

School Strategic Plan for Lavers-Hill P-12 College South Western Victoria region 2015-2018

<p>Endorsement by School Principal</p>	<p>Signed</p> <p>NameAndrew Kohane.....</p> <p>Date</p>
<p>Endorsement by School Council</p>	<p>Signed</p> <p>NameAdi Gilbert</p> <p>Date</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>

School Profile

Purpose – including vision statement	<p>Our mission is to enable curious minds to excel in a vibrant and inclusive learning community.</p>
Values	<p>The values of Lavers Hill K-12 College are demonstrated by the following shared expectations and behaviours:</p> <ul style="list-style-type: none"> • Respect • Integrity • Humour • Equality • Resilience
Environmental Context	<p>The College participated in a School Review (Priority Review) in October 2014. The current Strategic Plan has primarily developed from recommendations and discussions arising from that review. There was a strong belief at the College, echoed through the Review process, that the majority of work that should be undertaken over the next four years should build on and further challenge us in the work already underway.</p> <p>The Lavers Hill K-12 College is a most welcoming rural College located on the Great Ocean Road and set in the Otway Ranges in close vicinity to the sea. The College is set in extensive landscaped gardens and grounds. Excellent recreational and sporting facilities are provided including basketball and netball courts, a fully equipped gym, a gymnasium and a heated indoor swimming pool. A high proportion of students attending the Lavers Hill College are bus travelers. Three buses bring students from a range of surrounding locations.</p> <p>We offer an enriching variety of programs to develop students learning and social potential. A flexible and adaptable K-12 program is offered at Lavers Hill. We have 11 students in the Pre-school which is located onsite and 55 students enrolled at Lavers Hill.</p> <p>We have a campus based in Colac that operates under the Lavers Hill K-12 College umbrella that runs re-engagement programs called 'Turning Point' and 'Ignition Point'. There is an Assistant Principal employed at this campus to assist with the day to day operation of both the programs.</p> <p>Turning Point is a pathways based program for students in Year 10-12 students. Turning Point has been in operation for the past 4 years and student numbers have been building over this time. Currently we have 44 students enrolled in this program.</p> <p>Ignition Point is a new program in 2017 and has been developed in collaboration with Colac schools to re-engage students in years 7-9 as this was identified as a need by the community. Currently we have 6 students enrolled and the program is beginning to build.</p> <p>All students have access to outstanding classroom facilities, which are well maintained and well presented. All rooms have access to modern technologies, which are used creatively by students to expand and enhance the teaching and learning experience. Currently there are thirty-four staff employed across the two campuses of the college. This comprises of Administration, Education Support, Groundsmen and Teaching Staff. The College has a strong pastoral care focus and we operate small classes enabling strong connections between teachers and students. Students have individual learning plans, which are regularly reviewed by teachers, students and parents.</p> <p>We have an excellent breadth of curriculum, including strong VCE, VCAL, and VET programs, and MIPS to support senior student transitions. Technology is used extensively to provide links to courses and subjects that are delivered by staff offsite.</p> <p>The Compass and Duke of Edinburgh programs are offered to all secondary students with a focus on leadership and encouragement for students to take individual responsibility for their learning. Student leaders take an active part in the life of the College and are given the opportunity of representing their College in the wider community.</p> <p>Lavers Hill K-12 College has significant community involvement and has the potential to be the hub of the local community. The College has Joint Use Agreements with Colac Otway Shire for our gymnasium and pool. We house the Otway Light newspaper, which strengthens our community involvement and community communication. The College hosts a range of adult learning programs include a 3 year involvement with South West TAFE.</p>

	<p>The College is developing an Outdoor, Leadership, Wellbeing, Arts and Environmental Learning Programs for Victorian and International students. We have explored a range of models for a 'Country Centre' and 'Outdoor Learning Camp' that is based at the College and connects students with the 'Great Ocean Walk', the 'Otway Fly' and Environmental Learning Centres in the Otways.</p>
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Strategic Intent

	Goals	Targets	Key Improvement Strategies
Achievement	<p>Build School Leadership capacity</p> <p>To establish Lavers Hill College as an effective Professional Learning Community which will increase the quality, effectiveness and consistency of teaching.</p>	<p>Student outcome measures <u>Triangulated assessment data</u> (including PAT reading and maths) shows that 90% of students have made at least the equivalent of 6 months AusVELS growth by 30 June 2015 and at least 12 months growth by November 2015. The further 10% of students will have specifically developed Learning Plans and will have achieved their growth targets.</p> <p><u>2016 NAPLAN results</u> show for years 3-5; 5-7 and 7-9:</p> <ul style="list-style-type: none"> • Less than 25% student made low growth • At least 25% student made high growth across all domains. <p>Continuing AusVELS growth of 1.0 per year to be achieved for 90% of students and Learning Plans to be in place for all students by 2016</p> <p><u>School Staff Survey</u> increases in 2015:</p> <ul style="list-style-type: none"> • Overall <i>School Climate</i> - from 49% to 54% endorsement, including: <ul style="list-style-type: none"> - Collective efficacy from 39% to 48% - Collective responsibility from 54% to 63% - Academic emphasis from 18% to 34% - Teacher collaboration from 65% to 75% - Collective focus on student learning from 62% to 73% • <i>Professional learning</i> from 59% to 62% endorsement, including: <ul style="list-style-type: none"> - School level support from 47% to 57% - Active participation from 46% to 55% - Professional learning coherence from 62% to 66%. <p><u>School Staff Survey</u> shows an increase from 2014 to 2015: Professional Learning 59% to 62% Shielding and buffering 21% to 33%</p>	<ol style="list-style-type: none"> 1. Strengthen school leadership and collective responsibility for student outcomes. 2. Establish and embed Professional Learning Teams. 3. Establish an agreed Lavers Hill pedagogical framework and an evidence based instructional model that promotes literacy and numeracy achievement. 4. Develop a guaranteed and viable curriculum with scope and sequence across P-10 year levels for all learning areas.

		<p>There is further improvement across all indicators of 10% of the score by 2018.</p> <p>Academic Emphasis and Shielding and Buffering are to be at 50% by 2016.</p>													
Engagement	<p>To foster a culture that enables students to be resilient well-balanced individuals capable of building strong relationships, showing leaderships and contributing to their community, with particular attention to transition points.</p>	<p>Overall school attendance to be at or above 92% across the College and at or above to 90% at each individual year level for 2015 and through until 2018.</p> <p>Retention and Pathways Data is Aligned with Beyond the Bell planning and targets established and achieved.</p> <p><u>Student Attitudes to School</u> data shows that the following indicators have increased to at least the state mean in 2015 and 2016 in Years 5-6 and 7-12:</p> <ul style="list-style-type: none"> • Classroom behaviour • Connectedness to peers • Student safety • Student distress • Student morale • School connectedness <p>Student behaviour, Student morale and Student connectedness' are above mean by 2018.</p> <p>There is a decrease by 10% in student incidents recorded on the college intranet.</p>	<p>5. Develop individual student learning plans, decision making and leadership through enhanced student voice</p>												
Wellbeing	<p>To develop whole school wellbeing model and engagement framework to sustain a calm and orderly environment and build the health and wellbeing needs of all students.</p>	<p>Student, parent and staff surveys indicate increased understanding and valuing of the Student Engagement Framework</p> <p><u>Parent Opinion Survey</u> data shows improvement for 2015 in:</p> <table border="1"> <tr> <td>Student safety</td> <td>4.92 to 5.12</td> </tr> <tr> <td>Classroom behaviour</td> <td>3.25 to 3.45</td> </tr> <tr> <td>Connectedness to peers</td> <td>5.37 to 5.57</td> </tr> <tr> <td>Connectedness to school</td> <td>5.54 to 5.74</td> </tr> </table> <p><u>Parent Opinion Survey</u> data shows improvement from 2015 to 2018 in:</p> <table border="1"> <tr> <td>Student safety</td> <td>5.12 to 5.34</td> </tr> <tr> <td>Classroom behaviour</td> <td>3.45 to 3.75</td> </tr> </table>	Student safety	4.92 to 5.12	Classroom behaviour	3.25 to 3.45	Connectedness to peers	5.37 to 5.57	Connectedness to school	5.54 to 5.74	Student safety	5.12 to 5.34	Classroom behaviour	3.45 to 3.75	<p>6. Develop whole school wellbeing model and engagement framework to sustain a calm and orderly environment and build the health and wellbeing needs of all students.</p>
Student safety	4.92 to 5.12														
Classroom behaviour	3.25 to 3.45														
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Student safety	5.12 to 5.34														
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		Connectedness to peers	5.57 to 5.77	
		Connectedness to school	5.74 to 5.9	
Productivity	To provide effective structures, systems, processes and resources to enable achievement of improved student outcomes.	By 2018 identified priority Programs and Projects will have been completed with to the timely provision of required resources. The Programs and Projects are planned as outlined in 4 Year Planning Template (see attached) See Implementation Plan for more detailed Targets.		7. Develop policies, procedures and systems to optimise communication across the College community and enable the sustainability of College programs and projects.

Key Improvement Strategies (KIS applicable across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Student Learning	2015	<p>Leadership and Professional Learning Teams</p> <ul style="list-style-type: none"> Establish and implement effective whole school leadership structures. Form the Leadership Team and build distributed leadership aligned to clearly defined College roles and AIP goals. Establish and embed effective PLT processes through PLC program Develop PLT leaders' capacity to lead their teams and learning communities. Further progress the work of the School Improvement Team and ownership and realisation by staff of School Improvement targets. Embed teachers professional learning and feedback processes through effective and accountable PDP process Introduce and conduct College based Staff and Student surveys twice a year <p>Curriculum and Assessment</p> <ul style="list-style-type: none"> Review and agree on a whole college Assessment Schedule Introduce PAT testing for all P-10 students to establish benchmarks 	<p>See Implementation Plan for more detailed Targets.</p> <p>By the end of the Strategic Plan period, a college-wide pedagogical framework is in place and consistently implemented in day-to-day teaching and learning.</p> <p>By the end of 2016 all teachers will have a firm understanding of assessment for learning and will consistently implement the agreed assessment schedule.</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> <p>By the end of the strategic plan period the Leadership Team will provide clear and effective strategic leaderships and there will noticeable improvement in distributed leadership across the College.</p>

Key Improvement Strategies (KIS applicable across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
		<p>for further comparison and measurement.</p> <ul style="list-style-type: none"> • Establish the Data wall ensuring it is updated and utilised by all staff to plan for learning • Place all P-10 students on AusVELS learning continuum in literacy and numeracy according to learning growth. • Ensure all students at risk of not making expected learning growth have interventions identified and planned for by the PLT. • Commence development of scope and sequence, viable, guaranteed across year levels for all learning areas P-10. <p>Pedagogical Model: Agreed Approach to Learning & Teaching</p> <ul style="list-style-type: none"> • Establish and embed a Lavers Hill pedagogical framework and an evidence based instructional model and at promotes literacy and numeracy achievement • Establish learning intentions for all units of works and individual lessons with success criteria that are visible and understood by all students. • Establish New Pedagogies program for Middle Years and Project Based Learning using inquiry approach and assessment rubrics. • Develop a sound balance between explicit teaching and student-directed learning activities as evidenced in all planning documents. 	<p>This is evident in regard to feedback data evaluating the work of:</p> <ul style="list-style-type: none"> • The Leadership Team • PLT leadership and • School Improvement Teams
	2016	<p>Leadership and Professional Learning Teams</p> <ul style="list-style-type: none"> • Build leadership capacity across all levels of college operations, including building student leadership • Review the ongoing development of the Leadership Team, SIT, PLTs and continue to embed the College as a Professional Learning Community. 	<p>Monitor and embed Implementation Plan Targets for 2016</p> <p>Improved whole staff understanding of the College Pedagogical Framework.</p> <p>Improved curriculum provision and enhanced opportunities for students to learn.</p>

Key Improvement Strategies (KIS applicable across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
		<ul style="list-style-type: none"> Actively analyse data generated by College based Staff and Student and link feedback data to PDP process. <p>Curriculum and Assessment</p> <ul style="list-style-type: none"> Review and further develop the whole college Assessment Schedule Align PAT testing with On Demand, Naplan to provide more reliable AusVels assessments Adapt the Data wall ensuring it is updated and utilised by all staff to plan for learning Embed the Rubicon Atlas curriculum mapping system for the College and make accessible clear scope and sequences for all subject areas. <p>Pedagogical Model: Agreed Approach to Learning & Teaching</p> <ul style="list-style-type: none"> Review and further develop the Lavers Hill pedagogical framework. Apply Pedagogical Practice rubric to ensure learning intentions and success criteria are visible, understood and actively used by all students. Develop effective network of NPDL programs sharing the work of the Middle Years Team. 	Improved staff capacity to utilise and apply data to inform student learning.
	2017	Review and further develop the Implementation Plan Targets	Implementation Plan Targets are progressed for 2017
	2018	Year of Review	Implementation Plan Targets are progressed for 2018
Student Engagement 5. Develop student learning plans with enhanced student voice in decision making.	2015	<p>Student Voice and Leadership</p> <ul style="list-style-type: none"> Strengthen and embed Student Voice forums that are held regularly in each Learning Community. Collaborate the CEP, network schools and the Teach the Teacher model to strengthen the College SRC 	The student body sees the SRC as an effective body. (staff and student survey) All students have documented opportunities and experiences of leadership. (documented in LPs) Learning Plans are visible and accessible for all students.

Key Improvement Strategies (KIS applicable across the three student outcomes areas)	Actions	Achievement Milestones (Changes in practice and behaviours)
	<p>Student Learning Plans</p> <ul style="list-style-type: none"> Complete the work of the SIT team and confirm College developed Learning Plan Template Update and upload Learning plans for every student. All teachers develop shared goals and actions for each student. <p>Attendance</p> <ul style="list-style-type: none"> Develop a comprehensive School Attendance Improvement project Communicate effectively to the college community on the importance of regular attendance by students and active involvement by parent 	<p>Learning Plans are supported by clear agreed processes and mentoring program.</p> <p>Learning Plans are established for all students</p> <p>Policies and practices on student attendance will be documented and aligned and noticeable improvements in attendance will be tracked.</p>
	<p>2016 Consolidation and implementation</p> <p>Student Voice and Leadership</p> <ul style="list-style-type: none"> Review and consolidate the work of regular Student Voice forums in each Learning Community. Further strengthen the College SRC through active consultation of students in regard to Learning Programs <p>Student Learning Plans</p> <ul style="list-style-type: none"> Review and further develop the College Learning PlanTemplate Build student ownership of their Learning Plans <p>Attendance</p> <ul style="list-style-type: none"> Strengthen student support groups and learning planning to sustain improvements in Attendance data 	<p>A culture with regular and valued input from students is established</p> <p>Increased opportunities and experiences of leadership. (documented in LPs) Learning Plans are visible and accessible for all students.</p> <p>Learning Plans are supported by clear agreed processes and partners to the plans</p> <p>Student Support Groups are in place for all students will low attendance</p>
	<p>2017 Monitor and embed implementation of student voice, leadership initiatives, learning plans and attendance</p>	
	<p>2018 Year of Review</p>	

Key Improvement Strategies (KIS applicable across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Wellbeing 6. Develop whole school wellbeing model and engagement framework to sustain a calm and orderly environment and build the health and wellbeing needs of all students.	2015	Student Engagement Framework <ul style="list-style-type: none"> • Build teacher capacity to engage students and manage classrooms effectively. • Build leaders capacity to coach staff in regard to effective implementation of the SEF. • Establish College based Student Survey on Teacher Practice The College Wellbeing Team <ul style="list-style-type: none"> • Review and develop the College Wellbeing Plan • 'Develop an effective Wellbeing Team in partnership with relevant community stakeholders. • Establish regular SSG meetings and Behaviour Plans as required • Support students to access Mental Health Plans as required • Provide counselling support to students at the College • Ensure the Chaplaincy program provides high-level pastoral care for all students with a focus on vulnerable students • Apply for funding for programs that support the College Wellbeing Plan. (Resilience Funding for 2015) 	<p>By the end of the Strategic Plan period there will be a documented and agreed approach to student management and welfare that is being implemented effectively by all staff.</p> <p>The SIT Team successfully transitions the monitoring and embedding of the student engagement framework to the Wellbeing Team.</p> <p>Improved teacher capacity to engage students and manage classrooms is apparent in College based Student Survey on Teacher Practice (see targets following first survey)</p> <p>A systematic, well resourced and preventative approach to wellbeing issues is in place.</p> <p>Student survey data <u>Student Attitudes to School</u> data shows that the following indicators have increased to at least the state mean in 2015 and 2016 in Years 5-6 and 7-12:</p> <ul style="list-style-type: none"> • Classroom behaviour • Connectedness to peers • Student safety • Student distress • Student morale • School connectedness <p>Student behaviour, Student morale and Student connectedness' are above mean by 2018.</p>
	2016	Monitor and embed implementation of the student engagement framework.	Students will have access to individual and family support through the Chaplaincy and Counselling programs.
	2017	Review and develop the student engagement framework	

Key Improvement Strategies (KIS applicable across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
	2018	Year of Review	

<p>Productivity</p> <p>7. Develop policies, procedures and systems to optimise communication across the College community and enable the sustainability of College programs and projects.</p>	2015	<p>Strengthen College Council committees and Staff teams and establish clear roles to manage the identified priority Programs and Projects</p> <p>College Facilities are fit for purpose and planning is in place for effective maintenance over the course of the Strategic Plan.</p> <p>Review and develop strategic plan for IT systems across the College</p> <p>Researched and develop the LH Outdoor Learning Program with key stakeholders and in line with College Council planning.</p> <p>Ensure the development of an effective PLT for Turning Point. Review TP budgets and plan for the financial sustainability of the program</p> <p>Review and progress College Policies – Following VRQA review in 2014 complete the first cycle of policy review and feedback with College council and community.</p> <p>Ensure financial planning is put in place by the College Buildings and Finance Committee to fund required</p>	<p>By 2018 identified priority Programs and Projects will have been completed due to the timely provision of required resources.</p> <p>The Programs and Projects are planned as outlined in 4 Year Planning Template (see attached)</p> <p>IT Strategic plan is completed and provision for increased bandwidth secured. The Community IT centre is established</p> <p>Research and pilot phase of LH Outdoor Learning Program is successfully completed. Business plan is developed and funding applications progressed.</p> <p>All VRQA requirements in regard to establishment of the new Turning Point Campus are reviewed and in place. The sustainability of the campus is secured.</p> <p>College Polices are developed and reviewed as required.</p> <p>Ensure all OHS and maintenance schedules and procedures are in place.</p>
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	<p>improvements to fire safety systems, roofing and buses is approved and managed by the</p> <p>Promote The Cliff Young Community Gym and Pool with local and regional communities. Develop programs including: health, fitness, yoga, dance and wellbeing.</p> <p>Complete the College Handbook and Teaching and Learning Model.</p> <p>Progress Workforce planning to ensure the financial sustainability of the College and provision of best practice teaching aligned to the College's teaching model.</p>	<p>The Cliff Young Community Gym and Pool centre is refurbished and fit for purpose. The centre's programs are promoted and ensure financial sustainability</p> <p>There is a clear and communicated vision of future planning for the College based on the agreed College Handbook and Teaching and Learning Model.</p> <p>The 2015-16 College Budget is in surplus on both the Credit and Cash sides</p>
2016	See Progressions of each Program and Project In attached 4 year Planner	Review of milestones as outlined in the 4 Year Planner
2017	See Progressions of each Program and Project In attached 4 year Planner	Review of milestones as outlined in the 4 Year Planner
2018	Year of Review	Review of milestones as outlined in the 4 Year Planner