School Strategic Plan for
Benalla P-12 College 8915
2014 to 2018

STUDENTS OF BENALLA P12 COLLEGE

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.

School Profile

Purpose	P-12 College provides a diverse curriculum with a focus on developing high levels of Literacy and Numeracy in all students. Our diverse curriculum includes Indonesian LOTE and an Indonesian Bilingual program, Visual Arts, Instrumental Music, Physical Education and Outdoor Education programs. A Stephanie Alexander Kitchen Garden Program operates on both the Early Years Campuses and a specifically designed Year 9 program operates on the Middle Years Campus. Our Later Years Campus offers VCE, VET and VCAL subjects that provide students with a variety of pathways to further their learning opportunities. Students at Benalla P-12 College are taught how to care and support each other, as well as respect everyone's individual differences through the School Wide Positive Behaviour Support program, a whole of school initiative. The school values the whole child and strives to develop strong self-esteem, confidence and independence. Children are encouraged to develop positive attitudes to learning and to acquire skills that will equip them for their future education.
Values	At Benalla P-12 College we aim to develop in our students a love of learning and instil the core values of Respect, Responsibility, Integrity and High Expectations
Environmental Context	Benalla P-12 College commenced on the 1st January 2013 as a result of six years of planning to merge the four State Government schools in Benalla. The college commenced with 5 campuses: 2 x Prep to Year 4 campuses, Years 5 & 6 Campus, Years 7 to 10 Campus and Years 11 and 12 Campus. Benalla P-12 College was established for the families in Benalla to take full advantage of the three key stages of learning. To progress this further, changes occurred to the structure of the college in 2014. The year 10 students joined the Year 11 & 12 students to form the Senior Secondary Campus. The Years 5 & 6 students joined the Years 7 – 9 students to form the Middle Years Campus (Yrs 5 to 9). This reduced the college to 4 campuses. The College currently has an enrolment of 1019 with a SFO of 0.698. The school provides a diverse curriculum including Indonesian LOTE and an Indonesian Bilingual program, Visual Arts, Instrumental Music and Physical Education and Outdoor Education programs. A Stephanie Alexander Kitchen Garden Program operates on both the Early Years Campuses and a specifically designed Year 9 program operates on the Middle Years Campus. A state of the art Trade Training Centre provides VET Auto classes for students in Years 10 & 11. Our Senior Secondary Campus offers VCE, VET and VCAL

	subjects that provide students with a variety of pathways to further their learning opportunities. The school's leadership structure consists of 6 principal class officers comprising a College Principal, 4 Campus Principals and a Curriculum/Teaching and Learning Leader. The 7 Leading Teachers fulfil the roles of Literacy (Languages and the Humanities), Numeracy, Technology and 21st Century Learning, Sub- School Leaders, a VET Pathways Leader and an Indonesian Bilingual Leader. The staff profile consists of 112.79 full-time equivalent staff: 6 Principal class, 71.25 teachers, 34.19 educational support staff and 1.35 paraprofessionals. The college is creating strong links with the local community, evidenced by our partnership with The Tomorrow Today Foundation, the Rural City of Benalla and the NETracks LLEN. Our partnership with the Tomorrow Today Foundation enables the college to provide a range of programs that are designed to keep students engaged in school as well as enhance our Early Years programs to ensure a successful start to school.
Service Standards	Benalla P-12 College is committed to encouraging the best in its staff, students and community. We aim to nurture a passion for lifelong learning. We do this by: * Providing a personalised, student-centred approach to teaching and learning. * Building a culture of achievement in academic learning, the arts, sport, vocational skills, civics and citizenship. * Promoting academic excellence through high quality classroom instruction. * Creating a respectful school environment that recognises and celebrates diversity. * Promoting creativity, teamwork and leadership through a diverse range of learning opportunities. * Developing within students their capacity for self-management and self-determination. * Actively promote positive student well-being by explicitly teaching a social, emotional and values based curriculum. * Building authentic partnerships that promote and encourage community involvement. At Benalla P-12 College every student is known, respected and valued

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	Improve student achievement in literacy and numeracy	• Decrease annually the % of students in the low relative gain in NAPLAN at 5, 7 and 9 • 100% students, deemed capable, make 12 months learning growth in P to 10 • English (Year Prep) and Maths(Years P, 1 & 2) Online improves annually • Increase the % of VCE students performing above their predicted score according to the GAT.	Through the development of a whole school curriculum, we will build teacher capacity to identify and teach to each student's point of need.
Engagement	Increase students' engagement in purposeful learning.	• Increase student attendance in all years. • Staff Opinion Survey – continuous improvement in Academic Emphasis, Teacher Collaboration, Collective responsibility • Attitude to School Survey – Make continuous improvement in Connectedness to Peers, Teacher Effectiveness, Stimulating Learning and	Create a whole-school culture of accountability, feedback and high expectations by delivering a personalised curriculum.

		Student Motivation • 90% or more students that exit post-compulsory are engaged in further education or employment	
Wellbeing .	Every student learns in a safe and inclusive environment	• Attitude to School Survey – Make continuous improvement in Student Safety, learner confidence, student distress, student morale • Reduce referrals from out of classroom • Staff Opinion Survey – continuous improvement in Shielding and Buffering	Build the capacity of the school community to create an orderly learning environment, through explicit teaching and modelling of the skills and attributes of social and emotional wellbeing.
Productivity	Improve the capacity of the school to function as a strategic organisation Develop the school's physical resources	Survey staff on communication, and implementation of school goals twice per year. • 3 campuses will form Benalla P-12 College • Increased enrolments, improved retention rate	Build the capacity of the schools leadership to create, communicate and implement effective short term and long term strategies Review the school campus structure and modify the buildings' master plan

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies			Actions	Achievement Milestone
Achievement Through the development of a whole school curriculum, we will build teacher capacity to identify and teach to each student's point of need.	Year 1		Investigate and agree upon an instructional model – There will be an agreement on how students learn.	An Instructional model will be in place by the end of Term 1 2015 and evident in all classrooms by the end of 2015
			Whole school documented curriculum that is purposeful and reflects contemporary learning. Design a literacy and numeracy learning continuum.	A whole school curriculum is documented and available on Sentral A literacy and numeracy learning continuum is developed and being implemented. Staff using the whole school curriculum to plan a scope and sequence for each content strand at each year level.
			Build the capacity of teachers to identify students' Point of Need	Student data being used to inform teaching and learning.
			A common assessment schedule established in literacy and numeracy	All teachers using assessment schedule to collect data to drive learning and teaching.
			Skill literacy and numeracy leaders to build the capacity of their teams – recognise if they are doing the right work and address in meetings.	Professional learning for literacy and numeracy leaders during 2015
	Year 2		Identify and implement a tool that measures literacy and numeracy learning growth.	Teachers are using data from SPA to inform their teaching
			Ongoing Professional Learning on use of data - Sentral / Student Performance	Data is easily accessible to staff. Learning Area Meetings are consistently

		Analyser	using data for planning
		Professional Learning on setting learning goals to build teacher capacity to move students along continuum	Evidence of differentiation in planning and classroom practice
		Professional Learning Team meetings focus on student learning	Professional Learning Team planning documents indicate focus on student learning
		Skill teachers in learning and teaching to take on leadership roles	On-going Professional Learning provided for leaders
		A common summative assessment schedule operating and moderation embedded in our practice.	Student assessments reported on each semester.
	Year 3	Continue to skill teachers in learning and teaching to take on leadership roles	On-going Professional Learning
		Students' learning goals shared with parents	Provision for students to share their learning goals – Parent/Teacher/Student conferences
	Year 4	Evaluate programs and progress	
Engagement Create a whole-school culture of accountability, feedback and high expectations by delivering a personalised	Year 1	A school-wide agreement on purposeful learning and teaching	Classrooms will reflect students engaged in their learning. Staff create vibrant, attractive classrooms.
		Staff Professional Learning for Learning Area Leaders to create effective and collaborative teams	All Learning Area Leaders will participate in Professional Learning by the end of semester 1.

curriculum.		Staff Professional Learning : giving and receiving feedback	A leader identified to coordinate professional learning in giving and receiving feedback.
	Year 2	Professional Learning on peer observation – evidence & impact	Staff will be effectively participating in peer observations and providing appropriate feedback
		Student voice – Assessment as learning, assessment for teaching / Regular Teacher-student feedback	Students will have regular learning conferences with their teacher and track their own learning
		Students setting their own learning goals	Students know what learning will improve their outcomes
		Professional Learning - Success criteria, peer assessment	Students will be using Success Criteria with their peers to assess their learning
		Pedagogy and assessment – role of feedback	Feedback will be used regularly between staff and students to improve practice
		Attendance strategy in each teachers P&D plan	All teachers will be monitoring student attendance
		Develop process to monitor student attendance and provide parent feedback	Teachers will identify strategies to improve student attendance and maintain regular contact with parents
	Year 3	Implement process to monitor student attendance and provide parent feedback	Improvement in student attendance data.
	Year 4	Evaluate programs and progress	

Wellbeing Build the capacity of the school community to create an orderly learning environment, through explicit teaching and modelling of the skills and attributes of social and emotional wellbeing.	Year 1	Professional Learning for all staff to continue to embed PBS across Prep – Yr. 12	Regular PBS PLT's for all staff will continue to be conducted
		Development of an agreed and consistent evidence based Student Management process for all staff.	Evidence based Student Management process will be in place by the end of Term 1 2015
		Professional Learning for Student Management process.	Staff will have regular PD in Student Management Process throughout Term 1 2015
		Development of Scope & Sequence for Social Emotional Learning from Prep – Year 12. (use Kids Matter research)	A Scope & Sequence for Social Emotional Learning from Prep to 12 will be documented
		Professional Learning for Social Emotional Learning development	Professional Learning for Social Emotional Learning development conducted Term 1 2015 and regularly revisited throughout the year
		Development of more rigorous student support process & procedures (Tier 2 & 3 students – referral protocols, ie Individual Learning Plans).	More rigorous student support process & procedures developed by the end of Term 1 2015
		Process for identifying students who are 'At Risk', academically and behaviourally.	Use of SPA and 'SENTRAL' to identify these students
		Consistent messages through common signage on all campuses.	Common signs with agreed messages will be displayed on every campus.

	Year 2	Learning Area Team develop the delivery of purposeful curriculum within Social Emotional Learning time.	Staff planning Social Emotional Learning units of work using the developed Scope and Sequence
		Include Student Management Process in Induction for new staff.	Evident in Staff Handbook
		Implement Social Emotional Learning curriculum in allocated Social Emotional Learning time.	Planning and implementation in Social Emotional Learning evident in classrooms
		Development of assessment for Social Emotional Learning (survey, rubrics etc).	Social Emotional Learning Assessment analysed to inform planning
		Information sessions for parents on Student Management processes, PBS and SEL (workshops)	Designated information sessions, workshops, focus groups, meetings etc to inform parents
	Year 3	▪ ▪	▪
	Year 4	Evaluate programs and progress ▪	
Productivity 1 Build the capacity of the schools leadership to create, communicate and implement effective short term and long term strategies	Year 1	Review school leadership structure with a view to a distributed leadership model	Distributed leadership model agreed to and ready for implementation in 2016
		Align leadership expertise to priorities Clear role descriptions for all	All leaders will know their role and be accountable for improving outcomes.
		Develop and implement a strategy for ongoing review of strategic direction in consultation with staff, school council and student leaders.	Designated member of leadership team to undertake this role.

		Develop a policy to support staff movement across campuses based on curriculum needs and staff development needs. Mentoring opportunities for new staff	Policy developed and implemented by Term 3 2015
		Develop whole school professional learning plan	Professional Learning Plan developed and implemented by the end of Term 1 2015
		Modify meeting schedule to meet school needs	Review meeting schedule each term and make modifications
		Involve the Learning Area Leaders in Leadership meetings.	Learning Area Leaders attend Leadership Meetings to participate in analysis of data to use in Learning Area Meetings
		Create a common template for planning at Learning Area Meetings	All Learning Area Meetings will plan according to the agreed planning template from the beginning of 2015
		Development of a common meeting structure for all other meetings across the college.	Implemented commencing 2015
		Organise the Time Table to create shared planning time where possible.	Implemented for the commencement of 2016
		Create opportunities for Middle Level Leaders to develop and enhance their expertise in data analysis and curriculum planning	Provide access to data to enable Middle Level Leaders to readily analyse it

	Year 2	Create and monitor 4 year resourcing program for Strategic plan	Resources aligned to priorities
		Develop an effective Workforce Plan that incorporates succession planning	Workforce Plan identifying staffing needs and succession planning
		Adopt a whole school timetable.	Whole School Time table operating at the beginning of 2016
		Review school decision making structures to improve transparency and quality of decisions	Collaborative Decision Making Processes in place
		Create a school communication strategy to improve relations with staff and the community	Communication Strategy continually being reviewed to address changes .
		Provide further opportunities for community input.	Community events, meetings, information sessions, focus groups etc Identified on school calendar of events.
		Review all Key Improvement Strategies using the Actions/Drivers model	Theory of Action will be used to review Key Improvement Strategies
	Year 3	Review resourcing program for Strategic plan	Resources aligned to priorities
		Modify meeting schedule to meet school needs	Meeting schedule established with input from staff.
		Develop whole school professional learning plan	Professional Learning Plan reflects the priorities and led by designated Leader
		Review all Key Improvement Strategies using the Actions/Drivers model	Use review findings to modify and update Key Improvement Strategies

Productivity 2 Review the school campus structure and modify the buildings master plan	Year 4	Evaluate programs and progress	School Self Evaluation conducted
	Year 1	Create a community transitions and pathways working party that is inclusive of stakeholders – including pre-school and post-compulsory representation.	Allocate this role to a member of the Leadership Team Developed school transition and pathways plan
		Get input from key stakeholders	Focus groups to occur during Terms 2 and 3 2015
		Modify the schools buildings Master Plan to reflect to school transition and pathways plan	In collaboration with staff, students, parents and school council develop a Master Plan to reflect the 3 stages of learning
	Year 2	Implement the schools buildings Master Plan	Architect employed to design new buildings.
	Year 3	Implement the schools buildings Master Plan	Architect employed to design new buildings
	Year 4	Evaluate programs and progress	