



Department of
Education & Training

School Strategic Plan for Bairnsdale
Secondary College
8466
2016-19

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	To be a learning community which improves teaching practice and student learning by supporting ongoing performance development so that students' outcomes improve
Values	<ul style="list-style-type: none"> • Ensure students are the focus • Honour and celebrate diversity • Respect self, each other and the environment • Work together • Be the best we can be
Environmental Context	<p>The township of Bairnsdale is located 280 kilometres east of Melbourne in the Shire of East Gippsland. With the Gippsland Lakes to the south and Victoria's major snowfields to the north, it is a key gateway to some of the finest recreational facilities in the state. With a population of 20,000, Bairnsdale retains some of the feel of a country town, while still offering a substantial shopping centre, which services the larger East Gippsland district.</p> <p>Bairnsdale Secondary College is the sole government provider of secondary education in Bairnsdale and is the largest provider of secondary education in the East Gippsland government school network. Around half of the 1005 (2015 census) students are drawn from the local township area.</p> <p>The College was formed in 1992, following a merger agreement in 1991 between the former technical and high schools. Major building works in 2013/2014 redeveloped the old technical school site into a new college campus. The old high school continues to be used for some subjects, until the second stage of the new build is completed. A satellite site houses an alternative VCAL study centre (Changing Lanes) for regional youth disengaged from mainstream education provision and potentially at risk. Established as a separate campus in 2004, Changing Lanes is supported by a wide range of agencies, including the Department of Human Services (Health), VECCI, Apprenticeships Victoria and Workways, a not-for-profit organisation. The project is highly regarded for its positive impact within the community.</p> <p>The College has a mix of aged and refurbished facilities, reflecting former high school and technical school provision, including a breadth of practical study areas. Recent facilities upgrades have include stage one of a College rebuild completed in 2014. The college brief to the architects was to design facilities that support deprivatising classrooms through the use of flexible open learning spaces that promote a range of teaching and learning experiences. These spaces allow for independent study, small and large</p>

group work, project based learning, lecture and seminar based learning. The classrooms all open to the outdoors, allowing diverse opportunities for learning.

The spaces were also designed to create a warm and welcoming environment, where all members of our community feel connected. The three learning hubs, Year 7 Wargomerrin (Morning), Years 8 and 9 Wurrin (Day) and Years 10, 11 and 12 Malgobilia (Evening) use indigenous Gunai Kurnai language, which depicts the students' passage through the College.

The College has an impressive \$2.5M state-of-the-art Science Centre adjacent to a wetlands precinct at the senior campus, completed in 2011, as well as the new 7-9 and 10-12 Campus completed in 2014. New technology includes video conferencing facilities on all campuses. This enables links to regional schools, with the potential of this facility utilised more in recent times, with local and remote schools investigating a cross school initiative for VCE and Middle School program delivery. The College has technical support beyond what is provided by the DEECD. In 2012, the College moved to a 1:1 Netbook teaching and learning environment, with all students in Years 7-10 having their own netbook provided by the college. In 2016 we will be moving to a BYOD program, as the original funding for the 1:1 program has not been funded and this program is not sustainable.

The school organisation is based on three stages of development: Year 7 and 8 students have a common curriculum, Year 9s have a limited number of elective subjects and Year 10s have core English, Mathematics and Pastoral, with all other subjects as electives.

Timetabling is structured around twenty 72 minute sessions per week. Senior students have between two and five study sessions per week. Supervision is provided in the Learning Resource Centre in the 10-12 building. The school provides courses under the VCE, VET and VCAL Certificates, chiefly accessible to students in Years 10 – 12. Study sessions are used at times for VET / VCAL off site work placement. Year 9 students have access to Later Years programs as appropriate. The College has a close working relationship with Federation Training and senior students have access to four VET programs run at the TAFE site. There are also joint delivery programs; a number of programs are delivered at the College under auspice arrangement with a number of providers. The Gippsland East Local Learning and Employment Network (LLEN) works closely with transition staff at the College and provides important gateways to local industries.

The Student Family Occupation [SFO] Density was .61 in 2015.58 in 2011, increasing from 0.50 in 2006 and around 0.54 over 2007 - 2009. The proportion of students with a Language Background other than English [LBOTE] is around 2%.

The College operates an extensive program of welfare and support. Students have access to a student counsellor, a School Chaplain, a school nurse, a careers counsellor, six Learning Hub leaders and six year-level coordinators.

Koori students number around 85 in 2015. The College has strong affiliations with Koori support programs including the 'Stronger Smarter' Institute and the 'Dare to Lead' project. A Clontarf Football Academy was established within the College precinct in March 2010 with the goal of improving the engagement of male Koori students in education, and working toward stronger links with the Koori community. A Red Shoes program in partnership with the Smith Family focuses on girls. The College is also part of the local school Network 'Strong and Proud' plan.

An extensive program of extra-curricula activities supports the mainstream curriculum of the College. Students studying LOTE have the opportunity to attend international trips to Japan and Germany. Student leadership (Student Voice) includes both Junior & Senior Student Representative Councils and School & House Captains.

The College has a highly regarded Music program. With seven ensembles, the instrumental music program is regarded as the finest in Gippsland and one of the best in the state. There are currently well over 150 students who participate in the program.

The College in partnership with East Gippsland Schools Network and Federation University offer a Bachelor of Arts degree aimed at giving students an alternative tertiary pathway, because many students are disadvantaged by the cost of travel and accommodation when starting out at external universities.

Strategic Direction

Achievement		Key improvement strategies
Goals	Teachers will access and create data that better inform point of need teaching and learning	Establish an approach to build a focus on data literacy and use of data across the College.
Targets	<ul style="list-style-type: none"> • A trend improvement in staff, student and parent surveys <ul style="list-style-type: none"> ➢ Teacher effectiveness (student) 3.3 ➢ Reporting (parent) 4.2 ➢ Stimulating learning (parent) 4.6 ➢ Collective efficacy (staff) whole school 55 ➢ Collective focus on student learning (staff) 63 ➢ Teacher collaboration (staff) 55 	<p>Whole school approach to assessment established.</p> <p>Extend curriculum mapping and extend documented curriculum to all KLAs and across all levels (scope and sequence)</p> <p>Explore the development of cross curricula opportunities (units of work)</p> <p>Introduce whole staff coaching and mentoring support to:</p> <ul style="list-style-type: none"> - Use assessment for learning to plan for differentiation - embed BSC Effective T&L Framework across the College
	Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	<ul style="list-style-type: none"> • Build leadership knowledge regarding data Use meeting time every week to develop knowledge, 	<ul style="list-style-type: none"> • Leaders will be able to read data in all forms and be able to analyse the data for specific purposes

	<p>understanding, skills and beliefs around data Whole school data i.e. NAPLAN, VCE, surveys, cohort data, year level, group level and individual student level</p> <ul style="list-style-type: none"> • Leaders to construct a plan for PD regarding data—whole school, individual, KLA —and then begin to implement the plan • Leaders will make links to coaching and mentoring, to BSC Explicit Teaching model, Munro, Bill Rogers, Nairn Walker etc. • Leadership to drive and monitor the use of Compass to populate data, making it relevant and accessible to all • Leadership to continue to review our reporting processes to ensure accurate information to parents and students • Review curriculum mapping and Common Assessment tasks • Leaders to develop a whole school assessment schedule with KLAs, with an initial focus on Years 7 & 8, with direct links to curriculum mapping and common assessment tasks • Whole School Organisation leaders will develop a timeline for key assessments, beginning with Years 11 and 12 • Leaders confirm key beliefs about coaching and mentoring, based on knowledge and skills, not hierarchy • Coaches will be identified outside the Leadership Team • Targeted professional development for coaches • Possible staff will be identified for coaching and mentoring • Matching of coaches and mentorees based on relationship, focus, skill set. This will be negotiated by a principal. • Customised timelines set for individual staff 	<ul style="list-style-type: none"> • Some leaders will be identified as key leaders to support whole school and other leaders with regards to data • Targeted teachers will be identified to lead their KLA in the use of data to support improved teaching • Leaders will be able to unpack the key messages contained in data and communicate key messages to inform planning • Leaders will be able to lead discussions about data with other staff members at whole school, KLA and individual level • A whole school assessment schedule will be drafted • A statement regarding key beliefs about coaching will be circulated to staff
<p>Year 2</p>	<ul style="list-style-type: none"> • Continue to build leadership knowledge regarding data Use Leadership meeting time every week to develop knowledge, understanding, skills and beliefs around data Whole school data i.e. NAPLAN, VCE, surveys, cohort data, year level, group level and individual student level • Leaders to assess the PD plan developed in Year 1 and continue using this • Leaders will continue to make links to coaching and mentoring, to BSC Effective Teaching model, Munro, Bill Rogers, Nairn Walker etc. • Leadership to continue to drive and monitor the use of Compass to populate data, making it relevant and accessible to all • Parental access to Compass to be further increased • Leadership to continue to review our reporting processes to ensure accurate information to parents and students 	<ul style="list-style-type: none"> • Data will be used by staff in their lesson planning and record keeping to improve differentiation in their teaching: Compass, formative assessment, whole school e.g. NAPLAN • Use of data will be reflected in leadership and teacher performance plans • Differentiation will be observed in classrooms, based on the use of data

	<ul style="list-style-type: none"> • Leadership working with staff will review assessment schedules focussed on Years 10, 11 and 12 • Continue to work on Common Assessment Tasks focussed on Years 7 and 8 	
Year 3	<ul style="list-style-type: none"> • Assessment schedules confirmed and published for students, staff and parents • Continue to review curriculum mapping and Common Assessment Tasks through whole school and KLA meetings • Curriculum mapping will include cross-curricula units targeted specifically at the end of the year 	<ul style="list-style-type: none"> • Planning for cross-curricula units will occur • Assessment schedules available on Compass for all to access • Cross curricular units developed and implemented at the end of the year.
Year 4	<ul style="list-style-type: none"> • Assessment schedules reviewed in alignment with reporting and adjusted accordingly • Continue to review curriculum mapping and Common Assessment Tasks through whole school and KLA meetings • Cross curricula units of work to be developed at Years 7 and 8 	<ul style="list-style-type: none"> • Assessment Schedules indicate improvement in key belief alignment. • Cross curricular units developed and implemented at the end of the year.

Engagement		Key improvement strategies
Goals	Students are active and engaged participants in their own learning and in the college as a learning community	Develop processes and practices to establish student voice across the College
Targets	<ul style="list-style-type: none"> Trend improvement Student Survey in school connectedness 3.4 and student motivation 4.0 Trend improvement Parent Survey school connectedness 5.0 	<p>Establish processes that encourages a culture of high expectations</p> <p>Students developing the essential skills and capabilities of successful learners (<i>e.g. work habits and learning perseverance</i>)</p> <p>Develop processes to ensure that every student is aware of his/her own learning needs and future learning goals are established in all subjects.</p> <p>Establish processes to acknowledge and celebrate student and staff success</p> <p>Continue to extend communication and engagement practices with families.</p> <p>Focus on high expectations regarding student attendance.</p>

<p>Year 1</p>	<p>Values Staff and Students Leaders and staff revise values for staff and students and what that means for high expectations via staff forums and KLAs making links to induction processes and Bill Rogers, Nairn Walker etc.</p> <p>High expectations--staff and students</p> <ul style="list-style-type: none"> • Leaders to clarify what high expectations looks like at BSC • Leaders work with staff to clarify key beliefs and plan the implementation of high expectations at classroom, individual, Hub and whole school levels related to academic, social, behavioural, community expectations • Leaders and staff develop foci for student readiness for learning and staff and student behaviours that support learning and each other • Leaders and staff work with <i>Elevate</i> to incorporate strategies in teaching and whole school • <i>Elevate</i> to be introduced at Year 10 level, as well as at Year 11 and 12 • Hubs will run Achievement Assemblies to celebrate successes <p>Communication with families</p> <ul style="list-style-type: none"> • Introduce family events with staff, students and families at Year 7 level • Further refine Compass communication to parents • Hub Leaders work with new Coordinators to establish key beliefs about working with families 	<ul style="list-style-type: none"> • A belief statement will be developed regarding high expectations staff and students • Forums will be conducted with staff ownership that develop these beliefs and key actions • Hub assemblies clarify this initiative with students • Key teachers and Pastoral teachers work through the main ideas for student input and ownership of key beliefs and actions • An increase in positive data regarding teacher chronicles on Compass • Students are able to state values and how they relate to high expectations • Hub Leaders, staff and students will develop key foci at each year level that support students' learning through the year and enhance our learning community • Hub Assemblies will be embedded in the timetable • Families and staff will attend Year 7 events • Improved parent connection to the college • Increased parent usage of Compass to communicate and read progress reports
<p>Year 2</p>	<p>High expectations--staff and students</p> <ul style="list-style-type: none"> • Continue to work on key beliefs and whole school implementation at individual, classroom and whole school levels • Develop new foci for staff and students linked to values at staff and student forums • Continue to work with <i>Elevate</i> and introduce to the Wurrin Hub (Years 8 & 9) <p>Student Voice</p> <ul style="list-style-type: none"> • Leadership to define what student voice is and develop beliefs, knowledge and understandings at whole school, cohort, individual levels • Audit with staff regarding existing practices i.e. School captains, SRC, House captains 	<ul style="list-style-type: none"> • A belief statement will be updated regarding high expectations staff and students • Forums will be conducted with staff ownership that develop these beliefs and key actions • Hub assemblies clarify this initiative with students • Key teachers and Pastoral teachers work through the main ideas for student input and ownership of key beliefs and actions • An increase in positive data regarding teacher chronicles on Compass, Student Attitudes to School survey • Students are able to state values and how they relate to high expectations • Hub Leaders, staff and students will develop key foci at each

	<ul style="list-style-type: none"> Identify Leadership champion for student voice and key teachers to support the champion Leadership develops a plan for improvement, including consultation with staff and student <p>Communication with families</p> <ul style="list-style-type: none"> Introduce family events with staff, students and families at Year 7 and 8 level Further refine Compass communication to parents Hub Leaders work with Coordinators and staff to establish key beliefs about working with families 	<p>year level that support students' learning through the year and enhance our learning community</p> <ul style="list-style-type: none"> Families and staff will attend Year 7 and 8 events Improved parent connection to the college Increased parent usage of Compass to communicate and read progress reports
Year 3	<p>High expectations--staff and students</p> <ul style="list-style-type: none"> Continue to work on key beliefs and whole school implementation at individual, classroom and whole school levels and links to values Develop new foci for staff and students linked to values at staff and student forums Continue to work with <i>Elevate</i> working with all students across all levels Leadership to further refine what student voice is and continue to develop beliefs, knowledge and understandings at whole school, cohort, individual levels Identify Leadership champion for student voice and key teachers to support the champion Leadership refines the plan for improvement, including consultation with staff and student <p>Communication with families</p> <ul style="list-style-type: none"> Continue to introduce family events with staff, students and families at each Hub level Further refine Compass communication to parents Hub Leaders work with staff to establish key beliefs about working with families 	<ul style="list-style-type: none"> A belief statement will be updated regarding high expectations staff and students Forums will be conducted with staff ownership that develop these beliefs and key actions Hub assemblies clarify this initiative with students Key teachers and Pastoral teachers work through the main ideas for student input and ownership of key beliefs and actions An increase in positive data regarding teacher chronicles on Compass, Student Attitudes to School survey Students and staff are able to state values and how they relate to high expectations Hub Leaders, staff and students will develop key foci at each year level that support students' learning through the year and enhance our learning community Families and staff will attend whole college events Improved parent connection to the college Increased parent usage of Compass to communicate and read progress reports
Year 4	<p>High expectations--staff and students</p> <ul style="list-style-type: none"> Continue to work on key beliefs and whole school implementation at individual, classroom and whole school levels Develop new foci for staff and students linked to values at staff and student forums Continue to work with <i>Elevate</i> across the whole school 	<ul style="list-style-type: none"> A belief statement will be updated regarding high expectations staff and students Forums will be conducted with staff ownership that develop these beliefs and key actions Hub assemblies clarify this initiative with students

	<p>Student Voice</p> <ul style="list-style-type: none"> • Leadership to continue to refine what student voice is and develop beliefs, knowledge and understandings at whole school, cohort, individual levels • Identify Leadership champions for student voice and key teachers to support the champions • Leadership develops a plan for improvement, including consultation with staff and student <p>Communication with families</p> <ul style="list-style-type: none"> • Review and refine family events with staff, students and families at all year levels • Further refine Compass communication to parents • Hub Leaders work with staff to refine and review key beliefs about working with families 	<ul style="list-style-type: none"> • Key teachers and Pastoral teachers work through the main ideas for student input and ownership of key beliefs and actions • An increase in positive data regarding teacher chronicles on Compass, Student Attitudes to School survey and Parent survey • Students are able to state values and how they relate to high expectations • Hub Leaders, staff and students will develop key foci at each year level that support students' learning through the year and enhance our learning community • Families and staff will attend Hub events • Improved parent connection to the college • Increased parent usage of Compass to communicate and read progress reports
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Wellbeing		Key improvement strategies
Goals	Students will have better engagement and connectedness to the college Behaviour management processes and practices to improve, in alignment with our key beliefs and values	Document a consistent whole school practice around student management.
Targets	Trend improvement in parent, student and staff key survey indicators: School Connectedness, Student Wellbeing (Distress/ Morale) Student Survey School Connectedness 3.3 Student Well Being 4.9 Parent Survey; Student Safety 5.1 School Connectedness 4.8 Staff Survey; Collective Responsibility 70	Investigate and implement enablers for greater connectedness with the school: - key teachers - pastoral program - data management Document a whole school practice around transitions through the College.
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • School revisits its whole school Engagement and Wellbeing policy, reviewing the key ideas with Leaders and staff Student Wellbeing Team, including social worker, chaplain, nurse, Smith Family, to review key beliefs, understandings and actions in relation to the above • Extract key beliefs about student management and create an explicit staff and student code of conduct in alignment with <ol style="list-style-type: none"> 1. School values 2. Bill Rogers 3. Nairn Walker Links to be made by staff to Effective T & L model, student wellbeing practices and Hub processes • Specific PD and team planning for Key teachers and Pastoral teachers, including curriculum design and implementation in 	<ul style="list-style-type: none"> • Trend improvement in parent, student and staff key survey indicators pertaining to well being • Key belief documents in place • Staff PD supports team plans and alignment of Key Beliefs is evident from documentation. Regular meetings timetabled into the meeting schedule. • Hub practices are in alignment with <i>Safe Minds</i> beliefs • Consistency of approach to student management across Hubs will be evident

	<p>alignment with key beliefs relating to values, health education, individual pathways and student wellbeing</p> <ul style="list-style-type: none"> • Use of Compass to enhance teacher knowledge and understanding of individual students and team planning for a customised approach • Leaders confirm key beliefs around <i>Safe Minds</i> and induct Hub staff 	
Year 2	<ul style="list-style-type: none"> • Knowledge about the student from year to year will be available for teachers on Compass, to assist transition to each year level • Student Wellbeing Team, including social worker, chaplain, nurse, Smith Family, to review key beliefs, understandings and actions in relation to the above. The social worker to work closely with Principals and key leaders of Hubs to clarify practice. • Review key beliefs about student management with staff and students • Hub themes and staff foci will enhance connectedness to school • Review of major student wellbeing initiatives <ol style="list-style-type: none"> 1. Mentoring 2. Smith Family/the girls' program 3. Clontarf 4. Breakfast program 5. Changing Lanes <p>Specific PD and team planning for Key teachers and Pastoral teachers, including curriculum design and implementation in alignment with key beliefs relating to values, health education, individual pathways and student wellbeing</p> • Leaders confirm key beliefs around <i>Safe Minds</i> and induct Hub staff, Pastoral and Key Teachers 	<ul style="list-style-type: none"> • Trend improvement in parent, student and staff key survey indicators • Key belief documents in place and practice reflects improved customised consistency of implementation • Staff PD supports team planning and alignment of Key Beliefs is evident in classroom practice. Regular meetings timetabled into the meeting schedule. • Hub practices are in alignment with <i>Safe Minds</i> beliefs • Alignment of student well-being initiatives to key belief documents
Year 3	<p>Specific PD and team planning for Key teachers and Pastoral teachers, including curriculum design and implementation in alignment with key beliefs relating to values, health education, individual pathways and student wellbeing</p> <ul style="list-style-type: none"> • Student Wellbeing Team, including social worker, chaplain, nurse, Smith Family, to review key beliefs, understandings and actions in relation to the above. The social worker to work 	<ul style="list-style-type: none"> • Trend improvement in parent, student and staff key survey indicators • Staff PD supports team plans and alignment of Key Beliefs is evident from documentation. Regular meetings timetabled into the meeting schedule. • Hub practices are in alignment with <i>Safe Minds</i> beliefs • Alignment of student well-being initiatives to key belief documents

	<p>closely with Principals and key leaders of Hubs to clarify practice with all Hub staff.</p> <ul style="list-style-type: none"> • Increased and refined knowledge about the student from year to year will be available for teachers on Compass to assist transition from each year level • Leaders confirm key beliefs around <i>Safe Minds</i> and induct Hub staff, Pastoral and Key Teachers, as well as all teaching staff 	
<p>Year 4</p>	<p>Specific PD and team planning for Key teachers and Pastoral teachers, including curriculum design and implementation in alignment with key beliefs relating to values, health education, individual pathways and student wellbeing</p> <ul style="list-style-type: none"> • Increased and refined knowledge about the student from year to year will be available for teachers on Compass, to assist transition to each year level 	<ul style="list-style-type: none"> • Trend improvement in parent, student and staff key survey indicators • Staff PD supports team plans and alignment of Key Beliefs is evident from documentation. Regular meetings timetabled into the meeting schedule. • Hub practices are in alignment with Safe Minds beliefs • Alignment of student well-being initiatives to key belief documents

Productivity		Key improvement strategies
Goals	Improve data management and implementation, to support assessment, IEPS and student learning goals	<p>Explore the capacity of Compass data management system to populate with:</p> <ul style="list-style-type: none"> -student assessment data, -student learning goals -individual education plans (if appropriate) <p>Ensure that P&D practices are focused on SSP goals and whole school approaches.</p> <p>Build collective capacity of the leadership team, and middle level leaders, to drive school improvement work</p>
Targets	Parent and student data indicates improved communication and connectivity with College: Approachability 4.9, Parent Input 4.4 Reporting 4.1, School Improvement 4.9	
	Actions	Success criteria
Year 1	<p>Use of Compass to enhance teacher knowledge and understanding of individual students and team planning for a customised approach</p> <p>Parent nights and information to parents focus on showing parents how to use Compass</p> <p>Leaders continue to ensure SSP is discussed and reviewed at Leadership Meetings, KLA meetings and School Council Committee meetings</p> <p>AIP reflects the strategic plan</p> <p>Leadership builds knowledge through PDs, meetings and regular team planning events</p>	<ul style="list-style-type: none"> • Hub Assemblies will be embedded in the timetable • Families and staff will attend Year 7 events • Trend Improvement in parent connection to the college • Increased parent usage of Compass to communicate and read progress reports • IEPs are accessible to staff and parents and targeted to student needs • Leaders have clarity about their role and develop more expertise in implementation • AIP reflects progress and refinement in alignment with SSP
Year 2	<ul style="list-style-type: none"> • Introduce family events with staff, students and families at Year 7 and 8 level • Further refine Compass communication to parents • Hub Leaders work with Coordinators and staff to establish key beliefs about working with families • Leadership builds knowledge through PDs, meetings and 	<ul style="list-style-type: none"> • An increase in positive data regarding teacher chronicles on Compass, • Trend Improvement from Student Attitudes to School survey regarding connection to the College. • Families and staff will attend Year 7 and 8 events • Improved parent connection to the college

	<p>regular team planning events</p> <ul style="list-style-type: none"> Leaders continue to ensure SSP is discussed and reviewed at Leadership Meetings, KLA meetings and School Council Committee meetings <p>AIPS are refined in light of progress through SSP</p>	<ul style="list-style-type: none"> Increased parent usage of Compass to communicate and read progress reports IEP are used to inform team planning for individual students Leaders have improved clarity about their role and develop more expertise in implementation AIPs reflect progress and refinement in alignment with SSP
Year 3	<p>Continue to introduce family events with staff, students and families at each Hub level</p> <p>Further refine Compass communication to parents</p> <p>Hub Leaders work with staff to establish key beliefs about working with families</p> <p>Leadership build knowledge through PDs Meetings and regular team planning events</p> <p>Leaders continue to ensure SSP is discussed and reviewed at Leadership Meetings, KLA meetings and School Council Committee meetings</p> <p>AIPS are refined in light of progress through SSP</p>	<ul style="list-style-type: none"> Continued improved data regarding teacher chronicles on Compass, Trend Improvement in Student Attitudes to School survey regarding connectivity to the College Families and staff will attend Year 7 and 8 events Improved parent connection to the college IEP are used more efficiently to inform team planning for individual students Increased parent usage of Compass to communicate and read progress reports Leaders have improved clarity about their role and develop more expertise in implementation AIPs reflect progress and refinement in alignment with SSP
Year 4	<p>Review and refine family events with staff, students and families at all year levels</p> <p>Further refine Compass communication to parents</p> <p>Hub Leaders work with staff to refine and review key beliefs about</p>	<ul style="list-style-type: none"> Continued improved data regarding teacher chronicles on Compass, Trend Improvement in Student Attitudes to School survey Families and staff will attend Year 7 and 8 events Improved parent connection to the college Increased parent usage of Compass Leaders have improved clarity about their role and develop

	<p>working with families</p> <p>Leadership build knowledge through PDs Meetings and regular team planning events</p> <p>Leaders continue to ensure SSP is discussed and reviewed at Leadership Meetings, ,KLA meetings and School Council Committee meetings</p> <p>AIPS are refined in light of progress through SSP</p>	<p>more expertise in implementation</p> <ul style="list-style-type: none"> • AIPs reflect progress and refinement in alignment with SSP
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