



**School Strategic Plan  
Alamanda K-9 College 5528  
2015-2018**

**VISION:**

Alamanda College aspires to create a challenging learning environment that develops young people with active minds and ethical spirits who will be able to contribute wisdom, compassion, empathy, integrity and leadership in the global society of which they will all be members.

**MISSION:**

Alamanda College has high expectations of all students. We encourage them to strive to achieve their greatest potential and to make a positive contribution to a diverse and ever changing local and global society.

We seek to provide a challenging education in a safe, supportive environment. We will strive to build positive relationships within a learning, caring and inclusive school community in order to achieve the best possible educational experience for each student.

The ultimate aim is to develop personal qualities and attitudes that will enable students to face the challenges of the future with confidence.

**OUR MOTTO:**

*dare to be wise*  
Inspire, Shine, Create

**ENDORSEMENTS**

<b>Endorsement by School Principal</b>	Signed..... Name.....Lyn Jobson..... Date.....
<b>Endorsement by School Council</b>	Signed..... Name.....Jason Rowe..... Date.....  School Council President's endorsement represents endorsement of School Strategic Plan by School Council
<b>Endorsement by the delegate of the Secretary</b>	Signed..... Name..... Date.....



Department of Education and Early Childhood Development

## SCHOOL PROFILE

Alamanda K-9 College is located in the growth corridor of Point Cook. Alamanda K-9 College strives to be internationally minded, and provides a supportive, nurturing and challenging learning environment, with high expectations for student success.

The school's philosophy is based on the International Baccalaureate. The College delivers the Primary Years Programme from Prep to Year 6, with the intention that the Middle Years Programme will be implemented for Year 7, 8 and 9 students by 2016. Our aim is to develop inquiring, knowledgeable young people who are life long learners, great thinkers and problem solvers.

There is a strong focus on professional development for all staff, which includes an emphasis on building leadership capacity and implementation of best teaching practice. The McRel and Marzano research-based instructional strategies are utilised across the school to ensure that teaching practices are purposeful, and are proven to have a high impact on student learning. Alamanda K-9 College is a 1-to-1-iPad school, and uses technology as a resource to engage students in their learning, and to meet their individual needs. In embracing the school motto, "Dare to be Wise", we develop our intellectual and physical capabilities whilst displaying our moral convictions through actions.

### Purpose

Alamanda College is structured into two sub-schools:

Junior School - Prep to Grade 6  
Middle School - Years 7 - 9

Each school has an Assistant Principal and Head of School to ensure that the school has a focus on each and every learner. The priority of the school is the student.

Alamanda K9 College is a candidate school in the Primary Years Programme and Middle Years Programme in the International Baccalaureate Organisation, and is working towards becoming an authorised PYP school. As we are associated with the International Baccalaureate (IB) staff at Alamanda College follow the IB's Mission Statement.

### IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### Values

Alamanda College aspires to create a challenging learning environment that develops young people with active minds and ethical spirits who will be able to contribute wisdom, compassion, empathy, integrity and leadership in

the global society of which they will all be members. The IB PYP attitudes and learner profile underpin this work across the school.

### IB attitudes

**Appreciation** - Appreciating the wonder and beauty of the world and its people

**Commitment** - Being committed to their learning, persevering and showing self – discipline and responsibility

**Confidence** - Cooperating, collaborating and leading or following as the situation demand

**Creativity** - Being creative and imaginative in their thinking and in their approach to problems and dilemmas

learning and of the world, its people and cultures

**Empathy** - Imaginatively projecting themselves into another's situation, in order to understand his or her thoughts, reasoning and emotions

**Enthusiasm** - Enjoying learning

**Independence** - Thinking and acting independently, making judgments based on reasoned principles and being able to defend your judgments

**Integrity** - Having integrity and a firm sense of fairness and honesty

**Respect** - Respecting themselves, others and the world around them

**Tolerance** - Feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others.

### IB learner profile

**Inquirers** - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** - They explore concepts, ideas and issues that have local and global significance. In so doing they acquire in – depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

**Communicators** - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** - They act with integrity and honesty, with a strong sense of fairness, Practice and respect for the dignity of the individual, groups and communities. They take responsibility for their actions and the consequences that accompany them.

**Open – Minded** - They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

**Caring** - They show empathy, compassion and respect

towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and the environment.

**Risk – takers-** They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced-** They understand the importance of intellectual, physical and emotional balance to achieve personal well being for themselves and others.

**Reflective-** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

with the development of our local area. Alamanda K-9 College has a high proportion of students with English as an additional language.

Alamanda K-9 College is located in the south side of Sneydes road, Point Cook. Residents of Alamanda are from a mid to high socio economic background. Most two-parent families have both parents working. This is a diverse and multi-cultural community with 93 different nationalities represented. The school is in a growth corridor to the west of the Melbourne city centre. The homes have been newly established within the Alamanda estate, with community facilities such as the clubhouse, gymnasium and a cafe supporting the immediate population.

Student cultural backgrounds include: South African, Indonesian, Indian, Malaysian, New Zealand, Dutch, Greek, English and Australian.

Our staff cultural and linguistic backgrounds include: Australian, Chinese, Italian, Armenian, South African, Greek, English, Scottish and Canadian. The school provides Mandarin as an additional language as a large percentage of students are of a Chinese background.

### Environmental Context

2013 was Alamanda K-9 College's inaugural year, commencing with 371 enrolled students. The College experienced significant student growth throughout the school year and currently has an enrolment of 1180 students. We anticipate that this growth rate will continue

## STRATEGIC DIRECTION

	Goals	Targets	Key Improvement Strategies
<b>Achievement</b>	<p>To improve student achievement at each level across the school in Literacy, Numeracy, and all other discipline areas through a rigorous inquiry approach.</p> <p>To provide rigorous and differentiated curriculum and teaching and learning experiences to cater for individual learning needs that prepare students for future academic/career pathways.</p>	<p>100% of students from prep to year 9 to achieve at or above the expected AUSVELS &amp; NAPLAN (score of C) in all learning areas by 2018.</p> <p>75% of students from prep to year 9 to achieve above the expected AUSVELS &amp; NAPLAN (score of B or A/ Two top NAPLAN bands) in all learning areas by 2018.</p> <p>100% of students achieving above the expected AUSVELS &amp; NAPLAN (score of B or A/ Two top NAPLAN bands) to show more than 14 months growth in a 12 month period by 2018.</p> <p>100% of students achieving at or below the expected AUSVELS &amp; NAPLAN (score of C,D or E) to show more than 14 months growth in a 12 month period by 2018.</p> <p>100% of students showing growth through pre and post testing (measuring effect size using ZPD) by 2018.</p>	<p>Build the instructional knowledge and capacity of every teacher so that there is consistency and high quality practice across the school, through CITW and HBDI.</p> <p>2. To continue to implement a whole school approach to teaching &amp; learning through building teacher practice and documents such as POI and Literacy &amp; Numeracy scope and sequences.</p> <p>3. Maintain and strengthen Professional Learning Teams across the school.</p> <p>Embed a whole school approach to assessment and use of data for evidence.</p> <p>Develop a redemption program in the secondary school to support student academic achievement.</p> <p>Establish strong KLA teams with aligned goals to strategic plan and annual implementation plans.</p>

	Goals	Targets	Key Improvement Strategies
<b>Engagement</b>	<p>To improve students' confidence and engagement in their learning.</p> <p>To provide a stimulating learning environment that encourages higher levels of student cognitive engagement, independence, deep thinking and self directed inquiry.</p>	<p>Improve teaching and learning variables from the Attitude to School Survey to at or above the 75th percentile by 2018.</p> <p>100% of teachers to demonstrate high level of teacher engagement in staff survey modules (particularly collective efficacy and collective responsibility, collective focus on learning, school climate, teaching and learning and professional development of school staff) by 2018.</p> <p>100% of students using continua to set goals and 100% of students responding positively (4 or above) on the Attitudes to School Survey in the area of Teaching and Learning: stimulating learning, learning confidence, student motivation and teacher effectiveness by 2018.</p> <p>100% of students (including students with additional needs) to transition between year levels with a suite of data to support effective handover by 2018.</p>	<p>To continue to build teacher capacity to ensure a guaranteed and viable curriculum is being created and delivered (through training in CITW and HBDI)</p> <p>Ensure a whole school process for setting challenging goals and effective feedback for every student and teacher.</p> <p>Effectively manage transitions from kindergarten to prep, year level to year level &amp; primary school to secondary school, including a whole school transition and handover process for students with additional needs.</p> <p>Building a strong KLA structure for teachers and PLCs</p> <p>Using learning continuums for all students in Numeracy and Literacy.</p> <p>Develop interdisciplinary programs and establish an extra-curricular program (period 7) to improve student engagement.</p> <p>Embedding ATL skills into all lessons and planning documents. (MYP)</p> <p>Students are engaged in a safe schools coalition.</p> <p>All students engaged in respectful relationships and interactions with all members of the school community.</p> <p>ATSS reflects a successful transition experience from year to year.</p> <p>All secondary teaching staff have attended professional development opportunities for student goal setting and curriculum development. (CITW – Creating the Environment for Learning)</p> <p>Each home group has been assigned a mentor teacher.</p> <p>A pastoral care program, that includes managed individual pathways and 'Approaches to Learning' skills, (communication, social, self-management, research and thinking) has been established.</p>

	Goals	Targets	Key Improvement Strategies
<p><b>Wellbeing</b></p>	<p>To develop happy, active, well balanced and resilient students across the school.</p> <p>To improve the children's sense of safety in their local school community.</p> <p>To build student capacity to become more resilient, self-reflective learners and productive locally and globally-minded citizens.</p>	<p>Improve student wellbeing and relationships variables from the Attitude to School Survey (in particular student safety, connectedness to peers and student distress) to at or above the 75th percentile by 2018.</p> <p>90% of students to be absent for 5 days or less throughout the year (as seen in Absence rates data) by 2018.</p> <p>100% of students arriving to the classroom by 8:40am everyday by 2018.</p> <p>Improve data from Parent and School Council Opinion Surveys (in particular in student engagement and student behaviour) to the 75th percentile or above by 2018.</p> <p>75% of students to actively travel to school (data collected through student and parent surveys) by 2018.</p>	<p>To build EQ (social and emotional intelligence capabilities) into the PYP curriculum, including building student resilience through teaching, social and communication skills.</p> <p>To build a safe and orderly environment, including the use of restorative practice.</p> <p>To reduce absenteeism and improve punctuality data amongst the whole school population</p> <p>Develop and implement a whole school cyber safety strategy</p> <p>To improve data from feedback and surveys such as Student Attitudes to School survey, parent opinion survey and school council surveys.</p> <p>Secondary school staff agreements for consistency implemented.</p> <p>ATL skills continue to be embedded into lessons and planning documents.</p> <p>Individual learning plans for students with additional needs have been developed.</p>
<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To build a purposeful professional learning community.</p>	<p>Parent opinion survey to reflect parent input being above the 50th percentile (4th quartile).</p> <p>Staff Opinion Survey to show collective efficacy and collective responsibility above 90%.</p> <p>School Climate summary to show all areas above a score of 700 in the Staff Opinion survey.</p>	<p>Build the leadership team (guiding coalition) to lead improvement across the school.</p> <p>To build the home/school/parent partnership.</p> <p>Targeted use of school resources to meet the learning and wellbeing needs of all students.</p>

## SCHOOL STRATEGIC PLAN 2014-2017: INDICATIVE PLANNER

### Purpose

The purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.

Key Improvement Strategies		Actions	Achievement Milestones
<p><b>Achievement</b></p> <p>Building teacher practice with a focus on consistency of teacher practice( and delivery model CITW) Consistency, alignment, monitoring and professionalism</p>	Year 2015	<ul style="list-style-type: none"> <li>Engage and develop metacognitive practice regarding the PYP/MYP inquiry model and pedagogy including curriculum content knowledge, Classroom Instruction That Works, Habits of Mind and concept driven inquiry.</li> <li>Develop shared agreements and establish goals regarding structures for PLT meetings. Develop a whole school approach to the collection, analysis and understanding of student learning data and its relationship to teacher practice and knowledge.</li> <li>Engage with research based strategies that create the environment for learning and help students develop understanding (MCREL CITW)</li> <li>Engage with and use MCREL Power Walkthrough data to monitor progress and facilitate conversations in PLT's to develop the use of Classroom Instruction that Works strategies and to establish teacher practice goals.</li> <li>Explore and challenge the rigour, and level of differentiation of learning and assessment tasks in all subject areas in the secondary school through the (MYP) concept-based model.</li> </ul>	<ul style="list-style-type: none"> <li>Train teachers in CITW and HOM in stages.</li> <li>100% staff to complete HBDI profile, and to discuss in PLT's.</li> <li>All staff to complete at least 8 Power Walkthroughs in PLT's to gather data and inform teacher practice goals.</li> <li>All new staff trained in Making the PYP Happen.</li> <li>Review of 2015 POI.</li> <li>Naplan and AusVELS data shows more than 12 months growth in all areas.</li> <li>At least 50% of secondary school teachers have attended MYP (Cat 1,2 or 3) workshops.</li> <li>All Secondary school teachers provide evidence of concept-based curriculum planning through the use of the Understanding By Design planner.</li> <li>A secondary staffing induction program has been developed.</li> </ul>
	Year 2016	<ul style="list-style-type: none"> <li>Explore and develop metacognitive practice regarding the PYP/MYP inquiry model and pedagogy including curriculum content knowledge, Classroom Instruction That Works, Habits of Mind and concept driven inquiry.</li> <li>Expand the understandings and structures for PLTs.</li> <li>Expand the understanding of the whole school approach to data and its relationship to teacher practice and knowledge.</li> <li>Explore and develop a shared vocabulary concerning research based strategies that create the environment for learning, help students develop understanding and help students extend and apply knowledge (MCREL CITW)</li> <li>Continue to use MCREL Power Walkthrough data to monitor progress and facilitate conversations in PLT's to develop the use of Classroom Instruction that Works strategies and to monitor and evaluate teacher practice goals.</li> <li>Explore and challenge the rigour, and level of differentiation of learning and assessment tasks in all subject areas in the secondary school through the (MYP) concept-based model.</li> </ul>	<ul style="list-style-type: none"> <li>Train teachers in CITW and HOM in stages.</li> <li>PLT meeting minutes reflect student focussed discussion and student outcomes (QFIC: quality, fidelity, integrity, consistency)</li> <li>Staff PRP goals reflect MCREL Power Walkthrough data from previous year, and reflect the nine high yield strategies.</li> <li>At least 10 PWT's for each staff member over the year.</li> <li>All new staff trained in Making the PYP Happen.</li> <li>Begin to build and reflect on a horizontally and vertically aligned POI. • Naplan and AusVELS data shows more than 13 months growth in all areas.</li> <li>75% of secondary school teachers have attended MYP (Cat 1,2 or 3) workshops.</li> <li>All Secondary school teachers are using the 'Power Walk Thru App.</li> </ul>

Key Improvement Strategies	Year	Actions	Achievement Milestones
	Year 2017	<ul style="list-style-type: none"> <li>• Foster systematic discussions regarding current research and theory on effective schooling, (focus on PYP/MYP pedagogy including curriculum content knowledge, 'Classroom Instruction That Works', HOM and inquiry-based learning. )</li> <li>• Continue to strengthen connections with structures already in place for PLT, whole school approach to data and teacher practice and knowledge.</li> <li>• Understand, know and be able to use the research based strategies that create the environment for learning, help students develop understanding and help students extend and apply knowledge (MCREL CITW)</li> <li>• Use MCREL Power Walkthrough data to monitor and evaluate student and teacher progress.</li> <li>• Focus substantive conversations in PLT's that develop the use of 'creating the environment for learning', helping students develop understanding' and 'helping students extend and apply knowledge'.</li> <li>• Explore and challenge the rigour, and level of differentiation of learning and assessment tasks in all subject areas in the secondary school through the (MYP) concept-based model.</li> </ul>	<ul style="list-style-type: none"> <li>• All remaining staff trained in CITW and HOM.</li> <li>• PRP and PLT goals reflect exploration and implementation of all MCREL nine high yield strategies.</li> <li>• At least 10 PWT's for each staff member over the year – data to be used for improving teacher capacity and teacher practice goals (PRP) and to inform staff professional development.</li> <li>• All new staff trained in Making the PYP Happen.</li> <li>• Complete reflection on POI.</li> <li>• Naplan and AusVELS data shows more than 14 months growth in all areas.</li> <li>• All Secondary school teachers are using the 'Power Walk Thru App'.</li> </ul>
	Year 2018	<ul style="list-style-type: none"> <li>• Monitor and evaluate PYP pedagogy including curriculum content knowledge, HOM and inquiry based learning and 'creating the environment for learning', helping students develop understanding' and 'helping students extend and apply knowledge'</li> <li>• Maintain the focus on structures and goals already in place for PLT, whole school approach to data; teacher practice and knowledge.</li> <li>• Evaluate implementation of instructional classroom delivery model (Classroom Instruction that Works)</li> <li>• Monitor the MCREL Power Walkthrough data to evaluate the use of all Classroom Instruction that Works strategies.</li> <li>• Evaluate of the rigour, challenge and level of differentiation of learning and assessment tasks in all subject areas in the secondary school through the (MYP) concept-based model.</li> </ul>	<ul style="list-style-type: none"> <li>• All new staff trained in CITW.</li> <li>• All new staff trained in Making the PYP Happen and HOM.</li> <li>• PRP and PLT goals reflect all MCREL nine high yield strategies.</li> <li>• Use Power Walkthrough data to evaluate teacher capacity using MCREL high yield strategies.</li> <li>• Begin process of PYP accreditation.</li> <li>• Naplan and AusVELS data shows more than 14 months growth in all areas.</li> <li>• All secondary school teachers have provided evidence of; <ul style="list-style-type: none"> <li>- a rigorous course</li> <li>- documentation that is AC compliant</li> <li>- differentiated learning</li> <li>- reflective of the MYP concepts-based curriculum and instruction.</li> </ul> </li> </ul>
<b>Engagement</b>	Year 2015	<ul style="list-style-type: none"> <li>• Staff and students understand use of continua and goal setting.</li> <li>• Engage with research based strategies that create the environment for learning and help students develop understanding (MCREL CITW)</li> <li>• Develop shared beliefs and understandings concerning the students' suite of data and handover procedures during transition periods. Maximise the use of Positive Partnerships matrix for students with additional needs, continue with 'getting to</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students and staff using continua for goal setting to inform teaching and learning.</li> <li>• Train teachers in CITW and HOM in stages.</li> <li>• Suite of data is consistent within PLT's, and all students with additional needs have relevant information passed on including Positive Partnerships matrix, assessment information etc.</li> </ul>

Key Improvement Strategies	Actions	Achievement Milestones	
<b>Engagement</b>	Year 2015	<p>know you interviews' with parents, PSGs and staff induction and handover.</p> <ul style="list-style-type: none"> <li>• Involve all secondary school students across all year levels in establishing personal learning goals, reflective practices, peer-and-self assessment.</li> <li>• Expand and explore the transition program from Year 6 to Year 7 as well as for students entering at different times of the academic school year.</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of students responding positively (4 or above) on the Attitudes to School survey in the area of Teaching and Learning: stimulating learning, learning confidence, student motivation and teacher effectiveness.</li> <li>• 100% of secondary staff trained in the use of Compass as a student management tool as well as parent communication tool.</li> <li>• All secondary students to use Compass Insights or similar tool to manage personalized goal setting and use digital portfolio packages to present student achievement.</li> </ul>
	Year 2016	<ul style="list-style-type: none"> <li>• Explore use of continua and goal setting in all classrooms and develop shared vocabulary with students and teachers to discuss achievement and growth.</li> <li>• Explore and develop a shared vocabulary focused on research based strategies that create the environment for learning, help students develop understanding and help students extend and apply knowledge (MCREL CITW)</li> <li>• Monitor and strengthen shared agreements regarding students' suite of data and handover during transition periods, including Positive Partnerships matrix for students with additional needs, continue with 'getting to know you interviews' with parents, PSG's and staff induction and handover.</li> <li>• Continue to involve all secondary school students across all year levels in establishing meaningful and personal learning goals, reflective practices, peer-and-self assessment.</li> <li>• Continue to develop a transition program from Year 6 to Year 7 as well as for students entering at different times of the academic school year.</li> <li>• Develop a course counselling program which prepares Year 9 students for future pathways.</li> <li>• To develop a managed individual pathways program (MIPs) across Year 7-9 to prepare students for future careers and pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students and staff working collaboratively to support pedagogy and individual learning needs by using continua for goal setting to inform teaching and learning.</li> <li>• Train teachers in CITW and HOM in stages.</li> <li>• Suite of data is consistent within PLT's, and all students with additional needs have relevant information passed on including Positive Partnerships matrix, assessment information etc.</li> <li>• 85% of students responding positively (4 or above) on the Attitudes to School survey in the area of Teaching and Learning: stimulating learning, learning confidence, student motivation and teacher effectiveness.</li> <li>• All secondary staff are using Compass as a student management tool as well as parent communication tool effectively.</li> <li>• Year 7 mentor teachers are involved in the Year 6 to 7 transition program.</li> <li>• Year 9 mentor teachers have developed a year 9 course counselling program.</li> </ul>
	Year 2017	<ul style="list-style-type: none"> <li>• Monitor and evaluate understanding of continua and goal setting, provide explicit feedback/feed forward in PLTs and adjust instruction accordingly.</li> <li>• Understand, know and be able to use the research based strategies that create the environment for learning, help students develop understanding and help students extend and apply knowledge (MCREL CITW)</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students and staff working collaboratively to facilitate substantive conversations and monitor progress to support pedagogy and individual learning needs by using continua for goal setting to inform teaching and learning.</li> <li>• All remaining staff trained in CITW and HOM.</li> </ul>

Key Improvement Strategies	Actions	Achievement Milestones	
<b>Engagement</b>	Year 2017	<ul style="list-style-type: none"> <li>Effectively manage transitions within the primary school, including kindergarten to prep and grade 6 to secondary and students with additional needs, continue with 'getting to know you interviews' with parents, PSG's and staff induction and handover.</li> <li>Strengthen the involvement of all secondary school students across all year levels in establishing personal learning goals, reflective practices, peer-and-self assessment.</li> <li>Strengthen the transition program from Year 6 to Year 7 as well as for students entering at different times of the academic school year.</li> <li>Enhance course counselling program which prepares Year 9 students for future pathways.</li> <li>To enhance the managed individual pathways program (MIPs) across Year 7-9 to prepare students for future careers and pathways.</li> <li>Involve all mentor teachers in the development of MIPs/course counselling program.</li> </ul>	<ul style="list-style-type: none"> <li>Suite of data is consistent within PLT's, and all students with additional needs have relevant information passed on including Positive Partnerships matrix, assessment information etc.</li> <li>90% of students responding positively (4 or above) on the Attitudes to School survey in the area of Teaching and Learning: stimulating learning, learning confidence, student motivation and teacher effectiveness.</li> </ul>
	Year 2018	<ul style="list-style-type: none"> <li>Evaluate continua and goal setting processes across the school to continuously refine and improve on the effectiveness of individualised goal setting.</li> <li>Evaluate implementation of; 'creating the environment for learning', helping students develop understanding' and 'helping students extend and apply knowledge'.</li> <li>Continue to effectively manage transitions within the primary school, including kindergarten to prep and grade 6 to secondary and students with additional needs, continue with 'getting to know you interviews' with parents, PSG's and staff induction and handover.</li> <li>Monitor and evaluate the isuccess of all secondary school students across all year levels in establishing personal learning goals, reflective practices, peer-and-self assessment.</li> <li>Evaluate the transition program from Year 6 to Year 7 as well as for students entering at different times of the academic school year.</li> <li>Evaluate the course counselling program which prepares Year 9 students for future pathways.</li> <li>Monitor and evaluate the managed individual pathways program (MIPs) across Year 7-9 to prepare students for future careers and pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Be an exemplar school in teaching and learning through individualised goal setting and the use of continua.</li> <li>All new staff trained in CITW.</li> <li>Suite of data is consistent within PLT's, and all students with additional needs have relevant information passed on including Positive Partnerships matrix, assessment information etc.</li> <li>100% of students responding positively (4 or above) on the Attitudes to School survey in the area of Teaching and Learning: stimulating learning, learning confidence, student motivation and teacher effectiveness.</li> </ul>
<b>Wellbeing</b>	Year 2015	<ul style="list-style-type: none"> <li>Engage in developing a holistic whole school cyber safety strategy based around the PYP and through the Program Of Inquiry.</li> <li>Expand on social and communication skills through POI, HOM, Essential Agreements and through structured play.</li> <li>Use Attitudes to School survey and other school developed surveys to gather data and evaluate goals regarding building</li> </ul>	<ul style="list-style-type: none"> <li>Student Attitudes to School data reflects an improvement in the areas of Wellbeing and Student Relationships, in particular student safety, connectedness to peers and student distress.</li> <li>Parent opinion and school council survey data reflects</li> </ul>

Key Improvement Strategies	Actions	Achievement Milestones	
<b>Wellbeing</b>	Year 2015	<p>a safe and orderly environment (including use of technology).</p> <ul style="list-style-type: none"> <li>• Develop a holistic whole school approach to Active Travel based on the PYP, collecting data through school survey, promoting the grade six leadership team role.</li> <li>• Explore and implement a pastoral care program which focuses on student's feelings of success and connectedness, resilience and approaches to learning skills (MYP).</li> <li>• Explore Respectful Relationships program</li> </ul>	<p>an improvement (in particular in the area of student engagement and student behaviour).</p> <ul style="list-style-type: none"> <li>• To see an improvement in active travel data.</li> <li>• ATL skills embedded into lessons and planning documents as well as the pastoral care program</li> <li>• Individual learning plans developed for students with additional learning needs.</li> </ul>
	Year 2016	<ul style="list-style-type: none"> <li>• Monitor and further explore a holistic whole school cyber safety strategy based around the PYP Attitudes and ideals and beliefs.</li> <li>• Maintain momentum and monitor progress of the development of social and communication skills. (through POI, HOM, Essential Agreements and through structured play.)</li> <li>• Continue to use Attitudes to School survey and other surveys developed by the school to gather data and set goals for building a safe and orderly environment (including the use of technology).</li> <li>• Monitor and evaluate a holistic whole school approach to Active Travel . Collecting data through school surveys and promoting Active Travel through the Grade Six leadership team.</li> <li>• Expand pastoral care program which promoting student's feelings of success and connectedness, resilience and approaches to learning skills (MYP).</li> </ul>	<ul style="list-style-type: none"> <li>• Student Attitudes to School data reflects an improvement in the areas of Wellbeing and Student Relationships, in particular student safety, connectedness to peers and student distress.</li> <li>• Parent opinion and school council survey data reflects an improvement (in particular in the area of student engagement and student behaviour).</li> <li>• To see an improvement in active travel data.</li> <li>• Respectful Relationships program embedded into all school routines.</li> <li>• ATL skills embedded into lessons and planning documents as well as the pastoral care program</li> <li>• Individual learning plans developed for students with additional learning needs.</li> </ul>
	Year 2017	<ul style="list-style-type: none"> <li>• Continue to monitor and further explore a holistic whole school cyber safety strategy.</li> <li>• Continue to monitor progress in relation to the development of social and communication skills.</li> <li>• Continue to use Attitudes to School survey and other school developed surveys to gather data and set goals in order to build a safe and orderly environment (including the use of technology).</li> <li>• Monitor and evaluate a holistic whole school approach to Active Travel based around the PYP and through the POI, collecting data through school surveys and promoting through Monitor and evaluate the pastoral care program which focuses on student's feelings of success and connectedness, resilience and approaches to learning skills (MYP).</li> <li>• Monitor and evaluate pastoral care program which promoting student's feelings of success and connectedness, resilience and approaches to learning skills (MYP).</li> </ul>	<ul style="list-style-type: none"> <li>• Student Attitudes to School data reflects an improvement in the areas of Wellbeing and Student Relationships, in particular student safety, connectedness to peers and student distress.</li> <li>• Parent opinion and school council survey data reflects an improvement (in particular in the area of student engagement and student behaviour).</li> <li>• To see an improvement in active travel data.</li> <li>• Secondary teachers have mapped out ATL skills into lessons and planning documents as well as pastoral care program</li> </ul>

Key Improvement Strategies		Actions	Achievement Milestones
<b>Wellbeing</b>	Year 2018	<ul style="list-style-type: none"> <li>• Evaluate holistic whole school cyber safety strategy based around the PYP and through the POI.</li> <li>• Continue to monitor progress around development of social and communication skills through POI, HOM, Essential Agreements and through structured play.</li> <li>• Continue to use Attitudes to School survey and other school based surveys to gather data and set goals around building a safe and orderly environment (including use of technology).</li> <li>• Monitor and evaluate a holistic whole school approach to Active Travel based around the PYP and through the POI, collecting data through school surveys and promoting through the Grade Six leadership team.</li> <li>• Evaluate the pastoral care program which focuses on student's feelings of success and connectedness, resilience and approaches to learning skills (MYP).</li> </ul>	<ul style="list-style-type: none"> <li>• Student Attitudes to School data reflects an improvement in the areas of Wellbeing and Student Relationships, in particular student safety, connectedness to peers and student distress to above the 75th percentile.</li> <li>• Parent opinion and school council survey data reflects an improvement (in particular in the area of student engagement and student behaviour) to above the 75th percentile.</li> <li>• 75% of students involved in active travel shown through school based surveys.</li> </ul>
<b>Productivity</b>	Year 2015	<ul style="list-style-type: none"> <li>• Provide opportunities for teachers and other staff input on all aspects of the new strategic plan.</li> <li>• Maintain open and effective lines of communication with staff and the greater school community.</li> <li>• Communicate the new strategic plan and share the mission, vision and values of Alameda College with the community.</li> <li>• Celebrate achievements with the school community.</li> <li>• School council, the Principal, the teachers and staff (the guiding coalition) are united, committed to and explicit about their core objective – to improve learning outcomes for all student s in the school.</li> <li>• Build leadership capacity through Balanced Leadership Professional Development, and mentoring at Leadership meetings.</li> <li>• Investigate partnerships with community and like schools (MYP program)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent opinion and School Council survey data reflects an improvement (in particular in the area of parent-input and school improvement and general satisfaction) to above the 75th percentile.</li> <li>• Events such as PYP Launch Evening, Arts Show, Student-led Conferences, Christmas Concert and other community events occur when needed to celebrate learning with the community.</li> <li>• Train teachers in Balanced Leadership in stages.</li> <li>• Participation in community-based fundraising projects.</li> </ul>
	Year 2016	<ul style="list-style-type: none"> <li>• Monitor, evaluate and celebrate achievements with the school community.</li> <li>• Continue to build leadership capacity through Balanced Leadership Professional and CITW</li> <li>• Monitor, evaluate and optimise all data at Leadership meetings and PLT's.</li> <li>• School council, the Principal, the teachers and staff (the guiding coalition) are united, committed to and explicit about their core objective – to improve learning outcomes for all student s in the school.</li> <li>• Continue partnerships with community for future mentoring, sponsorships support and community connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Events such as PYP Launch Evening, Arts Show, Student-led Conferences, Christmas Concert and other community events occur when needed to celebrate learning with the community.</li> <li>• Continue to train teachers in Balanced Leadership in stages.</li> <li>• Continued partnerships with community-based projects.</li> </ul>

	Year 2017	<ul style="list-style-type: none"> <li>• Maximise, communicate and celebrate achievements with the school community.</li> <li>• School council, the Principal and the guiding coalition continue to be united, committed to and explicit about their core objective – to improve learning outcomes for all students in the school.</li> <li>• Continue to build leadership capacity through Balanced Leadership Professional Development, and mentoring at Leadership meetings and PLTs.</li> </ul>	<ul style="list-style-type: none"> <li>• Events such as PYP Launch Evening, Arts Show, Student-led Conferences, Christmas Concert and other community events occur when needed to celebrate learning with the community.</li> <li>• Continue to train teachers in Balanced Leadership in stages.</li> <li>• AIP and strategic plan targets met</li> </ul>
	Year 2018	<ul style="list-style-type: none"> <li>• Communicate and affirm achievements with the school community.</li> <li>• School council, the Principal, the teachers and staff (the guiding coalition) are united, committed to and explicit about their core objective – to improve learning outcomes for all students in the school.</li> <li>• Continue to build leadership capacity through Balanced Leadership Professional Development, and mentoring at Leadership meetings and PLT's.</li> </ul>	<ul style="list-style-type: none"> <li>• Events such as PYP Launch Evening, Arts Show, Student-led Conferences, Christmas Concert and other community events occur when needed to celebrate learning with the community.</li> <li>• Continue to train teachers in Balanced Leadership in stages.</li> <li>• AIP and Strategic plan targets met</li> <li>• Mid-year and end of cycle review process provides evidence of growth in staff capacity which is aligned to</li> </ul>