

School Strategic Plan for **Corryong College** **School Number 8843** **2015-2018**

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Tony Valente</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Colin Brown</p> <p>Date.....</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>

School Profile

Purpose	<p>The College's motto is 'Preparing Today For Tomorrow' and this is further reinforced in the College's vision statement 'To provide a dynamic learning environment that engages and motivates all students to achieve their personal best in all endeavours and to become valuable contributors to society'.</p>
Values	<p><u>LEARNING</u></p> <ul style="list-style-type: none"> - Effective relationships developed between staff, students and community - A respectful environment that supports students' rights to learn and teachers' rights to teach - Students striving to learn to their full potential <p><u>SCHOOL COMMUNITY</u></p> <ul style="list-style-type: none"> - Supportive parents who are satisfied and confident with student achievement - A learning community where knowledge and skills are freely shared - All community members taking responsibility for learning and teaching - A sense of belonging for all stakeholders - A valued and safe environment <p><u>TEAMWORK</u></p> <ul style="list-style-type: none"> - A happy harmonious school for staff, students and community - An atmosphere of mutual respect and cooperation
Environmental Context	<p>Corryong College is a P-12 College of 320 students located in the far north-east of Victoria, some 125 kilometres east of Wodonga and within the shire of Towong. The College was formed in April 2002 following the amalgamation of the school communities of Corryong Consolidated and Corryong Secondary. During the course of the last strategic plan the College has reorganised its structure from the traditional Foundation-6</p>

and 7-12 campuses to a Junior Campus for Year Foundation to Year 4 and a Senior Campus for Year 5 to Year 12 students.

The College provides a comprehensive program for students, taught by an experienced and professional staff of approximately thirty-five teachers and another ten support staff. Most classes at the Junior Campus are composite classes encompassing two year levels which are very fluid from year to year depending on enrolments and teachers strengths. Year 7 and 8 are arranged horizontally and at Year 9 and 10 students are offered a core curriculum for English, Maths, Science and Humanities and electives which encompass all the Domains. The College offers a comprehensive Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL) curriculum program. The College seeks and enjoys effective contribution from all members of the College and wider community.

Corryong College is situated in an isolated rural farming community. The isolation produces challenges in the area of access to resources, personnel, external professional development and like school collaboration. The continual cycle of drought, fires and economic downturn has altered the demographics of the area and has led to increased reliance upon welfare support and families moving out of the area. These factors mean that young people in this area are financially disadvantaged.

Corryong College is the educational hub of the Towong East shire which includes the township of Corryong, the small Victorian townships of Koetong, Tintaldra and Walwa and the rural locations of Nariel Valley, Berringama, Biggara, Burrowye, Colac Colac, Cudgewa, Guys Forest, Lucyvale, Mount Alfred, Pine Mountain, Shelley, Thougla Valley, Towong and Towong Upper. It also services the NSW towns of Khancoban and Tooma and the rural areas of Greg Greg, Spring Creek, Jingellic, Weleregang and Tom Groggin; all of which are in the Tumbarumba Shire. The total population of Towong East is about 2,600 (2011) and is expected to increase to 2,755 by 2021, at an average annual growth rate of 0.39%.

Staff at Corryong College are a balance of graduate, accomplished and experienced Primary and Secondary teachers who together are generally open and accommodating to the implementation of the latest educational initiatives. The College provides a high quality education in a safe and secure environment which values motivation, aspiration and achievement. Students are encouraged to be inquiring, active and independent learners with a view to reaching their full potential. The College's curriculum has been organised into three distinct areas of student development; the Early Years: Year Foundation to Year 4, the Middle Years: Year 5 to Year 8 and the Later Years: Year 9 to Year 12.

Between 2004 and 2011 there was a 9% decrease in student enrolments each year culminating in only 255 students across both campuses in 2011. This was largely due to the demographics but has also been

	<p>exacerbated by a Catholic school bus travelling to Wodonga on a daily basis. This began in 2006. In addition the local Catholic school, Sacred Heart School, extended its curriculum offerings to Year 7 in 2009 and to Year 8 in 2010. Historical records indicate that Corryong College has always secured between 60 to 100 per cent of enrolments from Sacred Heart School in the transition from Year 6 to Year 7. Over the last four years we have only picked up one or two students from year 6 but we are picking up a significant number of students (up to 90%) at Year 9.</p> <p>None the less, the majority of the Corryong Community, the Corryong College school community and the North East Region strongly believe that this College is strategically placed for the provision of public education for the eastern section of the Towong Shire and remains the principal provider of education in the area for the long term. Over the last three years enrolments have increased by 9% each year 271 (2012), 296 (2013), 317 (2014) and projections indicate that enrolments will remain steady in the short term (320, 2015).</p> <p>The current physical arrangement of the two campuses, Foundation-4 and 5-12 with the Murray Valley Highway between the campuses does not support the DEECD model of delivery of Early Childhood Development (0-8 years), Middle Years Development (8-16 years) and Youth Transitions (16+ years). It also inhibits the ability of staff to plan in teams across sub-school areas and the collaboration of staff and students between the year levels and campuses.</p> <p>The buildings are arranged in separate blocks which are disconnected and not linked to the rest of the school. Effective supervision of students and transitions between the school buildings is difficult due to the nature of building design. Building design also hinders the ability for multi –age groupings and multi-capacity classrooms.</p> <p>Our aim is to consolidate the whole school onto one campus with new facilities that will enable modernised learning spaces that will provide more stimulating learning, greater student motivation, greater connectedness to the school, greater professional interaction and growth and improved general satisfaction from the school community.</p>
Service Standards	<p>General</p> <p>The school fosters close links with parents and the broader school community through its commitment to</p>

	<p>open and regular communications via the school newsletter (KIT), the school website www.corryong.vic.edu.au and its Facebook page.</p> <p>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. The current plan ends in 2018 and an Annual Implementation Plan derived from this Strategic Plan and an Annual Report will be produced each year.</p> <p>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. All programs are endorsed by School Council.</p> <p>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. The Student Engagement policy and our Whole School Student Management process outline how the school delivers this service.</p> <p>All students will receive instruction that is adapted to their individual needs. Lessons are differentiated and Individual Learning Plans are provided for specific student needs.</p>

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	<p>Improve the school wide approach to learning and teaching by embedding exemplary teaching practice and build our capacity to take responsibility for individual cohort growth.</p>	<p>Data demonstrates growth each year in the number of Foundation to Year 10 students working at or above the expected levels in each subject on the AusVELS continuum as determined via teacher judgements, NAPLAN, On-demand tests and other sources of assessment.</p> <p>Data demonstrates growth each year in the number of VCE and VCAL students working at or above the expected level as predicted by their teacher through indicative grades and / or the GAT test.</p> <p>Year 3, 5, 7 and 9 NAPLAN scores in Reading, Writing and Number indicates cohort bi-annual growth.</p> <p>DEECD Year 5 to 12 Students Attitudes to School Survey shows annual improvement in the area of 'learning confidence'.</p>	<p>Identify and support key leadership positions in the school which address teaching and learning practices, moderation of student work, literacy and numeracy practices.</p> <p>Professional learning teams that meet on a regular basis to build teacher capacity to collect and use data to identify and teach to each student's point of learning.</p> <p>Using a range of assessment practices to support improved student outcomes in each area including formative, ongoing and summative measures that include peer and student self-assessment.</p> <p>Develop consistent approaches to the teaching of exemplary lessons through the use of the 'Classroom Teaching Techniques' and the 'Literacy and Numeracy Placemats'.</p>

		<p>DEECD Staff Opinion Survey shows annual improvement in 'renewal of knowledge and skills', 'applicability of professional learning', 'collective participation' and 'active participation'.</p>	<p>Work in partnership with students and parents to better understand exemplary teaching practices and curriculum through targeted information sessions, the development of the Learning Management System and the introduction of the Bring Your Own Device program.</p> <p>Provide teachers with feedback on their capacity to improve student outcomes through the Performance and Development process and through classroom observations by strategically selected personnel.</p>
Engagement	<p>Improve student engagement and motivation in all learning activities in our school.</p>	<p>DEECD Year 5 to 12 Students Attitudes to School Survey shows annual improvement in the area of 'stimulating learning', 'student motivation', 'learning confidence' and 'teacher effectiveness'.</p> <p>Reduce the whole school student absence rate from 17.5 days to 15 days over the course of this plan.</p> <p>An annual school based survey demonstrates that teachers have increased their capacity to</p>	<p>Provide opportunities for students to develop their leadership skills, team building opportunities and across campus interactions.</p> <p>Engage student participation with significant annual events by giving them a voice in their own learning and leadership development through regular student forums.</p> <p>Implement a comprehensive whole school approach to issues of student absence – the DEECD</p>

		<p>support students in their learning by differentiating the teaching and learning program and through providing work that addresses student's point of learning.</p> <p>DEECD Staff Opinion Survey shows annual improvement in 'collective responsibility', 'teacher collaboration', and 'collective focus on student learning'.</p>	<p>'Every Day Counts' initiative.</p> <p>Improve transition processes at key stages of development i.e. Kindergarten to Foundation, Year 4 to Year 5, Year 6 to Year 7, Year 8 to Year 9 and Year 12 to further study and careers.</p> <p>Identify and support key leadership positions in the school which address teaching and learning practices that specifically address stimulating learning and teacher effectiveness.</p> <p>Work in partnership with students and parents to better understand exemplary teaching practices and curriculum through targeted information sessions, the development of the Learning Management System and the introduction of the Bring Your Own Device program.</p> <p>Provide teachers with feedback on their capacity to improve student outcomes through the Performance and Development process and through classroom observations by strategically selected personnel.</p>
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<p>Wellbeing</p>	<p>Improve student relationships and their connectedness to their peers, teachers and school community.</p>	<p>DEECD Year 5 to 12 Students Attitudes to School Survey shows annual improvement in the area of 'classroom behaviour', 'student safety', 'student morale' and 'student distress'.</p> <p>DEECD Parent Opinion Survey, in the areas of 'connectedness to peers', 'social skills' and 'school connectedness' demonstrates annual improvement.</p> <p>DEECD Staff Opinion Survey shows annual improvement in 'collective efficacy' and 'collective responsibility'.</p> <p>An annual school based survey demonstrates a decrease in the number of behavioural incidents and bullying incidents occurring across the school.</p>	<p>Identify and support key leadership positions in the school which address improving student relationships.</p> <p>Introduce programs that enable students to influence their environment in a positive way and which will increase their capacity to make better relationships with their peers.</p> <p>Consolidate and expand the current House based home group approach to student wellbeing and recognition of achievements.</p> <p>Improve the effectiveness and consistency of the current approaches to behavior management through our Whole School Management plan.</p> <p>Develop follow up surveys to the Student Attitudes to School Survey to further understand student concerns in wellbeing and implement corresponding programs that address these concerns.</p>
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<p>Productivity</p>	<p>Improve the effective allocation of resources to continually support the improvement of staff capacity to improve student outcomes.</p>	<p>A school based survey shows annual improvement in teachers' belief in the ability of the performance and development process to increase their capacity to support students in their learning.</p> <p>A school based survey shows annual improvement in teachers' belief in the ability of the learning that takes place in the professional learning teams to increase their capacity to support students in their learning.</p> <p>DEECD Staff Opinion Survey shows annual improvement in 'collective efficacy', 'staff trust in colleagues', 'teacher collaboration', 'collective focus on student learning', 'guaranteed and viable curriculum' and 'collective responsibility'.</p> <p>DEECD Staff Opinion Survey shows annual improvement in 'school level support', 'renewal of knowledge and skills', 'applicability of professional learning', 'collective participation', 'active participation', 'coherence' and 'feedback'.</p>	<p>Identify and support key leadership positions in the school which address improving student relationships and student learning.</p> <p>Work in partnership with staff, students and parents to successfully implement the Learning Management System and the introduction of the Bring Your Own Device program.</p> <p>Provide teachers with feedback on their capacity to improve student outcomes through the Performance and Development process and through classroom observations by strategically selected personnel.</p> <p>Implement professional learning teams to build teacher capacity to collect and use data to identify and teach to each student's point of learning.</p> <p>Enhance accountability practices that result in sustained improvement and foster personal and professional growth.</p>
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School Strategic Plan 2015 - 2018: Indicative Planner

Key Improvement Strategies (KIS across the 4 outcomes areas) Achievement	Actions	Achievement Milestones (Changes in practice and behaviours)
Identify and support key leadership positions in the school which address teaching and learning practices, moderation of student work, literacy and numeracy practices.	First and Second Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> ▪ Appoint suitable staff to undertake leadership positions in the areas of teaching and learning, moderation, literacy and numeracy. ▪ Support team leaders by guiding them to suitable professional development and through data analysis and a suitable school response during leadership meetings. 	<ul style="list-style-type: none"> ▪ Professional learning teams meeting on a regular basis to discuss student data and developing strategies for whole school improvement. ▪ Leadership meetings focus on data analysis and strategic planning.
Professional learning teams that meet on a regular basis to build teacher capacity to collect and use data to identify and teach to each student's point of learning. Using a range of assessment practices to	Third and Fourth Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> ▪ Review and adjust the emphasis of the roles of the leadership positions so that they are aligned to the data of the past two years. ▪ Continue to support team leaders to focus their actions in areas that the data is highlighting as needing attention. 	<ul style="list-style-type: none"> ▪ Leadership roles refined in response to latest data sets. ▪ Leadership team has a clear vision of the work that needs to done.
	First and Second Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> ▪ Develop each teacher's understanding and competency to implement the AusVELS and its learning continuum. ▪ Focus on collecting data (Pre and post tests, On-Demand, Fountas and Pinnell, 	<ul style="list-style-type: none"> ▪ AusVELS documents show evidence of exemplary teaching and assessment and learning practices being implemented across the school. ▪ Staff becoming more familiar with

support improved student outcomes in each area including formative, ongoing and summative measures that include peer and student self-assessment.	<p>AusVELS, Number Fluency etc.), interpreting the data and identify individual student's needs.</p> <ul style="list-style-type: none"> Focus on differentiation to accommodate for individual student's point of need. 	<p>interpreting data and identifying and assessing a student's needs.</p> <ul style="list-style-type: none"> Staff differentiating activities for students to accommodate individual student's needs. Data from teacher judgements, On-Demand, pre and post tests and other sources of assessment demonstrate, on average, student growth equivalent to 1 year's progression. VCE and VCAL data indicate students are working at or above teacher indicative grades or GAT test.
	Third and Fourth Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> Review the current state of strategies and their effectiveness in improving student learning. Identify and share within school best instructional practice that have improved student learning. Teachers to modify their approach to differentiated programs based on best instructional practices in the school. 	<ul style="list-style-type: none"> Staff are proficient at interpreting data and identifying a student's point of need. Staff are confident at differentiating activities to accommodate individual student's needs. Data from teacher judgements, On-Demand, pre and post tests and other sources of assessment demonstrate average student growth equivalent to at least 1 year's progression. VCE and VCAL data indicate students are working at or above teacher indicative grades or GAT test. DEECD Year 5 to 12 Students Attitudes to School Survey shows annual improvement in the area of 'learning confidence'. DEECD Staff Opinion Survey shows annual improvement in 'renewal of knowledge and skills', 'applicability of professional learning', 'collective participation' and 'active participation'.

Develop consistent approaches to the teaching of exemplary lessons through the use of the 'Classroom Teaching Techniques' and the 'Literacy and Numeracy Placemats'.	First and Second Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> ▪ Develop each teacher's understanding and competency to implement the Classroom Teaching Techniques. ▪ Develop literacy and numeracy teacher's understanding and competency to implement the Literacy and Numeracy Placemats. ▪ Develop expectations around the implementation of these best practice programs in order to ensure a consistent approach and common language in the school. ▪ Develop observation sheets and collect data on the implementation of these programs and teaching techniques in the school. ▪ Within the staff Performance and Development process include goals in relation to 'Classroom Teaching Techniques' and the 'Placemats'. 	<ul style="list-style-type: none"> ▪ Teachers participating in professional development on the Classroom Teaching Techniques and consistently displaying learning intentions, success criteria and reflections during each lesson. ▪ Consolidate literacy and numeracy teachers understanding and use of the strategies in the Placemats. ▪ Evidence collected through the Performance and Development process and through peer observation shows that staff have adopted the above pedagogical practices. ▪ DEECD Year 5 to 12 Students Attitudes to School Survey shows annual improvement in the area of 'learning confidence' and 'teacher effectiveness'. ▪ DEECD Staff Opinion Survey shows annual improvement in 'renewal of knowledge and skills', 'applicability of professional learning', 'collective participation' and 'active participation'.
	Third and Fourth Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> ▪ Expand teacher's understanding and competency to implement the Classroom Teaching Techniques. ▪ Review and consolidate the use of best practice programs in order to ensure a consistent approach and common language in the school. ▪ Continue to collect data on the alignment of staff implementing these teaching and 	<ul style="list-style-type: none"> ▪ School wide adoption of the Classroom Teaching Techniques with consistent displays of learning intentions, success criteria and reflections in every lesson. ▪ School wide adoption at F-6 of the literacy and numeracy strategies in the Placemats. ▪ Classroom Teaching Techniques and the literacy and numeracy placemats

	<p>learning programs.</p> <ul style="list-style-type: none"> ▪ Continue to include these teaching and learning programs in the goals of staff Performance and Development plans. 	<p>are non-negotiable elements of the goals for teachers in their Performance and Development plans.</p> <ul style="list-style-type: none"> ▪ DEECD Year 5 to 12 Students Attitudes to School Survey in the area of 'learning confidence' and 'teacher effectiveness' are in the 4th quartile.. ▪ DEECD Staff Opinion Survey in 'renewal of knowledge and skills', 'applicability of professional learning', 'collective participation' and 'active participation' are in the 67th percentile block.
<p>Work in partnership with staff, students and parents to better understand exemplary teaching practices and curriculum through targeted professional development, information sessions, the development of the Learning Management System and the introduction of the Year 5 to 12 netbook program.</p>	<p>First and Second Year Actions</p> <ul style="list-style-type: none"> ▪ Develop each teacher's understanding and competency in developing AusVELS aligned and VCE unit plans on the Learning Management System. ▪ Introduce a staged, school based lease system for the introduction of a netbook program at Years 5 to 12. ▪ Provide opportunities for families to engage in information sessions on the introduction of the Learning Management System and the netbook program. 	<p>Changes in practice and behaviours</p> <ul style="list-style-type: none"> ▪ Teachers participating in professional development on the development of the Learning Management. ▪ All teaching units F-12 documented on the Learning Management System including learning intentions and success criteria. ▪ Teachers participating in the SIMS (student management) component of the Learning Management System. ▪ Families at Years 5-12 participating in information sessions related to the netbook program. ▪ Feedback from parents indicates that they believe the netbook program has increased their child's capacity to take more ownership of their learning. ▪ DEECD Parent Opinion Survey is continually improving in the areas of 'school improvement', 'stimulating learning', 'learning focus' and 'student motivation'.

	Third and Fourth Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> ▪ Determine the current state of the curriculum on the Learning Management System and target development in areas that are short of detail and are unappealing to students (identified through student feedback). ▪ Further develop elements of the Learning Management System to include tracking of student management (SIMS). 	<ul style="list-style-type: none"> ▪ Teachers continue to develop the Learning Management System to a point where it is being used as more than just a depository of the school's curriculum and has an outline of differentiated activities and is usable by all students. ▪ Student feedback indicates that students are accessing the Learning Management system on a daily basis and that it is enabling them to take more control of their learning opportunities. ▪ Staff lodging all incidents of student management on the SIMS (student management) component of the Learning Management System. ▪ DEECD Year 5 to 12 Students Attitudes to School Survey in the area of 'learning confidence', 'stimulating learning' and 'teacher effectiveness' are in the 4th quartile.. ▪ DEECD Staff Opinion Survey in 'renewal of knowledge and skills', 'applicability of professional learning', 'collective participation' and 'active participation' are in the 67th percentile block. ▪ DEECD Parent Opinion Survey is in the 4th quartile when compared to other Pri/Sec schools for 'school improvement', 'stimulating learning', 'learning focus' and 'student motivation'.

Provide teachers with feedback on their capacity to improve student outcomes through the Performance and Development process and through classroom observations by strategically selected personnel.	First and Second Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> Develop staff capacity to construct performance and development plans that focus on improving student outcomes through mentoring and peer feedback sessions. Recently retired staff members to provide feedback to staff on their teaching through classroom observations. 	<ul style="list-style-type: none"> Staff become more proficient in developing AIP aligned performance and development plans that focus on improving student outcomes. Staff accessing the availability of the peer observation program and including it as one of their pieces of evidence in their P&D plans. DEECD Staff Opinion Survey in 'school level support', 'renewal of knowledge and skills', 'applicability of professional learning', 'active participation' and 'feedback' show continual improvement.
	Third and Fourth Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> Consolidate staff ability to develop meaningful and AIP aligned Performance and Development plans. Continue to support staff in receiving classroom teaching feedback through the employment of recently retired staff. 	<ul style="list-style-type: none"> Staff adept at constructing Performance and Development plans that focus on improving student outcomes. All staff accessing peer observation multiple times during a P&D cycle. DEECD Staff Opinion Survey in 'renewal of knowledge and skills', 'applicability of professional learning', 'active participation' and 'feedback' are in the 67th percentile block.
Key Improvement Strategies (KIS across the 4 outcomes areas) Engagement	Actions	Achievement Milestones (Changes in practice and behaviours)
Provide opportunities for students to develop	First and Second Year Actions	Changes in practice and behaviours

<p>their leadership skills, team building opportunities and across campus interactions.</p> <p>Engage student participation with significant annual events by giving them a voice in their own learning and leadership development through regular student forums.</p>	<ul style="list-style-type: none"> ▪ Appoint suitable staff to undertake leadership positions in the areas of student leadership and student voice. ▪ Support team leaders and student leaders by guiding them to suitable professional development and through data analysis and a suitable school response during various forums. ▪ Organise cross age student groupings for a number of significant events and forums to encourage leadership opportunities at Years F to 4 and Years 5 – 12. ▪ Promote opportunities for more interaction and cooperation between school captains, house captains and SRC. ▪ Student leaders to take a more active role in school events such as Presentation Evening, school assemblies and other events throughout the year. 	<ul style="list-style-type: none"> ▪ Appointed staff are working cooperatively in developing and expanding programs that promote student leadership and student voice. ▪ Staff and students have actively participated in appropriate professional development such as the GRIP conference. ▪ Cross age form groups and events expand in the daily cycle of events in the school day. ▪ School captains, house captains and the SRC working together in planning and delivering significant events to the student body. ▪ DEECD Year 5 to 12 Students Attitudes to School Survey shows annual improvement in the area of 'connectedness to peers', 'school connectedness', and 'student motivation'.
	<p>Third and Fourth Year Actions</p>	<p>Changes in practice and behaviours</p>
	<ul style="list-style-type: none"> ▪ Have a group of student leaders create and deploy a survey that supports students to identify the needs of the College with regard to furthering student voice and leadership development. ▪ Expand the range of opportunities in which students are able to lead events and showcase student achievement. 	<ul style="list-style-type: none"> ▪ Cross age form groups and events become established in the culture of the school. ▪ Student surveys indicate that they feel that their student leaders are responding to their needs and that the structure is providing a constructive avenue for them to exercise their voice.

<p>Implement a comprehensive whole school approach to issues of student absence – the DEECD ‘Every Day Counts’ initiative.</p> <p>Improve transition processes at key stages of development i.e. Kindergarten to Foundation, Year 4 to Year 5, Year 8 to Year 9 and Year 12 to further study and careers.</p>	<p>First and Second Year Actions</p> <ul style="list-style-type: none"> ▪ Staff leadership group to examine the strategies in the DEECD ‘Every Day Counts’ initiative and identify strategies and programs that best suit the College in tackling student absence rates. ▪ Involve the student leadership group in developing rewards and recognition for all positive behaviours including consistent school attendance. ▪ Ensure individuals with consistent absences are identified early and supported to return to school through school and family cooperation. ▪ Review current transition programs and processes, identify areas for improvement and implement new or expanded programs. ▪ Use moderation of student work during professional learning teams as an avenue to alleviate angst in students on moving across significant stages of schooling e.g. Years F-4 to Years 5-8. ▪ Continue to support significant a time allowance for the management of work experience, student career development and transition to tertiary studies. ▪ Strategies for succession planning in the careers area is implemented to cater for student demand in this area. 	<p>Changes in practice and behaviours</p> <ul style="list-style-type: none"> ▪ Specific activities from the ‘Every Day Counts’ initiatives are adopted across the school. ▪ Student absence rates consistently improve across all year levels. ▪ All staff utilising the e-attendance roll marking program for accurate records of student attendance. ▪ Transition programs have been reviewed and updated. ▪ Moderation of student work in professional learning teams to improve student engagement. ▪ On Track Data indicates that all students that leave Corryong College have meaningful pathways including employment, university, apprenticeship and trainee options.
	<p>Third and Fourth Year Actions</p> <ul style="list-style-type: none"> ▪ Consolidate the new strategies adopted from the DEECD ‘Every Day Counts’ initiative. ▪ Consolidate any new transition programs and processes, identify further areas for 	<p>Changes in practice and behaviours</p> <ul style="list-style-type: none"> ▪ Staff are consistently using strategies from the ‘Every Day Counts’ initiative in their approach to teaching and with dealing with students outside the classroom.

	<p>improvement and implement new or expanded programs.</p> <ul style="list-style-type: none"> ▪ Consolidate the roles of work experience, careers and transition to work and further studies. ▪ Survey students on their perception of support in subject and career pathway selection during secondary school. 	<ul style="list-style-type: none"> ▪ Student absence rates reduce to 15 days across all year levels. ▪ Student feedback indicates that students feel they have been supported in their pathway selection during their education at Corryong College.
<p>Identify and support key leadership positions in the school which address teaching and learning practices that specifically address stimulating learning and teacher effectiveness.</p> <p>Work in partnership with students and parents to better understand exemplary teaching practices and curriculum through targeted information sessions, the development of the Learning Management System and the introduction of the Bring Your Own Device program.</p> <p>Provide teachers with feedback on their capacity to improve student outcomes through the Performance and Development process and through classroom observations by strategically selected personnel.</p>	<p>First and Second Year Actions</p> <ul style="list-style-type: none"> ▪ Appoint suitable staff to undertake leadership positions in the areas of stimulating learning and teacher effectiveness. ▪ Support team leaders by guiding them to suitable professional development and through data analysis and a suitable school response during leadership meetings. ▪ Use the Classroom Teaching Techniques, the New Pedagogies for Deep Learning, the Learning Management System and the introduction of the netbooks at Years 5 to 12 as an avenue to address stimulating learning and teacher effectiveness. ▪ Develop staff capacity to consistently deliver stimulating lessons through mentoring and peer feedback sessions. ▪ Recently retired staff members to provide feedback to staff on their teaching through classroom observations. ▪ Develop staff capacity to produce differentiated learning activities that 	<p>Changes in practice and behaviours</p> <ul style="list-style-type: none"> ▪ Professional learning teams meeting on a regular basis to discuss student data and developing strategies for whole school improvement. ▪ Leadership meetings focus on data analysis and strategic planning. ▪ Staff are using strategies from the Classroom Teaching Techniques, New Pedagogies for Deep Learning and the use of the netbooks to make their classes more stimulating. ▪ Staff are collecting student feedback on stimulating learning and the effectiveness of their teaching to reflect on current practice. ▪ Staff are producing differentiated learning activities and producing and implementing ILIPS for students at risk or requiring extension. ▪ Evidence collected through the performance and development process, student surveys and classroom observation show attempts by teachers to make classes more stimulating. ▪ DEECD Year 5 to 12 Students Attitudes to School Survey shows annual improvement in the area of 'connectedness to peers', 'school

	cater for the range of student abilities in their class.	connectedness', and 'student motivation'. <ul style="list-style-type: none"> ▪ DEECD Year 5 to 12 Students Attitudes to School Survey shows annual improvement in the area of 'stimulating learning', 'teacher effectiveness', and 'student motivation'.
	Third and Fourth Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> ▪ Consolidation in the use of the programs implemented in the first two years and any new initiatives that are identified as worthwhile in addressing stimulating learning and teacher effectiveness. ▪ Continue to use recently retired staff members to observe teaching practice and provide feedback. 	<ul style="list-style-type: none"> ▪ Staff are embedding strategies from the Classroom Teaching Techniques, New Pedagogies for Deep Learning and the use of the netbooks to make their classes more stimulating. ▪ Evidence collected through the performance and development process, student surveys and classroom observation indicate teachers are using an array of strategies to make classes more stimulating. ▪ DEECD Year 5 to 12 Students Attitudes to School Survey are in the 4th quartile in the area of 'stimulating learning', 'teacher effectiveness', and 'student motivation'.
Key Improvement Strategies (KIS across the 4 outcomes areas) Wellbeing	Actions	Achievement Milestones (Changes in practice and behaviours)
Identify and support key leadership positions	First and Second Year Actions	Changes in practice and behaviours

<p>in the school which address improving student relationships.</p>	<ul style="list-style-type: none"> ▪ Appoint suitable staff to undertake leadership positions in the areas of student relationships and general wellbeing. ▪ Appoint suitable staff to run appropriate programs and to address student needs in the wellbeing area. ▪ Support team leaders by guiding them to suitable professional development and through data analysis and a suitable school response during leadership meetings. 	<ul style="list-style-type: none"> ▪ Leadership team meeting on a regular basis to discuss student data and developing strategies for whole school improvement. ▪ Strategies for addressing school concerns and data are developed.
	Third and Fourth Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> ▪ Investigate alternate, exemplary, wellbeing approaches. ▪ Use this research to develop a plan that highlights opportunities for improvement and build upon the strengths of the current approaches. 	<ul style="list-style-type: none"> ▪ Data and research discussed at leadership/wellbeing meetings to discuss different approaches to wellbeing. ▪ New strategies implemented.
<p>Introduce programs that enable students to influence their environment in a positive way and which will increase their capacity to make better relationships with their peers.</p> <p>Consolidate and expand the current house based home group approach to student wellbeing and recognition of achievements.</p>	First and Second Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> ▪ Develop students' capacity to understand and reflect on their own personal and social capabilities through the Kids Matter and Blue Earth programs at Years Foundation to Year 6. ▪ Appoint suitable staff to plan and run appropriate programs that increase the capacity of students to lead significant events in the school calendar. ▪ Involve students in developing rewards and celebrations for all positive behaviours and contributions to school life. 	<ul style="list-style-type: none"> ▪ Staff are consistently implementing the Kids Matter and Blue Earth programs. ▪ Students' capacity to organise exemplary programs that recognise student achievements shows improvement over time. ▪ Feedback from families about the level of satisfaction with the opportunities made available to students for leadership shows improvement. ▪ DEECD Parent Opinion Survey, in the areas of 'connectedness to peers', 'social skills' and 'school connectedness' demonstrates annual improvement. ▪ DEECD Year 5 to 12 Students Attitudes

		to School Survey shows annual improvement in the area of 'connectedness to peers', 'school connectedness', and 'student motivation'.
	Third and Fourth Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> ▪ Review the way students are recognised for their achievements to include a broader range of students. ▪ Effectively communicate with our school community the wellbeing approaches used to best support our students. ▪ Effectively communicate with our school community the programs our staff and students have developed to improve relationships between peers. 	<ul style="list-style-type: none"> ▪ DEECD Year 5 to 12 Students Attitudes to School Survey continues to show annual improvement in the area of 'connectedness to peers', 'school connectedness', and 'student motivation'. ▪ DEECD Parent Opinion Survey, in the areas of 'connectedness to peers', 'social skills' and 'school connectedness' is above the state mean. ▪ An annual school based survey demonstrates a decrease in the number of behavioural incidents and bullying incidents occurring across the school.
<p>Improve the effectiveness and consistency of the current approaches to behavior management through our Whole School Management plan.</p> <p>Develop follow up surveys to the Student Attitudes to School Survey to further understand student concerns in wellbeing and implement corresponding programs that address these concerns.</p>	First and Second Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> ▪ Use existing processes to improve our Whole School Student Management Program and build upon the strengths of our current approaches and increase consistency of implementation across the school. ▪ Follow up with parents regarding their level of satisfaction with the treatment of behaviour management in the school. ▪ Follow up with students regarding their level of satisfaction with the way teachers respond to classroom behaviour and student safety. 	<ul style="list-style-type: none"> ▪ Staff are consistently implementing the school endorsed whole school student management process. ▪ Feedback from parents about the level of satisfaction with the behaviour management process has been sought. ▪ Feedback from students about the level of satisfaction with the behaviour management process has been sought. ▪ DEECD Year 5 to 12 Students Attitudes to School Survey shows annual improvement in the area of 'classroom behaviour', and 'student safety'.

	<ul style="list-style-type: none"> ▪ Timely communication with parents following the use of the Whole School Student Management Plan. 	<ul style="list-style-type: none"> ▪ DEECD Parent Opinion Survey, in the areas of 'behaviour management', and 'student safety' demonstrates annual improvement. ▪ DEECD Staff Opinion Survey in 'collective efficacy', 'collective responsibility', 'staff trust in colleagues', and 'teacher collaboration' show continual improvement.
	Third and Fourth Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> ▪ Review existing processes to improve our whole school student management program in light of the feedback received through parent and student surveys. 	<ul style="list-style-type: none"> ▪ Reviewed whole school student management process consistently implemented by all teachers across the school. ▪ DEECD Year 5 to 12 Students Attitudes to School Survey shows annual improvement in the area of 'classroom behaviour', and 'student safety'. ▪ DEECD Staff Opinion Survey in 'collective efficacy', 'collective responsibility', 'staff trust in colleagues', and 'teacher collaboration' show continual improvement.
Key Improvement Strategies (KIS across the 4 outcomes areas) Productivity	Actions	Achievement Milestones (Changes in practice and behaviours)
Identify and support key leadership positions in the school which address improving student relationships and student learning.	First and Second Year Actions	Changes in practice and behaviours
Implement professional learning teams to build teacher capacity to collect and use data	<ul style="list-style-type: none"> ▪ Appoint suitable staff to undertake leadership positions in the areas of learning, student wellbeing and engagement. ▪ Develop the skills and understanding of 	<ul style="list-style-type: none"> ▪ The focus of the professional learning teams is strongly centred on using and interpreting data and on developing strategies to improve student learning. ▪ DEECD Staff Opinion Survey in

<p>to identify and teach to each student's point of learning.</p>	<p>our leading teachers in collecting, analysing and using data to improve learning opportunities during professional learning teams.</p> <ul style="list-style-type: none"> Support team leaders by guiding them to suitable professional development and through data analysis and a suitable school response during leadership meetings. Review job descriptions, roles, processes and procedures that support quality planning, professional development, decision making and teaching and learning. 	<p>'collective responsibility', 'collective focus on student learning', 'collective collaboration' and 'teacher collaboration' show continual improvement.</p> <ul style="list-style-type: none"> School has clear job descriptions, roles, processes and procedures for all staff to access when applying for a position or carrying out a role.
	<p>Third and Fourth Year Actions</p>	<p>Changes in practice and behaviours</p>
	<ul style="list-style-type: none"> Review and enhance staff's understandings of what an effective leading teacher does to improve student learning, wellbeing and engagement. Continue to provide support for leading teachers in a variety of forums to enhance the practice of their professional learning teams on a regular basis. 	<ul style="list-style-type: none"> The focus of the professional learning teams continues to be centred on using and interpreting data and on developing strategies to improve student learning. DEECD Staff Opinion Survey in 'collective responsibility', 'collective focus on student learning', 'collective collaboration' and 'teacher collaboration' is at or above that of all pri/sec schools.
<p>Enhance accountability practices that result in sustained improvement and foster personal and professional growth.</p> <p>Provide teachers with feedback on their capacity to improve student outcomes through the Performance and Development process and through classroom observations by strategically selected personnel.</p>	<p>First and Second Year Actions</p>	<p>Changes in practice and behaviours</p>
	<ul style="list-style-type: none"> Align our current annual performance and development review process with the DEECD performance and development guidelines (i.e. focus on continuous and sustained improvement supported by evidence). Develop the capacity of staff to align with school goals and consequently improve their professional practice, using a variety of evidence to measure their 	<ul style="list-style-type: none"> Performance and development plans have a strong alignment with DEECD and school priorities. Staff capacity to set goals and identify and implement strategies has been enhanced through the support offered by their mentor and professional development team. Staff show greater responsibility for the provision of evidence, including the use

	<p>success.</p> <ul style="list-style-type: none"> ▪ Build the capacity of staff to reflect on their effectiveness in implementing exemplary practices through mentoring, peer observations and during staff and professional learning team meetings. 	<p>of colleagues to provide feedback when demonstrating their success in reaching their goals.</p> <ul style="list-style-type: none"> ▪ DEECD Staff Opinion Survey in 'collective responsibility', 'collective focus on student learning', 'collective collaboration' and 'teacher collaboration' show continual improvement.
	Third and Fourth Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> ▪ Review the annual performance and development review process to ensure it continues to focus on continuous and sustained improvement supported by evidence. ▪ Further develop the capacity of staff to align with school goals and consequently improve their professional practice, using a variety of evidence to measure their success. ▪ Continue to support staff to reflect on their practices through peer observations and during staff and professional learning team meetings. 	<ul style="list-style-type: none"> ▪ Performance and development plans continue to show a strong alignment with DEECD and school priorities. ▪ Staff show best practice in setting goals and in identifying and implementing strategies in their performance and development plans. ▪ Staff show best practice in their responsibility for the provision of evidence, including the use of colleagues to provide feedback when demonstrating their success in reaching their goals.
Work in partnership with staff, students and parents to successfully implement the Learning Management System and the introduction of the Bring Your Own Device program.	First and Second Year Actions	Changes in practice and behaviours
	<ul style="list-style-type: none"> ▪ Review the current netbook program and student access to computers across the school with the intention of all students at years 5 to 12 entering into a bring your own device program. ▪ Increase staff capacity to integrate the Learning Management System with day to day lesson delivery and planning. ▪ Support staff in the integration of the netbooks in the normal learning program through targeted professional 	<ul style="list-style-type: none"> ▪ Regular professional development is provided targeting effective use in the Learning Management System and netbooks. ▪ Staff show greater confidence in integrating the Learning Management System and netbooks into their lesson delivery. ▪ DEECD Staff Opinion Survey in 'renewal of knowledge and skills', 'applicability of professional learning', and 'collective

	<p>development.</p> <ul style="list-style-type: none"> ▪ Provide opportunities for families to engage in information sessions on the introduction of the Learning Management System and the netbook program. 	<p>focus on student learning' show continual improvement.</p>
	<p>Third and Fourth Year Actions</p>	<p>Changes in practice and behaviours</p>
	<ul style="list-style-type: none"> ▪ Consolidate the Year 5 to 12 bring your own device netbook program. ▪ Further develop staff capacity to integrate the Learning Management System as a learning tool across the school. ▪ Continue to provide opportunities for families to engage in information sessions on the introduction of the Learning Management System and the netbook program. 	<ul style="list-style-type: none"> ▪ Staff are confident and proficient in the use of the Learning Management and in integrating the netbooks into the learning program. ▪ DEECD Staff Opinion Survey in 'renewal of knowledge and skills', 'applicability of professional learning', and 'collective focus on student learning' show continual improvement. ▪ DEECD Parent Opinion Survey, in the areas of 'school improvement', 'school connectedness', 'stimulating learning' and 'student motivation' demonstrates significant improvement.