School Strategic Plan
Kambrya College
2015-2018

Endorsements

Endorsement by School Principal	Signed…………………………………………. Name…………………………………………. Date…………………………………………
Endorsement by School Council	Signed…………………………………………. Name…………………………………………. Date………………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed…………………………………………. Name…………………………………………. Date…………………………………………

Legislative context for endorsement

Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."

Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.

To be read in conjunction with the CIS 5 Year Report

School Profile

Purpose	Kambrya College strives to maximize the potential of each student. We provide every student with a challenging curriculum and a personalized approach to teaching and learning. We strive to ensure that each student is fully equipped to engage productively in our global society. We support the principles enshrined in the United Nations Universal Declaration of Human Rights.
Values	Kambrya College exemplifies the values of Integrity, Respect, Achievement and Compassion through the articulation of its ethos, practices and policies.
Environmental Context	Kambrya College is in a phase of continual improvement; consolidating on the preconditions for improvement and building on sustaining a culture of strategically adapting to the needs of the college community. This includes: • Identifying, implementing and adapting vocational programs from years 7-12 • Supporting academic pathways from years 7-12 through both mainstream and accelerated learning programs to a cohesive and vibrant VCE program • Strategically focusing on the overall wellbeing of the students • Identifying advantageous partnerships to further develop the college grounds and facilities
Service Standards	• The college commits to the active sharing of its vision and goals to ensure school community engagement in the college's strategic plan. • The college fosters an educational setting that maximizes the potential of every student through a safe and stimulating learning environment; guaranteeing all students access to a broad, balanced and flexible curriculum • The college promotes international mindedness for all students through strong extensive partnerships with the Council of International Schools, a network of sister schools and a focus of 21Century Learning Skills. • The college actively encourages constructive collaboration between students, parents, teachers and college leadership to ensure that learning outcomes are maximized for every student. • The college works within the parameters of its policies to respond to any concern or issue that may arise from any member of the college community

	• To ensure a safe nurturing educational environment, parents will be engaged regularly when their child does not behave in a socially acceptable or safe manner

Strategic Direction

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

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

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

Regulatory context

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

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

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to	• Build teacher efficacy to decrease in school variance of student outcomes (Goal A) • Teachers understand and can	• Teacher judgements consistently reflect student ability/achievement (Target A1, B1) • VCE median study score 31 (Target A2, B2)	• Embed the effective use of learning goals and 'success criteria' across all curriculum (KIS A1, B1) • Review the Instructional Model/lesson outline (A2, B2)

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' -curricular achievements.	articulate the impact of their teaching and influence upon their students (Goal B)	• NAPLAN growth equivalent to or above state growth across all areas for the matched year 9 cohort (Target A3, B3) • PAT indicates a minimum of 0.4 effect size per annum for year 7 and 8 Maths and Reading (Target A4, B4) • 100% completion of Senior VCAL (Target A5) • All teachers provide and articulate comprehensive evidence of the impact of their teaching as part of the PDP process (Target B5)	• Develop action plan for the integration of Compass and lesson overviews (KIS A3, B3) • Moderation routinely used across all core curriculum (KIS A4, B4) • Implementation of targeted highly reliable visible teaching strategies across the college (KIS A5, B5) • Implementation and evaluation of Literacy and Numeracy interventions (KIS A6) • Teachers routinely seek student feedback about the impact of their teaching from students (KIS A7, B6) • Teachers routinely engage in peer observation and feedback (KIS A8, B7) • DOMAIN specific measures to be identified and developed (KIS A9, B8) • Teachers routinely provide timely and effective 'feedback/feed forward' to students (KIS A10, B9) • Students effectively and routinely self and peer assess (KIS A11, B10) • Implementation of a school wide spelling strategy (KIS A12) • Implementation of a Domain based
	• Embed 21C skills; with a particular focus on College Values and Internationalism across the curriculum (Goal C)	• Explicit teaching of 21C skills articulated across all core curriculum (Target C1) A shared understanding of what	

	• (Definition of internationalism is required as an appendix)- see CIS 5 year report)	Excellence means amongst students and staff (Target C 2)
		
		Students articulate their understanding of what it means to be inter-culturally aware (Target C3)
			Metalanguage Strategy (KIS A13)
			
			• Build whole school understanding of Numeracy and Literacy intervention programs (KIS A14)
			
			• Develop strategic professional learning program (KIS A15)
			
			• Teacher peer observations (KIS B11)
			
			• Promote the use of student surveys (KIS B12)
			
			• Principal classroom observations (KIS B13)
			
			• Promote the use of video for reflection (KIS B14)
			
			• Audit curriculum against AUSVELS General Capabilities (KIS C 1)
			  1. Literacy
			  2. Numeracy
			  3. ICT capability
			  4. Critical and creative thinking
			  5. Personal and social capability
			  6. Ethical understanding (School values)
			  7. Intercultural understanding

Engagement			
Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. 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.	• Further develop a stimulating learning environment for all students (Goal D)	• A range of pedagogical approaches are used and documented through Domain/PLT minutes and lesson plans across the college by all teachers (Target D1) • Stimulating Learning (ATSS) upward trend (Target D2) • Upward trend in locally derived SS surveys (Target D3) • Precal and VCAL Curriculum reflects opportunity for community engagement (Target D4)	• Teachers articulate measures for stimulating learning in their PDP (KIS D1) • Develop an action plan to identify and document a range of teaching strategies (bite size behaviours) (KIS D2) • Increase teacher confidence in effective and engaging use of ICT in line with student BYODD (KIS D3) • Through collaboration, adapt curriculum to the needs of the students (KIS D4) • Targeted exposure to a range of pedagogical approaches through professional learning and PLT discussion (KIS D5) • Use the Teaching and Learning Framework as a tool for enhancing a stimulating learning environment (KIS D6)
	• Identify and develop key strategies to promote Kambrya College as the school of choice for students in the local neighbourhood area. (Goal E) • Improve transition processes into, within and out of Kambrya College (Goal F)	• Enrolments at Kambrya College stabilize at 1100 (Target E1) • Upward trend in ATSS Connectedness, Student Motivation, Teacher Empathy (Target E 2, D4) • Maintain 4th quartile in POS General	• Develop strong relationships with local primary schools (KIS E1) • Development of more comprehensive primary to secondary Transition Program (KIS E1, F1) • Identification and development of specialised Academies targeting transitioning Year 6 into

		Satisfaction (Target E3, D5)	7 students (KIS E2, F2)
		• All students have a comprehensive MIPs overview from years 7-12 (Target F1)	• Rigorous recruitment practices to improve the calibre of international students. (KIS F3)
			• SRC take a more active role across the College (KIS G1)
	• Develop opportunity for student voice and leadership across the College (Goal G)	• Evidence of student led initiatives (Target G1)	• New student leadership roles identified (KIS G2)
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.	▪ Students demonstrate a high degree of resilience (Goal F) ▪ All teachers have capacity to manage student behaviour consistently and effectively (Goal G)	▪ Student Safety (ATSS) positive trend (Target F1) ▪ Decrease in recurrent use of sickbay for wellbeing issues (proportional to enrolment)(Target F2) ▪ Decrease in repeat behaviours for individuals resulting in suspensions for students (proportional to enrolment) (Target G1) ▪ Positive 'growth' trend across all areas of the ATTS for all year levels (Target G2)	• Identify and develop key strategies and approaches to enhance resilience and wellbeing for all students (KIS F1) • Identify and develop coaching model to ensure all teachers have effective relationships with students (behaviour management/FFF)(KIS G1) • Enhance student tracking mechanisms (both behavioural and academic) through the sub-schools (KIS G2) • Revision of MIPS (using Compass to document relevant conversations from

		- Classroom Behaviour at 65% in POS (Target G3) - Classroom Behaviour at 65% in SS (Target G4) - Maintain General Satisfaction (POS) in 3rd quartile (Target G5)	Year 7-9 through a dedicated INSIGHTS report) (KIS G3)
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.	- Strict management of resources in line with student numbers, whilst maintaining a strategic focus on school priorities (Goal H)	- Maintain a financial surplus (Target H1) - Identify and employ a long term workforce plan to maintain a robust and versatile staff profile (Target H2)	- Invest in PD activities/coaching and time release for peer observation in order to build instructional capacity of teachers for the purpose of improving student learning outcomes (KIS H1) - BYODD program implementation and monitoring from 2015 (KIS H2) - Encourage/incentivise the school community to adhere to the Parent Payment Policy (increased rate of parent payments) (KIS H3)

School Strategic Plan 2014- 2017: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.		
Key Improvement Strategies	**Actions**	**Achievement Milestone**
	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.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
Achievement	Year 1 (Sequential strategies to achieve overall KISs of Strategic Plan) • Introduce the use of 'success criteria' across all lessons • Revise Model of Instruction • Revise lesson outline template • Moderation routinely used across English and Maths PLTs • Investigation of a year 7-10 self and peer assessment strategy • Identification of strategically targeted highly reliable visible teaching strategies across the college • All HODs and LTs engage in structured reflection about the impact of their teaching/interactions with students • Investigation of a school wide spelling strategy • 21Centrury Skills introduced to all staff	▪ Development of a school wide approach to introducing success criteria as part of a lesson outline ▪ Principal classroom observations (PLT focus on the introduction of success criteria ▪ Development of a strategic professional learning plan ▪ Development of a school wide moderation strategy ▪ Development of a school wide Self and Peer Assessment Strategy ▪ Identification and development of a school wide DATA STRATEGY ▪ Identification of highly reliable visible teaching strategies to be introduced across the college as part of the school improvement agenda ▪ Pilot ILIt across W7a and W8a ▪ PAT ZPD focus in PLTs ▪ Revise Cars and Stars ▪ Implement Cams and Stams	▪ Success criteria used in all classes (lesson outline) ▪ Teacher PDPs rely on the use of success criteria or moderation as evidence towards meeting a standard ▪ Moderation is prioritised across all Maths and English PLTs ▪ Publication of Self and Peer Assessment Strategy ▪ Publication of Data Strategy ▪ Publication of professional learning plan ▪ All LTs and HODs use video footage to evaluate their lessons ▪ Revised Model of Instruction (to a Teaching and Learning Framework) ▪ Completion of ILit pilot ▪ More than 80% growth across the 12 reading strategies ▪ Teachers can articulate areas for development and extension with a specific cohort ▪ Roadmaps uploaded to Compass

		▪ Staff trial Learning Tasks Module in Compass ▪ Development of a school wide 'student feedback to teacher' strategy ▪ Development of a school wide 'feedback/feed forward' strategy ▪ Spelling strategy working party established and mobilized	
	Year 2 (Sequential strategies to achieve overall KISs of Strategic Plan) ▪ Success criteria reflected in all checklists and assessment rubrics ▪ Maths and English PLTs introduce moderation of blind work samples ▪ Identification and trial of whole school spelling program ▪ HODs and LTs model (to their teams) structured reflection about impact of their teaching/interactions with students	▪ Professional development of staff (spelling strategy/self and peer assessment/moderation)/feedback) ▪ Time prioritised for moderation across English and Maths ▪ trail spelling program at year 7 ▪ Trail self and peer assessment strategy with year 7 students ▪ PDP discussions to focus on school priorities (moderation/self and peer assessment/feedback – to students and self) ▪ Evaluate spelling program trial ▪ Evaluate moderation strategy ▪ Evaluate self/peers assessment strategy	▪ Implementation of Data Strategy ▪ All lesson plans and sequences reflect success criteria ▪ Rubrics reflect success criteria ▪ Students introduced to self and peer assessment using CAT rubrics ▪ Moderation prioritised across all Humanities and Science PLTs ▪ Moderation is introduced across all Technology, Arts, HPE and LOTE PLTs ▪ Maths and English PLTs moderate blind work samples ▪ All LTs and HODS seek feedback from students about the effectiveness of their teaching ▪ HODS and LTs make links between video footage of lessons and personal reflections ▪ Identified spelling program ready for full 2016 implementation
	Year 3 (Sequential strategies to achieve overall KISs of Strategic Plan) ▪ Targeted focus on success criteria as a means of supporting effective	▪ Evaluation of Data Strategy ▪ Year 7 and 8 students self and peer assess ▪ Spelling strategy implemented year 7-8	▪ Students can articulate the purpose of success criteria ▪ Students self and peer assess all CATS Years 7-10 ▪ Moderation is prioritised across all PLTs ▪ Humanities and Science introduce moderation of

	- moderation - Humanities and Science PLTs introduce moderation of blind work samples - Full implementation of whole school spelling program - Students actively exposed to self and peer assessment of CATS		- blind work samples - English and Maths PLTs routinely focus on developing individual teacher confidence in assessment through collaborative discussion about work samples (moderation) - Critical mass of teachers use video footage to evaluate own teaching - HODS and LTs make critical links between video, student feedback, peer feedback and personal reflection re: impact of their teaching - Critical mass of teachers seek feedback from students about the effectiveness of their teaching
	Year 4 (Overall Strategic Plan KIS) - Embed the use of 'success criteria' across all curriculum (KIS A1) - Moderation routinely used across all core curriculum (KIS A2) - Implementation of targeted highly reliable visible teaching strategies across the college (KIS A3) - Teachers routinely seek student feedback about the impact of their teaching from students and peers(KIS A4) - Teachers routinely provide timely and effective 'feedback/feed forward' to students (KIS A5) - Students effectively and routinely self and peer assess (KIS A6) - Implementation of a school wide spelling strategy (KIS A7) - Build whole school understanding of Numeracy and Literacy intervention programs (KIS A8)	- Year 7-9 students self and peer assess - Spelling strategy implemented years 7-9 - PLTs focus on moderation - Resources allocated for spelling program and moderation	- Students routinely discuss success criteria as a means of furthering their learning with respect to the learning goals - Teachers routinely refer to and link success criteria and learning goals as part of their discourse - Students routinely self and peer assess as an integral part of their learning - All PLTs routinely focus on developing individual teacher confidence in assessment through collaborative - discussion about work samples (moderation) - All teachers use video footage as a means of evaluating own teaching - At least 30% of teachers use video footage as a point of discussion with students to foster student evaluation of the impact of their teaching - All teachers seek feedback from students about the impact of their teaching 60% of teachers (critical mass) seek feedback from peers about their teaching

Engagement	Year 1 (Sequential strategies to achieve overall KISs of Strategic Plan) • Professional learning identified • Action plan developed (for bite size pieces) • Model of Instruction reviewed • Lesson overview reviewed	▪ Professional development in use of Polycom system ▪ Identify a range of complementary pedagogies targeting specific Domains ▪ Documenting (comprehensively) all day to day processes for ISP ▪ Further development of the ISPC role description ▪ Develop EAL policy ▪ Develop SEAL Policy ▪ Compass Insight developed for MIPs pro-forma (Years 7-10) ▪ Development of a Student alumni	▪ Published Professional Learning plan ▪ Build competence in use of Polycom System ▪ Student Alumni membership ▪ Student connectedness (ATSS) upward trend ▪ Published EAL Policy ▪ Published SEAL Policy ▪ Published action plan for the implementation of 'bite size strategies' ▪ Enrolments increase ▪ Identified comprehensive transition program developed in consultation with primary school personnel
	Year 2 (Sequential strategies to achieve overall KISs of Strategic Plan) • PLTS target 'bite size strategies' • PDPs identify 'bite size strategies' • Targeted focus on ISP enrolments • Review of ISP documentation • Transition programs enhanced	▪ Professional learning re: a targeted range of pedagogies ▪ Comprehensively documenting targeted pedagogies introduced across the curriculum ▪ Review and evaluate transition program ▪ Review and evaluate academies	▪ Student connectedness (ATSS) 3rd quartile ▪ Upward trend across all aspects of the POS ▪ Decreased suspensions for repeat behaviours ▪ Teacher use identified 'bite size strategies' in classroom practice as evidenced by lesson plans ▪ Enrolments increase ▪ Increased visibility/influence at the primary

		• schools
	Year 3 (Sequential strategies to achieve overall KISs of Strategic Plan) • Teachers actively discuss and use a range of 'bite size strategies' in their day to day teaching • Professional learning routinely focuses on 'bite size strategies and differentiation • Transition programs evaluated in consultation with primary schools	▪ Professional Learning ▪ Review and evaluation of Professional Learning plan ▪ Review and evaluation of pedagogies/bite size chunks ▪ Ongoing review and evaluation of Academies ▪ Ongoing review of IELP and ISP	▪ Student connectedness (ATTS) maintain 3rd quartile ▪ Upward trend across all aspects of the POS ▪ Decreased suspensions for repeat behaviours ▪ Teachers use identified 'bite size strategies' in classroom practice as identified through peer and principal observations ▪ Enrolments increase ▪ Transition programs embedded
	Year 4 (Overall Strategic Plan KIS) • Teachers articulate measures for stimulating learning in their PDP (KIS D1) • Develop an action plan to identify and document a range of teaching strategies (bite size behaviours) (KIS D2) • Increase teacher confidence in effective and engaging use of ICT in line with student BYODD (KIS D3) • Through collaboration, adapt curriculum to the needs of the students (KIS D2)	▪ Professional Learning ▪ Review and evaluation of Professional Learning plan ▪ Review and evaluation of pedagogies/bite size chunks ▪ Ongoing review and evaluation of Academies ▪ Ongoing review of IELP and ISP	▪ Student connectedness (ATSS) upward trend ▪ Upward trend across all aspects of the POS ▪ Decreased suspensions for repeat behaviours ▪ Teachers routinely discuss the effective use of 'bite size strategies in relation to both cohorts and individual students. • Enrolments stabilise at 1100 • Comprehensive transition plan embedded • Improved connections with the primary schools • Improved public perception of the college (as per anecdotal feedback)

	• Targeted exposure to a range of pedagogical approaches through professional development and PLT discussion (KIS D2) • Use the Model of Instruction as a tool for enhancing a stimulating learning environment (KIS D • Develop strong relationships with local primary schools • Development of more comprehensive primary to secondary Transition Program (KIS E1, F1) • Identification and development of specialised Academies targeting transitioning Year 6 into 7 students (KIS E2, F2)		
Wellbeing	Year 1 (Sequential strategies to achieve overall KISs of Strategic Plan) • Identify strategy (resilience) • Liaise with key stakeholders • Identify Compass Insight module requirements • Establish Behaviour Management rubric for TEACHERS (to support teachers who struggle with behaviour management)	▪ Identify whole school approach to building resilience (working party) ▪ Identify and implement a coaching model for staff requiring student behaviour management support ▪ Further enhance and build focus on the Behaviour Modification Lessons ▪ Identify correlation between suspensions/detentions and sick bay	▪ Student distress (ATTS) increase into high second quartile ▪ Student Morale (ATTS) upward trend ▪ Student safety upward trend ▪ Decreased suspensions ▪ Decreased reliance on sick bay for individuals ▪ Decreased detentions

		▪ Review and evaluate wellbeing processes and policies	
	Year 2 (Sequential strategies to achieve overall KISs of Strategic Plan) ▪ Implement whole school resilience program ▪ Implement tracking mechanisms (MIPS Junior) ▪ Implement behaviour management coaching program	▪ Implement whole school approach to building resilience ▪ Identify and implement junior MIPS Insight template ▪ Monitor and evaluate Coaching program	▪ Student morale (ATSS) third quartile ▪ Student distress (ATSS) third quartile ▪ Student safety (ATSS) upward trend ▪ Decreased suspensions ▪ Decreased reliance on sick bay for individuals ▪ Decreased detentions
	Year 3 (Sequential strategies to achieve overall KISs of Strategic Plan) ▪ Review and evaluate resilience program ▪ Review and evaluate coaching model ▪ Review and evaluate tracking mechanisms	▪ Ongoing implementation and monitoring of junior MIPS ▪ Ongoing implementation and monitoring of resilience program ▪ Ongoing implementation and monitoring of Coaching program	▪ Student Morale (ATTS) maintain 3rd quartile ▪ Student distress (ATTS) maintain 3rd quartile ▪ Student safety (ATSS) upward trend ▪ Decreased suspensions ▪ Decreased reliance on sick bay for individuals ▪ Decreased detentions
	Year 4 (Overall Strategic Plan KIS) • Identify and develop key strategies and approaches to enhance resilience and wellbeing for all students (KIS F1) • Identify and develop coaching model to ensure all teachers have effective relationships with students (behaviour management/FFF)(KIS G1)	▪ Ongoing implementation and monitoring of junior MIPS ▪ Ongoing implementation and monitoring of resilience program ▪ Ongoing implementation and monitoring of Coaching program	▪ Student Morale (ATSS) upward trend ▪ Student distress (ATSS) upward trend ▪ Student safety (ATSS) upward trend ▪ Decreased suspensions ▪ Decreased reliance on sick bay for individuals ▪ Decreased detentions

	• Enhance student tracking mechanisms (both behavioural and academic) through the sub-schools (KIS G2) • Revision of MIPS (using Compass to document relevant conversations from Year 7-9 through a dedicated INSIGHTS report) (KIS G3)		
Productivity	Year 1 (Sequential strategies to achieve overall KISs of Strategic Plan) ▪ Parent forum (re payment of fees: purpose of fees/school programs etc) ▪ Newsletter items re fees ▪ Mail outs (fees) ▪ Identification of professional learning in line with strategic focus of school ▪ Identify Professional Learning Plan in line with school prriorities	▪ Liaise with HR specialist on regular basis ▪ Maintain workforce plan in line with strategic focus of the school ▪ Allocate resources in line with strategic focus of school ▪ Monitor BYOD program	▪ SRP Surplus ▪ Published budget strategically aligned to school priorities ▪ Strategic work force plan maintained on SRP Planner
	Year 2 (Sequential strategies to achieve overall KISs of Strategic Plan) ▪ Track parent payments ▪ Liaise with School Council (Finance Committee) ▪ Review Professional Learning Plan in line with school priorities ▪ Review BYOD program	▪ Liaise with HR specialist on regular basis ▪ Maintain workforce plan in line with strategic focus of the school ▪ Allocate resources in line with strategic focus of school ▪ Monitor and evaluate BYOD program	▪ SRP Surplus ▪ Published budget strategically aligned to school priorities ▪ Strategic work force plan maintained on SRP Planner
	Year 3 (Sequential strategies to achieve		▪ SRP Surplus

	overall KISs of Strategic Plan) - Evaluate Professional Learning Plan in line with school priorities - Evaluate Parent Payment Policy - Evaluate Workforce plan in line with strategic priorities - Evaluate BYOD program and policies	- Liaise with HR specialist on regular basis - Maintain workforce plan in line with strategic focus of the school - Allocate resources in line with strategic focus of school - Monitor, evaluate and adjust BYOD program as required	- Published budget strategically aligned to school priorities - Strategic work force plan maintained on SRP Planner
	Year 4 (Overall Strategic Plan KIS) - Invest in PD activities/coaching and time release for peer observation in order to build instructional capacity of teachers for the purpose of improving student learning outcomes (KIS H1) - BYODD program implementation and monitoring from 2015 (KIS H2) - Encourage/incentivise the school community to adhere to the Parent Payment Policy (increased rate of parent payments) (KIS H3)	- Liaise with HR specialist on regular basis - Maintain workforce plan in line with strategic focus of the school - Allocate resources in line with strategic focus of school - Review BYOD program, policies and practices	- SRP Surplus - Published budget strategically aligned to school priorities - Strategic work force plan maintained on SRP Planner

Appendix: CIS 5 Year visit Commendations, Recommendations

Overriding impression:

- Scientific approach to school improvement. Research based. Contextualised in a methodical and structured way to carry out school improvement.

Commendations:

- Overall picture of improvement is staggering. There is rigour in so many processes here. This is a hallmark of progress.
- There is real commitment to continue with school improvement with focus on improving learner outcomes. This is absolutely over riding. We don't play lip service to it, we are doing it. Everyone is sold that the school is moving forward and has changed.
- Appreciate the transparency of the current situation. There is little evidence of complacency at Kambrya College
- All staff/students enthusiastic and engaged with the school improvement process
- Nurturing and developing staff improvement- becoming a community of learning
- Professional dedication and commitment of the staff, including the support staff. Feeling of team spirit
- Creation of PLTs has been a big change agent in the school and has supported the change in school culture. Structured time for this to happen via TT and meeting schedule
- The way in which the College collects, analyse and use data (exemplary). Improvement in the school is 100% data driven. Utilising research to build improvement
- Introduction of VSS. All students feel connected to the SS where they feel supported and can demonstrate their individuality
- Consistent application of expected standards of behaviour for students
- Sense of respect and belonging in the school evident through the ground works and facilities
- Construction of new facilities (Gymnasium etc)
- Comprehensive and consistent documentation of curriculum documentation both vertical and horizontal now allows for Investigation of interdisciplinary links

Other Points:

- Focus on other learning experiences and how this is tracked
- Managing the perception around course direction VCAL vs VCE

Recommendations:

- Guiding statements – discussions with teachers and students reveal that there is some uncertainty about the words excellence and potential (what is student potential and how do we know how we are maximising it?). *(See Goal C, Target C1, Target C2, Target C3, KIS C1, KIS C2)*
- Recommend to now unpack the statement further with the staff/students. It is more than academic learning. Do we know what potential is and how do we know we are maximising it? It needs to be about nurturing the holistic potential of the student. What does it mean in practical terms? We need practical measures and indicators about how we work towards the college values (currently it's the ATSS and academic results). For students who are not high academic achievers, where do they fit with the values? *(See Goal C, Target C1, Target C2, Target C3, KIS C1, KIS C2)*
- Opportunity to fully embrace intercultural/international learning through curriculum and other activities outside of the formal curriculum. *(See Goal C, Target C1, Target C2, Target C3, KIS C1, KIS C2)*
- Review the philosophy and the place of the library – is it a learning hub/centre/resource centre etc. How this learning centre will support intercultural learning both inside and outside of the school
- Higher learning opportunities with access to online resources/journals etc (ERIC)
- Harnessing cultural diversity within the college to achieve these recommendations *(See Goal C, Target C1,Target C2, Target C3, KIS C1, KIS C2)*
- Work to be done with bringing up the profile of the VCAL to ensure that all teachers have the perception that VCAL is an equivalent pathway to VCE.
- Work load that the staff take on, Is itself imposed or institutionally imposed?