

# School Strategic Plan for Apollo Bay P-12 College South West Victoria Region

## 2013-2016

<p>Endorsement by          School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name: Graeme Holmes</p> <p>Date: 19/3/2013</p>
<p>Endorsement by          School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name: John Tallis</p> <p>Date: 19/3/2013</p>
<p>Endorsement by          Regional Director or          nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name:</p> <p>Date.....</p>



## School Profile

<b>Purpose</b>	Our college is committed to helping develop in students the capacity, desire and tools to achieve their best in all endeavors. We will foster a sense of awareness, responsibility and respect, globally, to family and community and individual personal growth. We will support and encourage students in the pursuit of excellence.
<b>Values</b>	We are committed to a culture that is dynamic and ready to embrace new ideas which improve student learning and equip them to meet the demands of the 21 <sup>st</sup> century. We will participate fully in the community by developing strong relationships that promote respect for others and the environment locally and globally.
<b>Environmental Context</b>	<p>The township of Apollo Bay is in a beautiful coastal setting surrounded by the Otway ranges. This rich environment has attracted a community with a strong commitment to a healthy active lifestyle, the environment and a great interest in the arts. This is reflected in the colleges program and supported by students, parents and the wider community.</p> <p>Apollo Bay P-12 College is a relatively small school with a total population of around 225 students from Prep to year 12. The college is isolated, with its nearest neighbouring schools 45 minutes drive in opposite directions. Colac is the nearest large centre and it is just over an hour away. The College SFO is .455. We have a high level of families in receipt of EMA and many families with inconsistent incomes dependant on tourism and associated service industries.</p>

## Strategic Intent

Area	Goals	Targets	Key Improvement Strategies															
<p><b>Student Learning</b></p>	<p>To improve students' progress by maximizing their understanding and ownership of their learning.</p>	<p><b>AusVELS</b> The percentage of students being assessed by teachers at <b>A and B</b> in VELS English and Mathematics.</p> <table border="1" data-bbox="1043 513 1516 900"> <thead> <tr> <th></th> <th>Current (2011) A &amp; B</th> <th>Target for 2016</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>42%</td> </tr> <tr> <td>Speaking &amp; Listening</td> <td>33%</td> <td>42%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>35%</td> </tr> </tbody> </table> <p><b>NAPLAN Results</b> Increase the percentage of matched students who progress at or above the state mean scale score from Years 3 and 5, from Years 5 and 7 and Years 7 and 9 NAPLAN Literacy &amp; Numeracy. <i>Relative growth</i> between Years 3 and 5, Years 5 and 7 and between years 7 and 9 to be at or above the state mean.</p>		Current (2011) A & B	Target for 2016	Reading	42%	50%	Writing	38%	42%	Speaking & Listening	33%	42%	Numeracy	28%	35%	<p>Build a cohesive and consistent professional approach to improving student learning throughout the college.</p>
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		<p><b>Student Attitude to School Survey</b>  <i>Student Motivation</i> variable to be above the 75<sup>th</sup> percentile showing an upward trend over the period of the strategic plan.  <i>Learning Confidence</i> variable to be above the 75<sup>th</sup> percentile showing an upward trend over the period of the strategic plan.</p>	
<p><b>Student Engagement and Wellbeing</b></p>	<p>To improve students' connectedness to the college and their peers, through their learning.</p>	<p><b>Student Attitude to School Survey</b>  <i>School Connectedness</i> variable to be above the 75<sup>th</sup> percentile showing an upward trend over the period of the strategic plan.  <i>Connectedness to Peers</i> variable to be above the 75<sup>th</sup> percentile showing an upward trend over the period of the strategic plan.  <i>Student Safety</i> variable to be above the 75<sup>th</sup> percentile showing an upward trend over the period of the strategic plan.</p> <p><b>Attendance</b>  Reduce student absences from an average of 27.9 days in 2011 to 15.4 (2011 state average) days by 2016.</p>	<p>Build whole college and teacher capacity in planning and delivering a contemporary learning program.</p>

<p><b>Student Pathways and Transitions</b></p>	<p>To strengthen well-informed, seamless transitions through the college with teachers having timely access to students' learning and wellbeing needs and progress.</p>	<p><b>AusVELS</b> The mean score for each year level progress by 0.5 or better in Reading, Writing and Number.</p> <p><b>Real Retention Rate</b> The real retention rate for Years 7 to 10 will show an improvement over the period of the plan trending upwards towards the state mean.</p> <p><b>Parent Opinion Survey</b> <i>Transitions</i> variable to be above the 50<sup>th</sup> percentile showing an upward trend over the period of the strategic plan. <i>Approachability</i> variable to be above the 50<sup>th</sup> percentile showing an upward trend over the period of the strategic plan. <i>Learning Focus</i> variable to be above the 50<sup>th</sup> percentile showing an upward trend over the period of the strategic plan. <i>Reporting</i> variable to be above the 50<sup>th</sup> percentile showing an upward trend over the period of the strategic plan.</p>	<p>Build whole college and teacher capacity in planning and delivering a contemporary learning program</p>

		<p><b>Staff Opinion Survey</b> <i>Curriculum Processes</i> variable to be above the 50<sup>th</sup> percentile showing an upward trend over the period of the strategic plan. <i>Quality Teaching</i> variable to be above the 50<sup>th</sup> percentile showing an upward trend over the period of the strategic plan.</p>	
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## School Strategic Plan 2013- 2016: Indicative Planner

<b>Key Improvement Strategies</b> (KIS applicable across the three student outcomes areas)		<b>Actions</b>	<b>Achievement Milestones</b> (Changes in practice and behaviours)
<p><b>Student Learning</b></p> <p>Build a cohesive and consistent professional approach to improving student learning throughout the college.</p> <p>Build whole-of-college and teacher capacity in planning and delivering a contemporary learning program.</p> <p>Strengthen individualised learning across the college, supported by authentic assessment.</p>	2013	<p><b>Agreed Approach to Learning &amp; Teaching</b></p> <ul style="list-style-type: none"> <li>▪ As part of the agreed approach to learning and teaching, focus on establishing clear and engaging learning intentions for units of works and individual lessons with success criteria that are visible and understood by all students.</li> <li>▪ Focus on developing within the college culture a sound balance between explicit teaching and student-directed learning activities as evidenced in all planning documents.</li> </ul> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Build leadership capacity across all levels of college operations, including building student leadership.</li> </ul> <p><b>Assessment For Learning</b></p> <ul style="list-style-type: none"> <li>• Review, refine and gain commitment to the college's Assessment Schedule with a strong focus on assessment for learning.</li> </ul>	<p>By the end of the Strategic Plan period, a college-wide agreement has been reached on an instructional model and is deeply implemented in day-to-day teaching and learning.</p> <p>By the end of the strategic plan period there will be a noticeable improvement in distributed leadership across the College.</p> <p>By the end of 2016 teachers will have a firm understanding of assessment for learning and will be using appropriate assessment for learning tools and strategies in their teaching.</p>

<b>Key Improvement Strategies</b> (KIS applicable across the three student outcomes areas)		<b>Actions</b>	<b>Achievement Milestones</b> (Changes in practice and behaviours)
		<p><b>Wannik</b></p> <ul style="list-style-type: none"> <li>• Ensure the Wannik plan for schools is known and implemented across the college</li> </ul> <p><b>Curriculum Development and Review</b></p> <ul style="list-style-type: none"> <li>• Implement a process of continuous curriculum development and review, especially in the middle and later years.</li> </ul>	<p>All of the requirements of the Wannik Strategy will be implemented across the College.</p> <p>By the end of the Strategic Plan period there will be clear curriculum alignment and pathways for all students and an agreed process for curriculum development and review will be operating successfully</p>
	2014	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>▪ Establish a documented and published sequential curriculum based on the AusVELS Essential Learning Standards that is evaluated annually.</li> <li>▪ Establish a system of Individual Learning Plans for all students within the 3 year plan.</li> <li>▪ Establish exemplary planning and practice in 'inquiry-based' learning and teaching to enhance student' empowerment in, and ownership of, their learning.</li> </ul>	<p>Improved curriculum provision and enhanced opportunities for students to learn</p>



<b>Key Improvement Strategies</b> (KIS applicable across the three student outcomes areas)		<b>Actions</b>	<b>Achievement Milestones</b> (Changes in practice and behaviours)
<p><b>Student Engagement and Wellbeing</b></p> <p>Build a cohesive and consistent professional approach to improving student learning throughout the college.</p> <p>Build whole-of-college and teacher capacity in planning and delivering a contemporary learning program.</p> <p>Strengthen individualised learning across the college, supported by authentic assessment.</p>	<p>2013</p>	<p><b>Whole School Approach to Student Management and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Review, develop and implement a whole college, positive and proactive approach to student management, engagement and wellbeing, with commitment to a consistent implementation by all, integrated into all staff performance plans.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Develop and communicate a comprehensive School Attendance Improvement project based on key messages to students and the community and detailed tracking and following up of student absences.</li> <li>Communicate effectively and regularly to the college community on the importance of regular attendance by students and active involvement by parents.</li> </ul> <p><b>Secondary School Nurse</b></p> <ul style="list-style-type: none"> <li>Create and promote healthy partnerships and relationships.</li> <li>Deliver health promotions across the school community</li> </ul>	<p>By the end of the Strategic Plan period there will be a documented, agreed approach to student management and welfare and is being implemented effectively by all staff.</p> <p>Policies and practices on student attendance will be documented and aligned and noticeable improvements in attendance will be tracked.</p> <p>By the end of 2016, students will have a deep knowledge of healthy partnerships and relationships. Broad knowledge of Health Programs reinforcing healthy lifestyle and awareness.</p>

<b>Key Improvement Strategies</b> (KIS applicable across the three student outcomes areas)		<b>Actions</b>	<b>Achievement Milestones</b> (Changes in practice and behaviours)
		<b>Chaplaincy program</b> <ul style="list-style-type: none"> <li>• Provision of high-level pastoral care for all students with a focus on vulnerable students.</li> </ul>	By the end of 2016 the chaplaincy program will be embedded across the college with all members of staff and students knowing and understanding the program.
	2014	<b>High Expectations</b> <ul style="list-style-type: none"> <li>• Research, develop and implement a College Promotions and Communications Plan aimed at enhancing the image of the college in the community and, correspondingly, community confidence in the college.</li> <li>• Seek and exploit opportunities to celebrate, college, student and staff successes throughout the community in an engaging and professional manner.</li> </ul>	A culture of high expectations permeates the College
	2015	Consolidation and implementation	
	2016	Year of Review	

<b>Key Improvement Strategies</b> (KIS applicable across the three student outcomes areas)		<b>Actions</b>	<b>Achievement Milestones</b> (Changes in practice and behaviours)
<p><b>Student Pathways and Transitions</b></p> <p>Build a cohesive and consistent professional approach to improving student learning throughout the college</p> <p>Build whole-of-college and teacher capacity in planning and delivering a contemporary learning program</p> <p>Strengthen individualised learning across the college, supported by authentic assessment.</p>	2013	<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>• Broaden responsibility and guidance for learning and career support for all students as they progress through the college.               <ul style="list-style-type: none"> <li>○ Career Development Quality Benchmarks</li> <li>○ Staged implementation of Careers Curriculum Framework.</li> </ul> </li> </ul>	<p>By the end of the SSP period the careers program will be documented, reporting systems improved, handovers strengthened and groupings carefully planned</p>
	2014	<p><b>Pathways Through School</b></p> <ul style="list-style-type: none"> <li>• Strengthen informal and establish formal 'hand-over' of student information throughout the college.</li> </ul> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>• Refine the college's reporting system to ensure that parents have access to current information on their child's progress and needs in all areas.</li> </ul>	<p>Widely known and consistent handover and sharing of relevant information</p> <p>Improved reporting procedures and sharing of achievement.</p>
	2015	<p><b>Groupings</b></p> <ul style="list-style-type: none"> <li>• Introduce a more flexible and fluid grouping of students based on pre- and post-testing and other assessments included in the schedule.</li> </ul>	<p>Enhanced knowledge and understanding by teachers of grouping procedures, assessment for learning and sharing of relevant information.</p>

<b>Key Improvement Strategies</b> (KIS applicable across the three student outcomes areas)		<b>Actions</b>	<b>Achievement Milestones</b> (Changes in practice and behaviours)
		<ul style="list-style-type: none"> <li>• Through professional learning and instructional leadership, ensure that all teachers working in unfamiliar learning areas or year levels are sufficiently aware of key content and concepts and the learning needs of their students.</li> </ul>	Appropriate professional learning and professional conversations and interaction are in evidence across the College.
	2016	Year of Review	