School Strategic Plan for
Kurunjang Secondary College
South Western Metropolitan Region
2014 - 2017

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<thead>
<tr>
<th>Endorsement by School Principal</th>
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<td>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</td>
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The *Education Training and Reform Act 2006* section 2.3.24 states schools must have a system of governance that enables a school to develop a strategic direction. The school council president therefore must sign the plan.
## Purpose – including vision statement

VRQA minimum standard for School Governance – Philosophy

Education Training and Reform Act 2006 - Sch. 2, 16 School’s philosophy

The College mantra of Learn, Grow, Achieve Together encapsulates the College vision:

Our students are prepared for life and success. They are instilled with a love of learning through a supportive and challenging learning environment that strives for excellence. All students are motivated to develop their academic and social skills.

Our core purpose is to work together to provide:

- A safe and orderly learning environment
- Teaching that improves literacy and numeracy
- A connected learning community that seeks continual improvement
- Learning opportunities and support to access a variety of pathways
- Opportunities for leadership and personal excellence.

## Values

High Expectations

Respect

Honesty

Perseverance

Safety

## Environmental Context

Kurunjang Secondary College was founded in 1986 and is located in the township of Melton, thirty-five kilometres west of Melbourne. It is a coeducational secondary college with a student population of 760.

Kurunjang’s curriculum from years 7 to 10 is designed around the Victorian Essential Learnings Framework (AusVELs) and in the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning at years 11 and 12. Vocational Education and Training (VET) programs are available from year 10.

The College has a broad range of activities available for students; interschool and lunchtime sports, performing arts (band, dance and choir), science “zoo zone”, debating team, chess and Student Voice. The College has re-introduced a House System, which incorporates sporting, and lunchtime activities and recognition for demonstration of college values.

The College has an umbrella policy called the 4As that guides all of our programs and interactions across the school, in student learning, student wellbeing and engagement and student pathways and transitions. The As are: Achievement, Aptitude, Attitude and Attendance.

The College facility sits on approximately 5 hectares and is adjacent to local government sporting grounds and tennis facilities, which we share. The College has excellent facilities designed in faculty blocks; science laboratories and kitchens, gymnasium and performing arts, technology (including trades workshops and computer laboratories), a library resource centre, visual arts, flexible learning spaces and general-purpose classrooms.
The demographics of the Shire of Melton and subsequently the College have changed significantly over the past five years. There have been increases in the proportion of Pacific Islander and Sudanese families at the college, and in the local community. The Student Family Occupation Index has increased from 0.60 in 2008, (LBOTE 0.10) to 0.6537, (LBOTE 0.15) in 2012. According to the “My School” website, 80% of our students come from two lowest socio-economic quartiles. Of families with students at the college in 2013, 32% are in receipt of the Education Maintenance Allowance and 38% are single parent families. There are ten students that are in out of home care. Together, these figures present a picture of considerable economic and social disadvantage for many of our students.

Whilst Melton is a growing community, the trend in the number of primary school students in Grade 6 has declined which has affected the overall enrolments of the College. (797 in 2008 to 747 in 2012)

The demographic factors of the Shire of Melton are reflected in our cohort. Many of these factors influence where and how we place resources to best influence student achievement. Melton is a low socioeconomic area with many parents unemployed or in unskilled employment. Students regularly take on significant part time hours of work to supplement the family income. Melton continues to be a rapidly growing community, with affordable housing and high ratios of young people to adults. A significant number of families travel outside the Melton area for work. This means that many students spend a significant amount of time without adult supervision or themselves are supervising younger siblings. Our Attendance policy “It’s Not OK to Be Away”, continues to be important.
**Strategic Intent**

The Education Training and Reform Act 2006 section 2.3.24, states schools must produce a 4 year strategic plan that clearly articulates its **goals** and **targets** over that period.

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<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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</table>
| **Achievement** | To improve learning outcomes through years 7 to 12 for students to achieve entry to their chosen pathway. | By 2017 the NAPLAN Relative growth for Year 9 Matched Cohort students in:  
- **Reading**  
  Low growth to be 20%  
  Medium Growth to be 50%  
  High Growth to be 30%  
- **Writing**  
  Low Growth to be 25%  
  Medium Growth to be 50%  
  High Growth to be 25%  
- **Numeracy**  
  Low Growth to be 26%  
  Medium Growth to be 52%  
  High Growth to be 22%  

  By 2017 the Effect Size of students of Year 7 to 9 well below the Reading level to be 0.6 each year as measured by On Demand.  

  By 2017 the Effect Size of students of Year 7 to 9 well below the numeracy level to be 0.5 each year as measured by On Demand.  

  By 2017 Attitude to School Survey Results: Teacher Effectiveness to be 3.7  

  By 2017 the VCE Allstudy score to be 27  
  English Study Score to be 30  
  Further Maths Study Score to be 28  
  40 + scores to be 4%  

  According to CASES 21 data, an |

Establish a culture of ongoing professional learning to underpin dynamic and research based teaching and learning practices

Ensuring that all members of the PLT are using data to inform their practice to improve student learning outcomes.
| **Engagement** | To enhance engagement and connectedness so that students become intrinsically motivated to achieve their best. | Attitude to School Survey Results:  
**Student Connectedness** to be 4.0  
**Parent Opinion:**  
**Student Motivation** to be 5.2  
**Learning Focus** to be 6.0  
**Staff Opinion Survey:**  
**Student Motivation** to be 2.7  
**Engaging Practices** to be 3.6  
**Attitude to School Survey Results:**  
**Student Motivation** 4.5  
**Stimulating Learning** to be 3.6  
By 2017 the Real Retention of Students in Year 11 to 12 to be 70% | Develop a Student Centred Learning approach where students are taking responsibility for their learning in an ICT rich environment that has a balance between independent learning and collaborative activities.  
Enhance curriculum and co-curricular opportunities in local and global contexts.  
Enlist parent support to raise the aspirations of their children |
| **Wellbeing** | To increase student’s resilience, optimism, confidence and initiative in pursuing their interests, passions and talents to achieve their full potential. | By 2017 **Attitude to School Survey**  
**Learning Confidence** to be 4.0  
**Teacher Empathy** to be 4.0  
**Staff Opinion Survey:**  
**Student Behaviour** to be 3.5  
**Respect for Students** to be 3.9  
By 2017 to decrease the number of student absences in all year levels by:  
Year 7 – 15  
Year 8 – 14  
Year 9 – 17  
Year 10 – 17  
Year 11 – 17  
Year 12. – 12 | Promote a culture of positive reinforcement and the celebration of achievements in an inclusive environment  
Enhancing relationships between educators and learners to that students are more connected to their learning and to the college.  
Increasing opportunities for leadership and personal excellence |
| **Productivity** | To optimise the allocation of assets | By 2017 the **Staff Opinion Survey** for **Staff Morale** to be 3.9 | Protocols of agreed practices are known |
and resources (human, financial and physical) in order to achieve the goals being pursued in student achievement, engagement and wellbeing over the next four years.

Employee Development to be 3.3 and consistently applied through peer accountability. Forward workforce planning:
- to build leadership capacity in a distributive model,
- as effective succession planning of teaching capacity,
- to cater for changing student profile
- in readiness to fully implement DEECD Languages Education requirements

Effective governance oversight by College Council of the progressive impact of budgeting for assets and resources towards achievement of the College Strategic Plan Goals by the end of 2017.
<table>
<thead>
<tr>
<th>Key Improvement Strategies (KIS across the 4 outcomes areas)</th>
<th>Actions</th>
<th>Achievement Milestones (Changes in practice and behaviours)</th>
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| **Achievement**                                             | **Year 1** | • Create an agreed approach to learning including the development of a consistent lesson structure.  
• Address student literacy needs through the implementation of a literacy intervention program for year 7, 8 and 9; focusing on reading and writing.  
• Address student numeracy needs through the introduction of a numeracy intervention program.  
• Professional Learning of staff to build their understanding of writing genres as appropriate to their learning areas.  
• Establish a Professional Learning Team to guide and monitor improvement in student literacy and numeracy outcomes.  
• Establish a Professional Learning Team to guide and monitor improvement in student VCE outcomes.  
• Expand Advancement via Individual Determination (AVID) Program across the college, supported by a designated Professional Learning Team (Site Team), Including investigation of the implementation of AVID at VCE | • Agreed and documented Lesson Structure that is observed through PLTs. Evidenced by teachers observing and supporting others using peer observations and Learning Walks.  
• Timetabled literacy classes using the Carol Christensen literacy intervention model.  
• The assessment of student’s reading comprehension skills using TORC3 to be analysed every 6 months and triangulation of On Demand, NAPLAN and AusVELS are conducted regularly in PLTs.  
• Teachers are using an agreed writing template for their subject areas as observed in learning walks and peer observations.  
• All teachers are involved in one or more coaching sessions in literacy, numeracy and/or 21st Century Teaching and Learning practices.  
• Teachers of Mathematics use data to differentiate lessons with a focus on building student numeracy skills and confidence in numeracy.  
• Teachers in PLTs are analysing data and actioning intervention for students well below in numeracy and literacy.  
• Teachers in the VCE PLTs using the VCAA data to develop an action plan that is visible in their classroom practices.  
• WICOR strategies delivered through the AVID electives and there is an increased use of WICOR strategies by AVID trained teachers. |
| **Ensuring that all members of the PLT are using data to inform their practice to improve student learning** | **Year 2** | • Teachers are using the agreed lesson structure in the planning and delivery of curriculum.  
• P & D goals are related to a specific area of improvement for each teacher with target action of coaching, feedback, peer observations within their PLT.  
• Literacy strategies are implemented in all | • Lesson Structure is observed and monitored in all classes.  
• P & D processes reflect increased teacher capacity.  
• Teachers have explicit learning targets that are monitored throughout the plan.  
• Teachers build literacy strategies into the |
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| Classes from 7-12  
- Professional learning of all staff to build their capacity to explicitly teach writing strategies to their students.  
- Development of a whole school numeracy plan and introduction of numeracy strategies to all teachers.  
- Evaluate the progress of the VCE improvement agenda and address areas of need.  
- Further expand and enhance the AVID elective program.  
- To continue the expansion of AVID trained teachers.  
| Consolidate the whole school literacy strategies.  
- Evaluation of the literacy intervention programs  
- Teachers and Leaders plan the inclusion of numeracy skill development in their units for all Learning Areas  
- All teachers participate in regular peer observations and Learning Walks  
- Curriculum Units reviewed to include 21st Century skills  
- Most teachers are using AVID strategies (WICOR) across all classes.  
| Continue whole school literacy and numeracy skill development in all teachers.  
- Continue to monitor effective professional learning communities across the college  
- Review and evaluate findings and make recommendations for next strategic plan  
- Most teachers to be AVID trained and using the WICOR strategies in all classes.  
- To be an accredited AVID Australian school  
| | All students are confident in using the literacy strategies to improve their reading and writing.  
- Teachers build numeracy strategies, in their lesson plans in all learning areas, as observed in learning walks and peer observation.  
- Teachers publishing time for others to observe particular teaching practices  
- Teachers regularly observed and coached on 21st century teaching and learning skills.  
- Student attitude to learning is markedly improved  
| Literacy and numeracy skills observed in all learning areas and classes  
- All teachers involved in teams that monitor student achievement through data analysis using a range of feedback sources.  
- All teachers actively giving and receiving feedback and acting on the feedback to build collective efficacy.  
- Students taking responsibility for their learning and being a partner in the learning process with their teacher and peers.  
- Increased real retention rate of students from year 10-11 and 11-12.  
- Improved VCE learning outcomes  
| | Exemplars of student work developed and displayed across the College.  
- Set high expectations of students and staff through clearly defined success criteria, utilised  
| Exemplary student work to be displayed in all classrooms.  
- Students showing clear understanding of what they will learn and how they know they have |
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<td>• Review and refine the college wide Effective Classroom Framework, incorporating collaborative activities as an integral part of the instructional model.</td>
<td>• Lesson Structure has collaborative activities incorporated that are observed in learning walks and peer observations in most classrooms.</td>
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<td>• Introduce the year 7C tablet program supported by a designated Professional Learning Team.</td>
<td>• 7C students using the tablets in all their classes.</td>
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<td>• Build student and parent partnership in monitoring learning progress, by implementation of Parent Portal.</td>
<td>• Teachers and Parents using SMT to gain information on student learning progress</td>
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<td>• Establish career plans year 7 to 12 with a focus of goal setting in year 7</td>
<td>• Career plans monitored by students, teachers and parents through SMT Parent Portal.</td>
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**Year 2**

|          | • Continue to develop and enhance the presentation of student work across the college. | • More teachers trained in the use of tablets to engage students in the curriculum and more classes using the tablets. |
|          | • Expand the tablet program to include other classes based on the evaluation of the Y7C program | • Increased number of lessons with an increase number of students being supported and demonstrating student centred learning. |
|          | • BYOD will be investigated                                                           | • ILPs are monitored by students, teachers and parents.                     |
|          | • Increase the rigor in the classroom through agreed best practice in teaching and learning | • Career plans are discussed regularly in pastoral care sessions at all year levels. |
|          | • Investigate Student led presentations as part of the reporting process.             | • Curriculum documentation is being reviewed to include pastoral care       |
|          | • Establish Pastoral Care from year 7 to 12 to support the further development of ILPs and career plans. | • Parents, students and teachers regularly using the portal to monitor student learning and for communication |
|          | • Complete curriculum audit of 7-10 programs re; careers exploration and goal setting |                                                                 |

**Year 3**

<p>|          | • Teachers to be engaged in high level instructional teaching and learning practices in PLTs. | • Teachers using high level instructional practice where students are supported to demonstrate high level achievement. |
|          | • Introduce student led presentations                                                  | • Student led presentations observed in parent teacher interviews with a focus on achievements and future learning. |
|          | • Career Plans used to establish curriculum needs of students in years 7 – 10        | • Students will be able to articulate their aspirations for their future pathway |
|          | • Develop programs and strategies based on 7-10 curriculum audit specifically in relation to goal setting and career exploration | • Increased number of students continuing with University as their future option |
|          | • Implement further expansion of the tablet program or the BYOD program                | • Year 7-10 Curriculum documentation has career opportunities embedded for each learning area. |
|          |                                                                                      | • More classes will be using tablets or other devices as a tool for learning. |</p>
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| • Review the College Values with the college community with the agree behaviours associated, as a preliminary step in implementing the SWPB  
• Establish an action plan for the SWPB implementation for 2015  
• Audit use of student centred learning approaches and student self-assessment to inform learning needs of staff.  
• Investigate a process for implementation of pastoral care.  
| • To have each teacher aware of specific areas of improvement to achieve a student centred learning environment.  
• Professional learning of staff regarding student centred learning  
• Audit the College programs to identify where students can demonstrate leadership and personal excellence  
• Pastoral Care to be implemented.  
• Student Voice program will include specific SWPB initiatives  
| • Teachers are incorporating student centred learning activities into curriculum planning  
• SWPB to be continually monitored and implemented as part of college practice  
• Formally identify and train students in the recognised leadership areas  
| • Review and consolidate agreed practices.  
• Make recommendations for the next strategic plan  
• Celebration of student achievements and destinations  
| • Greater proportion of students receiving and accepting higher education offers.  
• Student show intrinsic motivation through their behaviour and participation in classes.  
• Learning Environment is clearly learner centred with the teacher having more of a facilitator role.  
| • Documentation and agreed practices will be accepted by all staff and students  
• Reviewing the College Values and realigning them to the behaviours expected of all members of the College Community.  
• Reviewing the curriculum to ensure that the College Values are included in units of work and explicitly taught in each learning area.  
• Teachers are aware of and addressing areas for improvement or development of skills to cater for student centred learning.  
• Staff agreement to the implementation of pastoral care in 2015  
| • Student centred learning is evident in classes  
• Targeted coaching sessions are utilised to address areas of improvement for student centred teaching and learning skills.  
• Identified learning opportunities for leadership and development of personal excellence are created in curriculum plans.  
• Students actively involved in the SWPBs initiatives across the college.  
| • Student centred learning is an integral part of each class  
• Teaching of leadership and personal excellence skills in all learning areas across 7-10.  
• Enhanced student leadership program with opportunities to develop and demonstrate leadership skills throughout the year.  
| • Students taking responsibility for their learning and being a partner in the learning process with their teacher and peers.  

Wellbeing
Promote a culture of positive reinforcement and the celebration of achievements in an inclusive environment  
Enhancing relationships between educators and learners.  
Increasing opportunities for leadership and personal excellence.
### Excellence

**Productivity**

Protocols of agreed practices are known and consistently applied through peer accountability.

**Forward workforce planning:**
- to build leadership capacity in a distributive model,
- as effective succession planning of teaching capacity,
- to cater for changing student profile
- in readiness to fully implement DEECD Languages Education requirements

**Effective governance oversight by College Council of the progressive impact of budgeting for assets and resources towards achievement of the College Strategic Plan Goals by the end of 2017**

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| - Review and refine implementation of the Building Better Schools Project, through School Action teams.  
  - Alignment of staff Performance and Development goals with the College Strategic Plan implementation.  
  - Agree and document effective induction, mentoring and coaching of staff to support succession planning for sustained leadership and teaching capacity.  
  - College Council approval of 2014 budget allocations targeted towards Year 1 implementation of the Strategic Plan. | - College Council approval of 2015 budget allocations targeted towards Year 2 implementation of the Strategic Plan.  
  - Monitoring of the agreed induction, mentoring and coaching of staff to support succession planning for sustained leadership and teaching capacity  
  - Expand the number of School Action Teams for continual school improvement | - Review of the agreed induction, mentoring and coaching of staff to support succession planning for sustained leadership and teaching capacity  
  - College Council approval of 2016 budget allocations targeted towards Year 3 implementation of the Strategic Plan.  
  - Evaluate the work of the Action Teams and celebrate successes | - College Council approval of 2017 budget allocations targeted towards Year 4 implementation of the Strategic Plan.  
  - Conducting a review of the Strategic Plan with recommendations for new plan  
  - College Council reviews of 2018 budget allocations targeted towards the commencement of the new strategic plan. | - Agreed protocols and known by all staff and staff identify times to have conversations with other that are not following agreed protocols  
  - Staff Perception of Goal congruence is high  
  - Staff Perception of supportive leadership is high  
  - Organisational climate in the college has improved and there is clear documentation of policies, processes and protocols that align  
  - College Council have a clear understanding of the construction of the 2014 Budget which includes staffing, time allowances and funds organised in priority areas | - Budget is regularly monitored with a focus on the Strategic Plan goals, as minuted in College Council and subcommittees.  
  - More than half the staff involved in action research for continual improvement  
  - Staff meetings are run by action teams with a clear focus on goal congruence  
  - New staff are fully inducted into the college by term one  
  - Other staff, besides leaders, trained as coaches and mentors. | - All staff involved in a school action team for continual improvement.  
  - Budget is regularly monitored with a focus on the Strategic Plan goals, as minuted in College Council and subcommittees.  
  - Actions teams refine their work as outlined in the evaluation.  
  - Celebration of success is regularly done each term |