e.g. "Jumpstart") (strategy E1)

Student Pathways and Transitions

Improve transition processes into, within and out of Kambrya College (goal F)

Improve student retention with a focus on expanded pathways for all Kambrya students (goal G)

- Increase the % of later years students undertaking VCAL to 40% (target F1)
- 0% 'no destination' for On Track data (target F2)
- Increase "Transitions"(POS) by 0.5 (target F3)
- For students to remain in education or an approved pathway (target G1)
- Improve retention rates (target G2)
- Extend the Jumpstart program (strategy F1)
- POR for Jumpstart (strategy F2)
- Strengthen and broaden community partnerships (strategy F3)
- Enhance transitions of students to Year 7 and other year levels (strategy F4)
- Improve the quality and consistency of VCAL programs (strategy G1)
- Improved quality of course counselling for all students (strategy G2)

School Strategic Planner 2011- 2014: Indicative Planner

	Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Student Learning	<ul style="list-style-type: none"> Implement the “Commencement Program” in 2011 (strategy A1) Targeted instructional strategies consistently used to improve Literacy and Numeracy outcomes (strategy A2) Learning Domains to lead the improvement and implementation of assessment processes and tasks (strategy A3) Teachers to demonstrate the features of the e5 Instructional Model in their classroom teaching (strategy A4) Learning Domains to develop and establish the use of lesson planning in all classrooms (strategy A5) Enable teachers to become proficient in using data to measure value added (strategy A6) Targeted instructional strategies consistently used to improve Literacy and Numeracy outcomes (strategy A7) VCE teachers analyse results and develop more effective instructional strategies (strategy A8) Improve teacher efficacy in all VCAL classes (see milestone) (strategy A9) Provision of on-going PD in effective use of Ultranet Design Spaces, Collaborative Learning Spaces, Learning Tasks and communications with students and parents. (strategy B1) 	Year 1	<ul style="list-style-type: none"> Begin 2012 academic year in November 2011 (action A1) Conduct weekly meetings of Year 7 & 8 English and Maths teaching teams with relevant Literacy and Numeracy staff (action A2) Develop an assessment schedule (action A3) Develop and trial work submission protocol (action A4) Domain Leaders work with teachers to agree on formative and summative evidence to measure student progress (action A5) Develop progression protocol (action A6) Staff PD and meetings delivered through the Domains of e5 (action A7) Introduce lesson plan ‘essentials’ and format as well as classroom observation and feedback (action A8) Identify the tools to establish base line data across all Domains with a view to full implementation in 2012 (action A9) Data coordinator/LY SSL PDs all VCE teachers about 2010 VCE results (action A10) Review current VCAL programs (action A11) Conduct E learning PD and coaching (action B1) All staff to use Ultranet Design and Collaborative spaces and Learning Tasks(action B2) Investigate alignment between National Curriculum and Kambrya College curriculum (action C1) Whole staff meeting – National Curriculum (action C2) 	<ul style="list-style-type: none"> Improved learning outcomes across the college (milestone A1) Consistent instructional practice in all English and Maths Classes to improve Literacy and Numeracy at Years 7 & 8 (milestone A2) Develop a routine of classroom observation by Principal team to Year 7 and 8 English and Maths classes (milestone A3) Publish an assessment schedule (milestone A4) Publish and implement a work submission protocol (milestone A5) Teachers use e5 Journal (milestone A6) Teachers reflect upon their practice in light of the e5 instructional mode (milestone A7) Teachers write lesson plans (milestone A8) All teachers to set targets for specific classes in individual PDPs that measure the value added to the student learning (milestone A9) VCE teachers use 2010 data to identify areas of improvement in teaching (milestone A10) Develop a routine of classroom observation by Principal team to VCAL and Technology classes (milestone A11) Lesson plans uploaded to Ultranet (milestone B1) Domain Leaders utilise Ultranet Design Spaces for facilitating curriculum planning (milestone B2) Teachers utilise Ultranet Design Spaces

	<ul style="list-style-type: none"> • On-going PD to support teachers in planning and implementing a 1 to 1 classroom learning environment (strategy B2) • Dedicated Domain time to align curriculum to ACARA requirements (strategy C1) • Targeted PD for National Curriculum (strategy C2) • 			<p>for sharing and planning lessons and teaching resources (milestone B3)</p> <ul style="list-style-type: none"> • Teachers create and utilise Ultranet Collaborative Learning Spaces for communication and the co-creation of knowledge in their classes (milestone B4) • Teachers create and utilise Ultranet Learning Tasks for students to view and participate in learning activities and their assessments (milestone B5) • Teachers use Ultranet Spaces for communication with students and parents on student progress and other college information (milestone B6) • Teachers trained to support student access and use of the Ultranet for learning purposes (milestone B7) • Implementation of National Curriculum according to ACCARA timelines (milestone C1)
		Year 2	<ul style="list-style-type: none"> • Conduct fortnightly meetings of Year 7 to 9 English and Maths teaching teams with relevant Literacy and Numeracy staff (action A1) • Routine use of assessment schedule and work submission protocol (action A2) • Domain Leaders work with teachers to agree on formative and summative evidence to measure student progress (action A3) • Teachers identify themselves against the levels of e5 (action A4) • Introduce lesson plan 'essentials' and format as well as classroom observation and feedback (action A5) • Domain Leaders incorporate formative assessment into their assessment schedules Data coordinator/LY SSL PDs all VCE (action A6) • teachers about 2011 VCE results (action A7) 	<ul style="list-style-type: none"> • Consistent instructional practice in all English and Maths Classes to improve Literacy and Numeracy at Years 7 to 9 (milestone A1) • All teachers to set targets for specific classes in individual PDPs that measure the value added to the student learning (milestone A2) • Lesson plans used as evidence of differentiating instruction (milestone A3) • Lesson plans incorporate aspects of e5 (milestone A4) • Teachers routinely reflect upon their practice in light of the e5 instructional model (milestone A5) • Teachers incorporate formative assessment in lesson plans in order to differentiating instruction (milestone A6) • Develop a routine of classroom observation by Leadership team to Year 7

				<p>to Year 10 English and Maths as well as Year 7 and 8 Humanities and Science classes (milestone A7)</p> <ul style="list-style-type: none"> Lesson plans uploaded to Ultranet (milestone B1)
		Year 3	<ul style="list-style-type: none"> Conduct fortnightly meetings of Year 7 to 10 English and Maths teaching teams with relevant Literacy and Numeracy staff (action A1) Routine use of assessment schedule and work submission protocol (action A2) Domain Leaders work with teachers to agree on formative and summative evidence to measure student progress (action A3) Teachers rate themselves against the levels of e5 (action A4) Routine use of lesson plan 'essentials' and format as well as classroom observation and feedback (action A5) Domain Leaders incorporate formative assessment into their assessment schedules Data coordinator/LY SSL PDs all VCE teachers about 2012 VCE results (action A6) 	<ul style="list-style-type: none"> Consistent instructional practice in all English and Maths Classes to improve Literacy and Numeracy at Years 7 to 10 (milestone A3) All teachers to set targets for specific classes in individual PDPs that measure the value added to the student learning (milestone A3) Lesson plans clearly reflective of e5 (milestone A3) Teachers routinely reflect upon their practice in light of the e5 instructional model (milestone A3) Teachers routinely use formative assessment in lesson plans in order to differentiate instruction (milestone A3) Develop a routine of classroom observation by Principal team to Year 7 and 8 English and Maths as well as VCAL classes (milestone A3) Lesson plans uploaded to Ultranet (milestone B1)
		Year 4	<ul style="list-style-type: none"> Conduct fortnightly meetings of Year 7 to 10 English and Maths teaching teams with 	<ul style="list-style-type: none"> Consistent instructional practice in all English and Maths Classes to improve

			<p>relevant Literacy and Numeracy staff (action A1)</p> <ul style="list-style-type: none"> • Routine use of assessment schedule and work submission protocol (action A2) • Domain Leaders work with teachers to agree on formative and summative evidence to measure student progress (action A3) • Teachers rate themselves against the levels of e5 (action A4) • Routine use of lesson plan 'essentials' and format as well as classroom observation and feedback (action A5) • Domain Leaders incorporate formative assessment into their assessment schedules (action A6) • Data coordinator/LY SSL PDs all VCE teachers about 2013 VCE results (action A7) 	<p>Literacy and Numeracy at Years 7 to 10 (milestone A1)</p> <ul style="list-style-type: none"> • All teachers to set targets for specific classes in individual PDPs that measure the value added to the student learning (milestone A2) • Lesson plans clearly reflective of e5 (milestone A3) • Teachers routinely reflect upon their practice in light of the e5 instructional model (milestone A4) • Teachers routinely use formative assessment in lesson plans in order to differentiate instruction (milestone A5) • Develop a routine of classroom observation by Principal team to Year 7 and 8 English and Maths as well as VCAL classes (milestone A6) • Lesson plans uploaded to Ultranet (milestone B1) • Implementation of National Curriculum according to ACCARA timelines (milestone C1)
<p>Student Engagement and Wellbeing</p>	<ul style="list-style-type: none"> • Implement Connectedness POR and develop Connectedness Team (strategy D1) • Community Liaison officer (strategy D2) • Peer Mentoring program (strategy D3) • Increase involvement and participation through an enhanced student voice (strategy D4) • Improve student management practices through consistent use of BMP (strategy D5) • Support teachers to become 	<p>Year 1</p>	<ul style="list-style-type: none"> • Peer Mentoring program implemented (action D1) • Comprehensive lunch time activities program implemented including pride in sub school competitions (action D2) • Comprehensive inter-sub-school activities program implemented (action D3) <ul style="list-style-type: none"> ▪ Levels of Student Leadership implemented: (School Captains, Sub School Captains, Homegroup Captains and SRC) (action D4) • Principal class presence at SRC meetings (action D5) • Regular sub school class captain meetings (action D6) 	<ul style="list-style-type: none"> ▪ Teachers offer cocurricular activities (milestone D1) ▪ Students participate in co curricular activities (milestone D2) ▪ Teachers use BMP effectively for improved classroom experiences (milestone D3) ▪ Students engage less in classroom misbehaviour (milestone D4) ▪ Students engage less in school yard misbehaviour (milestone D5) ▪ Increased sense of pride in sub school (milestone D6)

	<p>respectfully assertive (strategy D6)</p> <ul style="list-style-type: none"> Actively promote college values with staff, parents and students (strategy D7) Continue work in developing quality re engagement programs within the college (e.g. "Jumpstart") (strategy E1) 		<ul style="list-style-type: none"> E Cases implemented for roll marking each period (action D7) Notifications to parents about monitoring of attendance via Ultraset (action D8) Trial 'music' warning system prior to sounding final class bell (action D9) Weekly Vertical Sub School meetings in the theatre or IMAC (action D10) Horizontal year level assemblies for students in years 7-9 as required (action D11) Horizontal year level assemblies for year 10 students fortnightly (action D12) Whole staff PD with Bill Rogers (action D13) Appoint a Community Liaison Officer (action D14) Continue to implement Jumpstart programs (action E1) 	<ul style="list-style-type: none"> Students identify that actions have consequences and make appropriate choices (milestone D7) SRC run school assemblies and events (milestone D8) SRC President provides feedback to principal team each term (milestone D9) Principal team provides feedback to SRC at each SRC meeting (milestone D10) Student representative on school council-SRC president (milestone D11) Decreased lateness to period 3 and 5 classes (milestone D12) Parents monitor student attendance via Ultraset (milestone D13) Increased retention of at risk students (milestone D14) Appointment of a Community Liaison Officer (milestone D15) Decrease in 'student misbehaviour' in ATS and Teacher Survey results (milestone D16) Increased retention of at risk students (milestone E1)
		Year 2	<ul style="list-style-type: none"> Peer Mentoring program enhanced (action D1) Comprehensive lunch time activities program enhanced including pride in sub school competitions (action D2) Comprehensive inter-sub-school activities program enhanced (action D3) Levels of Student Leadership established (School Captains, Sub School Captains, Homegroup Captains and SRC) (action D4) Principal class presence at SRC meetings (action D5) Regular sub school class captain meetings (action D6) 	<ul style="list-style-type: none"> Students routinely identify that actions have consequences to make appropriate choices (milestone D1) Increased student participation in lunch time activities (milestone D2) Increased number of co curricular activities on offer (milestone D3) Increased retention of at risk students (milestone E1)

			<ul style="list-style-type: none"> • E Cases established for roll marking each period (action D7) • Notifications to parents about monitoring of attendance via Ultranet (action D8) • Weekly Vertical Sub School assemblies in the theatre or IMAC (action D9) • Horizontal year level meetings for students in years 7-9 as required (action D11) • Horizontal year level assemblies for year 10 students fortnightly (action D12) • Enhance Jumpstart programs (action E1) 	
		Year 3	<ul style="list-style-type: none"> • Peer Mentoring program reviewed(action D1) • Comprehensive lunch time activities program reviewed including pride in sub school competitions (action D2) • Comprehensive inter-sub-school activities program reviewed (action D3) ▪ Levels of Student Leadership reviewed (School Captains, Sub School Captains, Homegroup Captains and SRC) (action D4) • Principal class presence at SRC meetings (action D5) • Regular sub school class captain meetings (action D6) • E Cases established for roll marking each period (action D7) • Notifications to parents about monitoring of attendance via Ultranet (action D8) • Weekly Vertical Sub School assemblies in the theatre or IMAC (action D9) • Horizontal year level meetings for students in years 7-9 as required (action D11) • Horizontal year level assemblies for year 10 students fortnightly (action D12) • Review Jumpstart programs (action E1) 	<ul style="list-style-type: none"> ▪ Improved ATS results in the area of connectedness (milestone D1) ▪ Decrease in 'student misbehaviour' in ATS and Teacher Survey results (milestone D2) ▪ Increased student participation in lunch time activities (milestone D3) ▪ Increased number of co curricular activities on offer (milestone D4) ▪ Increased retention of at risk students (milestone E1)
		Year 4	<ul style="list-style-type: none"> • Peer Mentoring program reviewed(action D1) • Comprehensive lunch time activities program 	<ul style="list-style-type: none"> ▪ Improved ATS results in the area of connectedness (milestone D1) ▪ Decrease in 'student misbehaviour' in ATS

			<p>consolidated, including pride in sub school competitions (action D2)</p> <ul style="list-style-type: none"> • Comprehensive inter-sub-school activities program consolidated (action D3) <ul style="list-style-type: none"> ▪ Levels of Student Leadership consolidated (School Captains, Sub School Captains, Homegroup Captains and SRC) • Principal class presence at SRC meetings (action D4) • Regular sub school class captain meetings (action D5) • E Cases established for roll marking each period (action D6) • Notifications to parents about monitoring of attendance via Ultranet (action D8) • Weekly Vertical Sub School assemblies in the theatre or IMAC (action D9) • Horizontal year level meetings for students in years 7-9 as required (action D11) • Horizontal year level assemblies for year 10 students fortnightly (action D12) <ul style="list-style-type: none"> ▪ Consolidate Jumpstart programs (action E1) 	<p>and Teacher Survey results (milestone D2)</p> <ul style="list-style-type: none"> ▪ Increased student participation in lunch time activities (milestone D3) ▪ Increased number of co curricular activities on offer (milestone D4) ▪ Increased retention of at risk students (milestone E1)
<p>Pathways and Transitions</p>	<ul style="list-style-type: none"> • Extend the Jumpstart program (strategy F1) • POR for Jumpstart (strategy F2) • Strengthen and broaden community partnerships (strategy F3) • Enhance transitions of students to Year 7 and other year levels (strategy F4) • Improve the quality of VCAL programs (strategy G1) 	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ Directive course counselling (action F1) ▪ Further development of re engagement programs (Jumpstart) (action F2) ▪ Develop local networks and community partnerships to provide ASBAs and Structured Work placements (for VCAL students) (action F3) ▪ Free exchange of student achievement data between schools (action F4) ▪ Establish a working relationship with Nossal HS and Monash Berwick (check to insert into student learning) (action F5) ▪ Work with local primary and secondary 	<ul style="list-style-type: none"> ▪ Increased retention of at risk students (milestone F1) ▪ Appointment of a Community Liaison officer (milestone F2) ▪ Increase in quality destinations for exiting students (milestone F3) ▪ Established Promotions Policy (milestone F4) ▪ 90% completion rates for VCAL students (milestone G1)

<ul style="list-style-type: none"> • Improved quality and consistency of course counselling for all students (strategy G2) • 		<p>schools to improve transition programs (action F6)</p> <ul style="list-style-type: none"> ▪ PD VCAL staff to develop understanding of 'applied learning' and associated programs (action G1) ▪ Increase the scope of the VET/VCAL offerings to include programs e.g sport and recreation (action G2) 	
	Year 2	<ul style="list-style-type: none"> ▪ Directive course counselling (action F1) ▪ establishment of re engagement programs (Jumpstart) (action F2) ▪ Develop local networks and community partnerships to provide ASBAs and Structured Work placements (for VCAL students) (action F3) ▪ PD VCAL staff to develop understanding of 'applied learning' and associated programs (strategy G1) 	<ul style="list-style-type: none"> ▪ Increased retention of at risk students (milestone F1) ▪ Appointment of a Community Liaison officer (milestone F2) ▪ Increase in quality destinations for exiting students (milestone F3) ▪ 95% completion rates for VCAL students (milestone G1)
	Year 3	<ul style="list-style-type: none"> ▪ Directive course counselling (action F1) ▪ Review engagement programs (Jumpstart) (action F2) ▪ Review of local networks and community partnerships to provide ASBAs and Structured Work placements (for VCAL students) (action F3) ▪ PD VCAL staff to develop understanding of 'applied learning' and associated programs (action G1) 	<ul style="list-style-type: none"> ▪ Increased retention of at risk students (milestone F1) ▪ Increase in quality destinations for exiting students (milestone F2) ▪ 100% completion rates for VCAL students (milestone G1)
	Year 4	<ul style="list-style-type: none"> ▪ Directive course counselling (action F1) ▪ Consolidation of re engagement programs (Jumpstart) (action F1) ▪ Continue to develop local networks and 	<ul style="list-style-type: none"> ▪ Increased retention of at risk students (milestone F1) ▪ Increase in quality destinations for exiting students (milestone F2)

			<p>community partnerships to provide ASBAs and Structured Work placements (for VCAL students) (action F1)</p> <ul style="list-style-type: none">▪ PD VCAL staff to develop understanding of 'applied learning' and associated programs (strategy G1)	<ul style="list-style-type: none">▪ 100% completion rates for VCAL students
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