

# School Strategic Plan for Carranballac P-9 College 5486 2015-2019

## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name     Brendan O'Brien (Acting College Director)</p> <p>Date.....11/2/15</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name   Penny Heron</p> <p>Date...17/2/15</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p><b>Legislative context for endorsement</b></p> <p>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."</p> <p>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.</p>	



## School Profile

<b>Purpose</b>	<p>In our unique, innovative and growing community we develop a passion for lifelong learning so that students achieve individual excellence and are confident, capable, respected citizens of our local and global communities.</p>
<b>Values</b>	<p>At Carranballac College we demonstrate respect through the following values at a College, school, year level and personal professional level:</p> <ul style="list-style-type: none"> <li>• Community awareness</li> <li>• Commitment</li> <li>• Communication</li> <li>• Confident</li> <li>• Consistency</li> <li>• Collegiality</li> <li>• Co-operation</li> <li>• Concern</li> <li>• Caring</li> </ul>
<b>Environmental Context</b>	<p>Carranballac College is a multi-campus Foundation – Year 9 School, encompassing two schools Boardwalk and Jamieson Way, with both schools catering for the needs of students across two stages of schooling, Early Years (Foundation – Year 4) and Middle Years (Years 5 – 9).</p> <p>At the beginning of the 2014 school year, enrolment was approximately 1410, with approximately 650 students at Boardwalk and approximately 750 students at Jamieson Way. In the two years beginning 2013, 753 new students have enrolled, 521 have exited, 119 under two years and 73 under one year. The continued development and growth of our educational community is fuelled by the commitment and enthusiasm of staff who strive to provide a rich, authentic learning environment that caters for the individual needs of the whole child. Our College is motivated towards the development of "<i>confident, capable, respected citizens</i>" who care about their world and care for one another. The College's ethos and practice reflect a commitment to individual development and the personal wellbeing of all students fostering a safe and caring environment. Positive attitudes and leadership skills are built through our Duke of Edinburgh, SoundHouse and our extensive Performing Arts Programs. Student Leadership Programs are underpinned by outdoor education experiences and challenges.</p> <p>The College uses AusVELS to plan and implement a comprehensive and rigorous curriculum at all levels encompassed by consideration for the personal, social and emotional wellbeing of individuals. Literacy and Numeracy are identified priorities with programs developed to focus on improving student learning outcomes in these areas. In the Early Years, an integrated curriculum approach is taken. In the Middle Years, a trans-disciplinary approach delivered through inquiry learning is used to enhance engagement and connections between learning for students at this stage of schooling. The College uses NAPLAN data, English On Line, Maths On Line, On Demand Testing and Attitudes to School Survey as part of ongoing assessments to improve student outcomes and school performance.</p> <p>The main building at Boardwalk comprises a well-resourced Library; an Information Technology room; a Music area; a Canteen facility and a Performing Arts Centre. A Visual Arts facility including Graphics and Textiles rooms adjoins a second Information Technology room. The two Information Technology Laboratories</p>

	<p>are equipped with iMac computers. A Science Laboratory and a Food Technology centre support the delivery of Middle Years curriculum across the College. A Music Centre, complete with rehearsal rooms is located within the grounds. An open plan building has been established through the BER program. Currently there are 24 permanent classrooms complemented by 6 relocatable classrooms, which form a gallery area. Students have access to two basketball/netball courts, two undercover playgrounds and an assembly/play area enhanced with artificial turf. We are currently engaging with Melbourne Water and the City of Wyndham to upgrade the ovals through the development of a water-recycling project. Students also have limited access to the adjacent Point Cook reserve.</p> <p>Jamieson Way School comprises a Middle Years building encompassing 6 flexible teaching and flexible learning areas, Science Laboratories (one used as a general classroom), an Information Technology room, project rooms, computer pods, and student locker area. A full size gymnasium, canteen, and a food technology area including a dining room, is located with a music area and rehearsal rooms. A Visual Arts facility including graphics and fabrics rooms used as base classrooms to cater for our enrolment, join onto a materials technology area. Relocatable learning areas constructed around a gallery complement these buildings for our Middle Years (5-6) students. Early Years "houses" cater for the needs of Foundation – 4 students in 7 flexible learning areas. Further relocatable classrooms are situated near the southern boundary of the school site, some of which form another gallery area for our Early Years students. As well, a SoundHouse music facility is located in this area. A well-appointed library and administration area add to this modern learning environment. The well-resourced Jamieson Way library complements the Boardwalk library resources, thus ensuring students and teachers have access to an expanding range of literacy and classroom library materials and teaching and learning resources across the College.</p> <p>Boardwalk School and Jamieson Way School are situated in the rapidly growing Point Cook area. Although both schools in the College maintain a steady enrolment number, a high level of transience affects them both with a stability factor around 50% as families constantly move into/from the area. We are steadfast in our resolve to build strong partnerships with the local community.</p>
<p><b>Service Standards</b></p>	<p><i>General</i></p> <ul style="list-style-type: none"> <li>• <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i></li> <li>• <i>The school commits to the active sharing of its vision and goals to provide opportunities for school community engagement.</i></li> <li>• <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i></li> <li>• <i>The school provides a safe and stimulating learning environment to ensure all students can develop to "be the best they can be".</i></li> <li>• <i>All students will receive instruction that is adapted to their individual needs.</i></li> </ul> <p><i>Specific</i></p> <ul style="list-style-type: none"> <li>• <i>The school will respond to all communication by parents and caregivers.</i></li> <li>• <i>Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</i></li> <li>• <i>Students will play an active part in the development and review of the school's behaviour policies.</i></li> <li>• <i>All teachers will provide timely and targeted feedback to students on their work.</i></li> </ul>

## Strategic Direction

	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.
<p><b>Achievement</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	By the end of the strategic plan we will have defined consistent and effective College pedagogical practices in order to improve student learning outcomes in English and Mathematics.	<p>That all students deemed capable will attain in excess of one year of growth for each year they are at the College.</p> <ul style="list-style-type: none"> <li>As measured by EOI and MOI for years F-2</li> <li>That the growth targets are equal to or in excess of state mean for student achievement in English and Mathematics from years 3-9 as measured by NAPLAN</li> </ul>	<p>Build teacher capacity through:</p> <ul style="list-style-type: none"> <li>College based pedagogy coaches.</li> <li>Implementation of evidence based teaching through the use of specified data</li> <li>Provision of targeted professional learning</li> </ul> <p>Audit curriculum delivery and pedagogical practices to ensure consistent delivery across the College</p>

<p><b>Engagement</b></p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>By the end of the strategic plan we will increase the active engagement of students in their learning and transitioning.</p>	<p>That the current rate of lateness and absence be reduced by 10% over the lifetime of the Strategic Plan.</p> <p>We will require academic data and wellbeing information for all students at enrolment.</p>	<ul style="list-style-type: none"> <li>• Audit attendance data to identify trends</li> <li>• Promote “Its Not OK To Be Away” and Every Minute Counts” through all parent communication forums.</li> <li>• Create opportunities that enable student communication/choice making, student voice and leadership</li> <li>• Engage student support services both internal and external where attendance characteristics are seen to be impacting on student learning</li> <li>• Engage parents in matters relevant to a student’s attendance and continuing enrolment</li> <li>• Investigate current enrollment practices</li> <li>• Investigate successful strategies used by other schools with similar high levels of transience.</li> </ul>												
<p><b>Wellbeing</b></p> <p>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.</p>	<p>By the end of the Strategic Plan we will have enhanced the social and emotional wellbeing of all students in the College in order to sustain positive learning experiences.</p>	<p>That the Attitudes to School survey data demonstrate an upward trend in school connectedness across all year levels.</p> <table border="1" data-bbox="898 999 1552 1265"> <thead> <tr> <th>Year</th> <th>Variable</th> <th>Minimum target mean by 2019</th> </tr> </thead> <tbody> <tr> <td>5-6</td> <td>Student Safety</td> <td>At or above state mean</td> </tr> <tr> <td></td> <td>School Connectedness</td> <td>At or above state mean</td> </tr> <tr> <td>7-9</td> <td>School Connectedness</td> <td>At or above state mean</td> </tr> </tbody> </table> <p>That the Parent Opinion Survey shows an upward trend in</p>	Year	Variable	Minimum target mean by 2019	5-6	Student Safety	At or above state mean		School Connectedness	At or above state mean	7-9	School Connectedness	At or above state mean	<p>Audit welfare procedures and programs.</p> <p>Identify trends in student data to inform wellbeing provision.</p> <p>To build the capacity of students to be resilient, socially responsible and respectful in all their relationships.</p>
Year	Variable	Minimum target mean by 2019													
5-6	Student Safety	At or above state mean													
	School Connectedness	At or above state mean													
7-9	School Connectedness	At or above state mean													

		connectedness to peers	
<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>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.</p>	<p>By the end of the Strategic Plan:</p> <ul style="list-style-type: none"> <li>- We will have improved communication between the College and broader community.</li> <li>- We will improve the effective and efficient use of school resources</li> </ul>	<p>When compared with Primary/ Secondary School Parent Opinion Survey Data we will see an upward trend in parent responses with regard to Reports and Parent Input.</p> <p>All student s will receive appropriate allocation of resources as evidenced by School Financial Data Report</p>	<ul style="list-style-type: none"> <li>• Audit current communication procedures.</li> <li>• Build a College culture that seeks to inform, invites participation and embraces feedback from the community</li> <li>• Promotion of the College as a first choice option at transition points</li> <li>• Collaboratively create College processes and procedures which support quality planning and decision making</li> <li>• Create a College culture of accountability and feedback.</li> <li>• Audit College resource allocation</li> </ul>

## School Strategic Plan 2014- 2017: Indicative Planner

<p><b>Purpose:</b> 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.</p>		
Key Improvement Strategies	Actions	Achievement Milestone
	<p>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.</p>	<p>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.</p>
<p><b>Achievement</b></p> <p>By the end of the strategic plan we will have defined consistent and effective College pedagogical practices in order to improve student learning outcomes in English and Mathematics.</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>▪ Commence audit and analysis of pedagogical practices at Carranballac</li> <li>▪ Teachers embed data driven practices in their planning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document audit progress of College practices</li> <li>▪ SPA Markbook is being used by all core teachers to track their effect size in English and Mathematics</li> <li>▪ All teachers provide evidence of data driven practices in their teaching during the P&amp;D process.</li> </ul>
	<p>Year 2</p> <ul style="list-style-type: none"> <li>▪ Complete audit and analysis of pedagogical practices at Carranballac</li> <li>▪ Investigate best pedagogical practices</li> <li>▪ Teachers continue to strengthen data driven practices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Audit document of pedagogical practices completed</li> <li>▪ All teachers provide evidence of data driven practices in PLTs and P&amp;D documentation.</li> </ul>
	<p>Year 3</p> <ul style="list-style-type: none"> <li>▪ Consistent implementation of identified best pedagogical practices.</li> <li>▪ Evaluate the effectiveness of data driven practices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of agreed pedagogical practices visible through learning walks and coaches anecdotal notes</li> <li>▪ Recommendations identified and documented for data driven practices</li> </ul>

	Year 4	<ul style="list-style-type: none"> <li>▪ Evaluate pedagogical practices in the context of improving student achievement</li> <li>▪ Implement recommendations for data driven practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recommendations identified and documented for pedagogical practices</li> <li>▪ Evidence of agreed pedagogical and data driven practices visible through: <ul style="list-style-type: none"> <li>- learning walks</li> <li>- coaches anecdotal notes.</li> <li>- PLT minutes</li> <li>- P&amp;D evidence</li> </ul> </li> <li>▪ Student data continues to demonstrate agreed growth rates.</li> </ul>
<p><b>Engagement</b></p> <p>By the end of the strategic plan we will improve the active engagement of students in their learning and transitions.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Audit College enrolment expectations for parents, students and staff</li> <li>▪ Analyse data to identify the impact of transience and attendance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analysis of student achievement data in the context of attendance and transience complete</li> <li>▪ Implement reviewed procedures to improve student and parent engagement in relation to transience and attendance</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Monitor College enrolment expectations for parents, students and staff.</li> <li>▪ Investigate effective family induction processes</li> <li>▪ Identify strategies to address trends in transience and attendance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implementation of Enrolment Checklist</li> <li>▪ Improved attendance data</li> <li>▪ Family induction processes developed</li> <li>▪ Document transience and attendance strategies</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Monitor consistency of family induction processes</li> <li>▪ Evaluate effectiveness of Enrolment Checklist</li> <li>▪ Implement transience and attendance strategies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have embedded a consistent approach to family induction</li> <li>▪ Enrolment checklist recommendations documented</li> <li>▪ Improved attendance data in line with the College's high expectations</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Evaluate effectiveness of Family induction processes</li> <li>▪ Action Enrolment Checklist recommendations</li> <li>▪ Continue to monitor student attendance data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student attendance data has shown a 10% improvement</li> </ul>

<p><b>Wellbeing</b></p> <p>By the end of the Strategic Plan we will have enhanced the social and emotional wellbeing of all students in the College in order to sustain positive learning experiences.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Audit wellbeing support strategies and data collection.</li> <li>▪ Audit communication strategies and protocols between stakeholders</li> <li>▪ Investigate other support and program options</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented wellbeing support, data collection strategies and recommendations</li> <li>▪ Documented communication strategies and protocols between stakeholders</li> <li>▪ Documented recommendations</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Implement revised wellbeing support strategies</li> <li>▪ Implement revised stakeholder communication strategies</li> <li>▪ Implement recommendations re support and program options</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tracking wellbeing support strategies.</li> <li>▪ Documented communication protocols</li> <li>▪ Improved trend data school connectedness and Student Safety</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Evaluate effectiveness of wellbeing support strategies</li> <li>▪ Evaluate revised stakeholder communication strategies</li> <li>▪ Implement recommendations from data trends</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented Recommendations</li> <li>▪ Improved trend data ATS School Connectedness and Student Safety and POS School Connectedness</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Action wellbeing recommendations</li> <li>▪ Evaluate recommended actions identified data trends</li> </ul>	<ul style="list-style-type: none"> <li>▪ ATS and POS data at or above the state mean</li> </ul>
<p><b>Productivity</b></p> <p>By the end of the Strategic Plan:</p> <ul style="list-style-type: none"> <li>- We will have improved communication between the College and broader community.</li> <li>- We will improve the effective and efficient use of school resources</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>▪ Review all financial systems in the College</li> <li>▪ Review Staffing profile</li> <li>▪ Promote current opportunities for parent participation in the College</li> <li>▪ Audit current communication procedures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement revised budgetary systems</li> <li>▪ Appropriate allocation of resources implemented</li> <li>▪ Work force plan developed</li> <li>▪ Baseline data collated re parent participation</li> <li>▪ Recommendations documented for improved communication</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Investigate cash and credit profiles</li> <li>▪ Increase opportunities for parent participation in the College</li> <li>▪ Recommendations for improved communication implemented</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have established an SRP surplus</li> <li>▪ Revised allocation of resources.</li> <li>▪ 3 Year workforce plan developed</li> <li>▪ Improved data re parent participation in the College</li> </ul>

	Year 3	<ul style="list-style-type: none"> <li>▪ Monitor budgetary trends</li> <li>▪ Evaluate opportunities for parent participation in the College</li> <li>▪ Evaluate communication strategies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain SRP Surplus</li> <li>▪ Recommendations re budgetary trends documented.</li> <li>▪ Examine remaining 2 year revised workforce plan</li> <li>▪ Recommendations for increased parent participation and communication documented</li> <li>▪ Improved trend data in POS measures of Parent Input and Reporting.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Implement budgetary recommendations</li> <li>▪ Monitor staffing profile</li> <li>▪ Build next three year workforce plan</li> <li>▪ Implement parent participation and communication recommendations</li> </ul>	<ul style="list-style-type: none"> <li>▪ An SRP Surplus retained to begin the support the implementation of the strategic plan.</li> <li>▪ Budgetary recommendations embedded</li> <li>▪ Revised allocation of resources.</li> <li>▪ New workforce plan implemented</li> <li>▪ Upward trend data in POS measures of Parent Input and Reporting continues.</li> </ul>