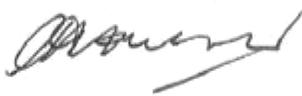


School Strategic Plan for  
**Rushworth P-12 College**  
**6238**  
**2015-2018**



<p>Endorsement by School Principal</p>	<p>Signed: </p> <p>Name: Bradley Moyle Date: July 20, 2015</p>
<p>Endorsement by School Council</p>	<p>Signed: </p> <p>Name: Cass Alexander Date: July 20, 2015</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed: </p> <p>Name: Date:</p>

# College Profile

<b>Purpose</b>	Rushworth P-12 College aims to provide a strong and quality education for P-12 students within Rushworth, Colbinabbin, Murchison, Stanhope and the wider Waranga area.
<b>Values</b>	At Rushworth P-12 College we emphasize, encourage, teach and value all our learners to be Respectful, be Responsible and be Resilient. Our aim is to reflect the 3R's in our daily operations and instil these expectations and values within our learners.
<b>Environmental Context</b>	<p>Rushworth P – 12 College is a small school located in what was once the rich gold mining area of Central Victoria. The region was one of the richest gold producers of Victoria. The town of Rushworth is about 75 kilometres north-east of Bendigo, the major rural city of Central Victoria, and about 45 kilometres south-west of Shepparton which is also a major rural city. It is about two hours' drive from Melbourne.</p> <p><b>Demography</b></p> <p>Like many small rural towns across Victoria and Australia, Rushworth has experienced significant demographic and economic change (often decline) associated with an aging population and shifts in the value and sustainability of industry, including manufacturing and agriculture which have more strongly underpinned the Rushworth community in times past. The College has a Student Family Occupation Index (SFO) 0.66. This level of SFO indicates diversity in the socio economic context of the community, including some situations where families will be significantly challenged.</p> <p>The College currently has an enrolment of 157 of whom 45 are students Prep to Year 6 with the balance (112) in Years 7 to 12. Five years ago the student population totalled around 275. In addition to students drawn from the town, enrolments are taken from surrounding communities of Colbinabbin, Murchison, Stanhope, Dhurringile and Hartson. A significant proportion of students travel by bus.</p> <p><b>Provision</b></p> <p>The College P – 10 program is AusVELS based. VCE, VET and VCAL programs are maintained and often with small numbers to ensure that students have sound pathways options at Years 11 and 12. The school operates with Leading Teachers heading up two structures: P – 8, and 9 – 12.</p> <p><b>Student Achievement</b></p> <p>Student Achievement in many areas continues to be a challenge for the College. Whilst VCE completion rates are generally very sound VCE study score averages consistently track well below state means. The percentage of students applying for tertiary places and the</p>

	<p>percentage of students remaining in education or training post school are significantly below state averages.</p> <p><b>A transforming school</b></p> <p>Over the past three years the College has embarked upon an ambitious improvement agenda reflected in strategic planning designed to transform the school to enable it to take full advantage of the small school features typically highly valued by parents, teachers and students. These features include:</p> <ul style="list-style-type: none"> <li>• high level, shared knowledge by staff of each student and their learning styles and needs, and use of this knowledge to provide targeted individual support</li> <li>• the strong sense of community associated with the opportunities students have to know all the teachers and other staff, and each other</li> <li>• the opportunities for the school, its direct community, and the broader community to work and communicate together</li> </ul> <p>The College is implementing and embedding improvement strategies essential to the process of establishing Rushworth P – 12 as an exemplar of the 21<sup>st</sup> century teaching and learning. Ongoing strategic planning, and the implementation of that planning, will need to respond to the rigorous review of student outcomes.</p> <p><b>Facilities and infrastructure</b></p> <p>The College has excellent facilities on an expansive site. The heritage listed original school has been carefully and sensitively adapted as befits a community landmark. The 2012 Commonwealth funded BER construction of four classrooms and a large open learning space provide enhanced opportunities for teachers to create a range of student centred learning contexts. The external environment includes the Stephanie Alexander Kitchen Garden, an oval, and well designed and maintained passive recreation areas, including gardens and conversation areas.</p>
<p><b>Service Standards</b></p>	<p>To deliver on its purpose, Rushworth P-12 College commits to:</p> <ul style="list-style-type: none"> <li>• guarantee all students access to a broad, balanced and flexible curriculum including skills for learning and life.</li> <li>• provide a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>• aim to provide students with instruction that is adapted to their individual needs.</li> <li>• expect teachers to provide timely and targeted feedback to students on their work. foster close links with parents and the broader school community through its commitment to open and regular communications.</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• the active sharing of its vision and goals to ensure school community engagement in the College's strategic plan.</li><li>• engage parents regularly when their child does not behave in a socially acceptable manner, or has attendance issues.</li></ul> |
|--|--|

## Strategic Direction – Achievement

<b>Goal</b>	To foster the delivery and achievement of high quality educational outcomes for all students in all curriculum areas P-12, with a particular focus on numeracy and literacy.	
<b>Key Improvement Strategies</b>	<ol style="list-style-type: none"> <li>a) Embed the consistent delivery and use of the Rushworth P-12 College Instructional Model in all classes from P-12.</li> <li>b) Develop, implement and embed the use of effective and purposeful assessments that support teachers to utilise student learning data in order to differentiate instruction to each student’s point of need.</li> <li>c) Build the educational capacity of the College through a focus on distributed leadership and ongoing leadership team development.</li> </ol>	
<b>Targets</b>	<p><b>2018 Targets:</b></p> <ul style="list-style-type: none"> <li>● 95% of students deemed capable evidence learning growth by making one year’s progress for one year’s academic program as measured via triangulated data in literacy and numeracy.</li> <li>● Improved mean VCE study scores in all subjects, meeting or exceeding 29.0</li> <li>● 6.3% of VCE study scores of 40 or more.</li> <li>● NAPLAN Relative Growth Rates for Reading, Writing, Grammar &amp; Punctuation, Spelling and Numeracy to be &lt;15% (Low), &gt;30% (High)</li> <li>● 10% or less of students in Years 3, 5, 7 and 9 to be deemed as NAPLAN At or Below National Minimum Standards .</li> <li>● ATSS Teacher Effectiveness rankings continue to improve to be &gt; 4.6 (5/6), 3.9 (7-12)</li> </ul>	<p><b>2014 Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● 68% in Reading, 45% in Number - Teacher Judgements</li> <li>● VCE All Study = 25.52</li> <li>● 0% of VCE Study Scores</li> <li>● Yr 3-5 = 11.2% (H), Yr 5-7 = 21.2% (H), Yr 7-9 = 33.3% (H)</li> <li>● Yr 3 = 42.8%, Yr 5 = 31.4%, Yr 7 = 46.44%, Yr 9 = 43.3%</li> <li>● Yr 5/6=4.46, 7-12=3.64</li> </ul>

- ATSS Stimulating Learning rankings continue to improve to be > 4.35 (5/6), 3.45 (7-12)
- 100% of students have a written and detailed Individual Learning Plan

- Yr 5/6 = 4.11, 7-12=3.15
- 3% of students with ILP

## **Action Plan**

<b>College Instructional Model Narrative</b>	<b>Action</b>	<b>Who</b>	<b>Achievement Milestones</b>
<p>The College Instructional Model sequences the teaching of a lesson to include evidence-based components and approaches of effective learning. It is used in all classroom lessons and is designed to maximise engagement and learning outcomes for all students.</p> <p>Staff observe each other's lessons and receive coaching on the instructional model to continuously improve the quality of teaching at the college.</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• Instructional coaching of first round teachers (8)</li> <li>• Weekly planning displays selected elements of the Instructional Model (IM)</li> <li>• Professional Learning (PL) on instructional and management strategies for differentiation of content, process and product; and differentiated levels of feedback of task, process and self-regulation</li> <li>• Instructional Model Student survey is developed and tested for use by all staff</li> </ul>	<p>LT &amp; AP</p> <p>All Teachers</p> <p>AP/LT</p> <p>LT</p>	<ul style="list-style-type: none"> <li>• Increase in Student Attitudes to School Survey data in the area of Teacher Effectiveness</li> <li>• All staff members demonstrate high quality planning consistent with the IM</li> <li>• Differentiated Instruction is visible in all classrooms</li> <li>• Instructional Model Student Survey can be used to demonstrate impact on student learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff develop a framework for designated formative assessment tasks (DFAT) to support differentiated instruction</li> <li>• Development of a balanced literacy program for P-6 students with extensive coaching and professional learning for staff. (Kerrie McMillin)</li> <li>• Develop and offer Master Classes to stretch VCE students</li> <li>• Staff surveyed on teaching approaches that support the instructional model (Lemov / McREL) in order to compile practice sharing database.</li> </ul>	<p>All Teachers</p> <p>Principal &amp; P-8LT</p> <p>VCE Coord</p> <p>Principal</p>	<ul style="list-style-type: none"> <li>• Staff can identify the needs of the student and make an accurate judgement of their Zone of Proximal Development.</li> <li>• Consistent, high quality, research based and balanced literacy program is implemented in all P-6 classrooms evidenced by increasing relative growth rates.</li> <li>• Student Participation rates and links to enhanced results.</li> <li>• Evidence of research based practices being applied and where to see them in action.</li> </ul>
	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Instructional coaching of second round teachers (8)</li> <li>• Professional learning on classroom narrative and pacing</li> <li>• Student survey is used in all classes with teachers using feedback to improve IM implementation</li> </ul>	<p>AP/LT</p> <p>All Teachers</p> <p>All Teachers</p>	<ul style="list-style-type: none"> <li>• Increase in Student Attitudes to School Survey data in the area of Teacher Effectiveness</li> <li>• Enhanced student engagement, academic rigor and pacing for all lessons.</li> <li>• All teachers discuss and respond to student survey data.</li> </ul>

	<ul style="list-style-type: none"> <li>• DFATs are developed in all subjects for alternating year levels and clearly linked to the GVC.</li> <li>• Development of a balanced numeracy program for P-6 students with extensive coaching and professional learning for staff. (Coach TBA)</li> </ul>	<p>Domain Leaders</p> <p>Principal &amp; P-8LT</p>	<ul style="list-style-type: none"> <li>• Clear assessment practices documented that link with the GVC.</li> <li>• Consistent high quality, research based and balanced numeracy program is implemented in all P-6 classrooms evidenced by increasing relative growth rates.</li> </ul>
	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Instructional coaching of teachers in response to student survey and achievement data</li> <li>• PL on direct instruction of academic vocabulary and fluency</li> <li>• DFATs are developed in all subjects for all year levels</li> </ul>	<p>LT</p> <p>AP/LT</p> <p>All teachers</p>	<ul style="list-style-type: none"> <li>• Increase in Student Attitudes to School Survey data in the area of Teacher Effectiveness &amp; Stimulating Learning</li> <li>• Enhanced student engagement and understanding of key subject terms.</li> <li>• Clear and documented assessment processes linked with GVC.</li> </ul>
	<p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>• Instructional coaching of teacher teams to support inquiry and group work</li> <li>• Professional Learning on differentiation and curriculum planning in line with our instructional model.</li> </ul>	<p>LT</p> <p>AP/LT</p>	<ul style="list-style-type: none"> <li>• Increase in Student Attitudes to School Survey data in the area of Teacher Effectiveness &amp; Stimulating Learning</li> <li>• Continued support for teachers to effectively implement the instructional model.</li> </ul>

	<ul style="list-style-type: none"> <li>Staff incorporate DFATs into ILPs for targeted differentiation</li> </ul>	All teachers	<ul style="list-style-type: none"> <li>100% of Students have ILPS</li> </ul>
Data & Assessment Narrative	Action	Who	Achievement Milestones
<p>The use of data is critical for teachers to understand where individual students are at, where they are going, and what they need to get there. It ensures that the teaching and learning occurring in the classroom is precise, personalised and purposeful.</p> <p>Teachers will be drawing upon a broader range of assessments concerning student literacy, numeracy, engagement and learning progress, and developing their skills at interpreting and making use of the assessment data in the teaching and learning process to deliver personalised learning.</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>Detailed item analysis of VCE data service, On Demand and NAPLAN data to ensure a deeper understanding of student's performance for more personalised, targeted teaching.</li> <li>On Demand/NAPLAN data and goals discussed with parents at PTI's. Parents involved in goal setting and ways in which they can help be identified.</li> <li>Document the purpose and structure of the exam process from years 7-11.</li> <li>Review GVC to determine that there is variety of assessment styles within units including assessment for, of and as learning.</li> <li>Moderation of assessment and comparison with external data.</li> </ul>	<p>VCE coordinator, Numeracy Leader and Literacy Leader.</p> <p>All teachers</p> <p>Leading Teachers Domain Leaders</p> <p>Domain Teams</p> <p>Leading Teachers</p>	<ul style="list-style-type: none"> <li>PD sessions implemented and further coaching requirements offered/identified.</li> <li>Goals and strategies set and signed off by Teachers, Parents and Students.</li> <li>Documented and published process and protocol.</li> <li>GVC documents articulate purpose of assessments at all Year levels and the required lead up skills.</li> <li>All Domain Teams conduct moderation at least once each semester.</li> </ul>

	<ul style="list-style-type: none"> <li>Using AusVELS progression points, shared assessment criteria, rubrics and moderation using samples of student work for making consistent judgements.</li> </ul>	All teachers	<ul style="list-style-type: none"> <li>Greater consistency between Teacher Judgements, On Demand, NAPLAN and other assessments for all students P-10.</li> </ul>
	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>Staff supplied with and examine in depth reports alongside tests in group settings, e.g. VCE Data Service, NAPLAN</li> <li>Communication of weaknesses found with particular question types and dissemination of common weakness in VCE data with other staff.</li> <li>Parents made aware of Individual areas identified by in depth analysis. Homework reflects work needed on these areas with simple strategies that can be used by parents to support in these areas.</li> <li>Moderation - ongoing</li> <li>Analyse data in reports on AusVELS levels of achievement in all subjects/units to identify consistency issues.</li> </ul>	<p>VCE coordinator/Principal/Data coordinator to supply data.</p> <p>Teachers</p> <p>All teaching staff.</p> <p>Domain teams</p> <p>Leading Teachers</p>	<ul style="list-style-type: none"> <li>Use of in depth reports alongside tests to identify strengths and weakness' in both teaching and individual student understanding evident in planning.</li> <li>GVC adjusted to incorporate the teaching of identified gaps in skills and knowledge.</li> <li>Student Individual Learning Plans reflect this analysis for all students in Years 7, 9, 11, 12 by the end of Term 1.</li> <li>Ongoing moderation, including small school partnerships or network for all VCE subjects.</li> <li>Issues identified and plans developed and implemented to address concerns.</li> </ul>

	<ul style="list-style-type: none"> <li>Support teachers in the use of VCE data: Principal to meet with each VCE teacher to identify areas of focus for improved teaching.</li> </ul>	Principal & VCE Teachers	<ul style="list-style-type: none"> <li>Improved student outcomes via focused strategies for improving teaching.</li> </ul>
	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>Data analysis session incorporated into staff induction program.</li> <li>Evaluate current assessment practices to develop and implement a Rushworth P-12 College Assessment Policy that incorporates assessment for, as and of learning.</li> <li>Build a shared and documented repertoire of assessment as learning, or self-assessment, strategies for use across all pathways and year levels.</li> <li>Adopt an assessment program across all pathways that utilises common assessment tasks, with associated criteria and rubrics, where data is analysed and shared with students and teacher teams.</li> </ul>	<p>Leading Teacher</p> <p>Leading Teachers</p> <p>All teachers</p> <p>All teachers</p>	<ul style="list-style-type: none"> <li>Increased ability to use data effectively.</li> <li>Documented and accessible assessment schedule available for all stakeholders.</li> <li>Assessment as learning resource developed and accessible by all staff.</li> <li>Increased use of assessment data to identify the next steps in each student's learning and clearly linked to ILP.</li> </ul>
	<p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>Review the timely use and analysis of validated test tools to better monitor student learning growth and share the data with students, e.g. On Demand, PAT Reading, PAT Maths, PAT Science, eWrite, TORCH.</li> </ul>	Leading Teachers & Domain Teams	<ul style="list-style-type: none"> <li>All staff able to utilise validated assessment tools to support moderation, assessment and feedback to students.</li> </ul>

	<ul style="list-style-type: none"> <li>Review Assessment Schedules P-6, 7-9 and revise Rushworth P-12 College Assessment Policy.</li> </ul>	Leadership Team	<ul style="list-style-type: none"> <li>Updated Assessment Schedule produced and accessible.</li> </ul>
<b>Leadership Development Narrative</b>	<b>Action</b>	<b>Who</b>	<b>Achievement Milestones</b>
<p>Distributing school leadership is a constructive process where leadership work <i>with</i> staff to build their capacity as leaders within the college to create a professional learning community.</p> <p>In turn, leadership take a global involvement in improving classroom practice through cultivating instructional coaching discussions, undertaking classroom observations to give feedback and support to teachers, and actively and systematically monitoring student progress data.</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>Formation of larger, distributed leadership team comprising 7 members in total.</li> <li>Leadership Team Charter developed and published, updated as required.</li> <li>Leadership and Instructional Coaching for Leadership Team members.</li> <li>External Leadership Coach appointed to support leadership team (Ruth Sloan)</li> <li>External consultant appointed to work with leadership team on developing leadership of all staff (John Sloan)</li> <li>Leadership Professional Learning: BASTOW: Open to Learning Leadership Program</li> </ul>	<p>Principal</p> <p>Leadership Team</p> <p>Leadership Team</p> <p>Principal</p> <p>Principal</p> <p>Asst. Principal &amp; Leading Teachers.</p>	<ul style="list-style-type: none"> <li>Sustainable Team Model in place (Prin, AP, 2xLT, Lit Leader, Num Leader, ES Leader)</li> <li>Charter understood and publicly available</li> <li>Minimum of fortnightly coaching for all members with the Principal.</li> <li>All members accessing external coach - 7 sessions in 2015 and 4 team sessions.</li> <li>Action Plan developed and implemented with clearly defined targets and results</li> <li>100% of Leadership Team trained in OTL Conversations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop understanding of all staff that they are leaders.</li> <li>• Continue Professional Reading as an integral part of Leadership Team operations <ul style="list-style-type: none"> <li>◦ Ramon Lewis: The Developmental Management Approach to Classroom Behaviour.</li> <li>◦ Data Wise – edX Course</li> </ul> </li> </ul>	<p>All Staff</p> <p>Principal &amp; AP</p>	<ul style="list-style-type: none"> <li>• Curriculum Day devoted to “All Staff are Leaders”</li> <li>• Ongoing Professional Learning and sharing, linked to SSP.</li> </ul>
	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Leadership Consultancy with John &amp; Ruth Sloan to continue in monitoring phase (limited visits and input)</li> <li>• Leadership Professional Learning: BASTOW - Coaching for Leadership Teams</li> <li>• Assistant Principal and Leading Teachers commence coaching Domain Leaders</li> <li>• Leadership Team continues to set six monthly goals and improvement foci based around College Data, e.g. Staff Survey results.</li> </ul>	<p>Principal</p> <p>Leadership Team</p> <p>Domain Leaders, AP &amp; LT.</p> <p>Principal &amp; Leadership Team</p>	<ul style="list-style-type: none"> <li>• Year 2 Action Plan developed and implemented. Project linked to SSP developed, implemented and reviewed.</li> <li>• Ongoing Leadership Development is evident and linked to SSP.</li> <li>• Domain Leaders have twice termly coaching sessions.</li> <li>• Targeted and documented improvement plans in place to boost Leadership Team Performance and Capacity.</li> </ul>

	<ul style="list-style-type: none"> <li>• Leadership Team Induction program developed</li> </ul>	Leadership Team	<ul style="list-style-type: none"> <li>• Induction document</li> </ul>
	<u>Year 3</u> <ul style="list-style-type: none"> <li>• In-house Aspirant Leadership Program developed.</li> </ul>	Principal, Asst. Prin.	<ul style="list-style-type: none"> <li>• Aspirant Leadership Program developed, documented and advertised for 2018.</li> </ul>
	<u>Year 4</u> <ul style="list-style-type: none"> <li>• Deliver Aspirant Leadership Program and open to other network schools.</li> <li>• Review leadership team structure and practices using 360 degree feedback tool.</li> </ul>	Principal, Asst. Prin  Leadership Team	<ul style="list-style-type: none"> <li>• Minimum of 2 staff undertake Aspirant Leadership Program.</li> <li>• Leadership Model developed for 2019 onwards.</li> </ul>

## Strategic Direction – Engagement

<b>Goal</b>	To improve student engagement in learning and develop self-motivated, confident and resilient learners (or College Community).	
<b>Key Improvement Strategies</b>	<p>a) Review, Revise and embed the consistent use and ongoing development of the Guaranteed &amp; Viable Curriculum for all subjects P-12.</p> <p>b) Develop, implement and embed an approach to Personalised Learning that supports all students in their pursuit of individual pathways and outcomes through and beyond school.</p>	
<b>Targets</b>	<p><b>2018 Targets:</b></p> <ul style="list-style-type: none"> <li>• 95% of students retained in further education, training or work.</li> <li>• Grow the College VTAC Application rate</li> <li>• Mean ATAR Ranking improves to 65.0</li> <li>• ATSS Learning Confidence continues to improve &gt;4.35, Student Motivation continues to improve &gt; 4.80 for Years 5/6</li> <li>• ATSS Learning Confidence continues to improve &gt; 3.90, Student Motivation continues to improve &gt; 4.40 for Years 7-12.</li> <li>• Student Absences figures fall to within 5% of the state mean, Year P-6 &lt;14.80 days absent per student per year, Years 7-12 &lt;19.58</li> </ul>	<p><b>2014 Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Unknown</li> <li>• 40% of students</li> <li>• ATAR Mean = 41.33</li> <li>• LC = 4.18 (61.3%), SM= 4.65 (65.8%)</li> <li>• LC = 3.63 (29.1%), SM = 4.17 (33.2%)</li> <li>• P-6 = 18.-7 days absent per student, 7-12 = 24.07 days</li> </ul>

## Action Plan

Guaranteed & Viable Curriculum Narrative	Action	Who	Achievement Milestones
<p>The Guaranteed and Viable Curriculum (GVC) takes mandated government curriculum from ACARA and VCAA and applies it to Rushworth’s learning framework. It documents how we incorporate the college values into our teaching, the indicators of success, and a weekly breakdown of what is being taught and assessed.</p> <p>The GVC ensures that the continuum of learning from P-12 is appropriately scoped and sequenced and allows teachers to collaborate on an evolving curriculum that can be personalised to the individual pathways of students at the college.</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• Ensure staff are familiar with Edmodo and RP-12 GVC, including professional learning for new staff.</li> <li>• Dedicated time during Domain meetings for GVC review/revision and work through a checklist targeting the following:               <ul style="list-style-type: none"> <li>- all parts of the RP-12 instructional model are evident</li> <li>- appropriate AusVELS are explicitly taught and assessed with LI/SC and learning tasks</li> <li>- level of engagement of tasks</li> <li>- appropriate differentiation of tasks</li> <li>- embedding resources in GVC documents where possible</li> </ul> </li> <li>• Develop a progressive set of skills essential to high level VCE achievement</li> </ul>	<p>Leading Teacher</p> <p>Domain teams</p> <p>Domain teams</p>	<ul style="list-style-type: none"> <li>• All staff have Edmodo account, are members of the RP-12 GVC group and have received PL on how to read/write a GVC unit.</li> <li>• Domain Meeting minutes have GVC Review/Revise time and actions discussed and achieved to date</li> <li>• Review/Revise checklist is complete (all GVC includes RP-12 instructional model, contains engaging learning tasks that embed AusVELS and are reflected in LI/SC, and resources are attached)</li> <li>• A colour-coded list of most essential skills is developed</li> </ul>

	<ul style="list-style-type: none"> <li>• Prioritise most essential skills in GVC</li> <li>• Implement GVC consistently across whole school</li> <li>• Develop P-10 Writing Genre schedule to support English GVC P-12. Develop P-10 Writing Genre schedule to support English GVC P-12.</li> </ul>	<p>Domain Teams</p> <p>All teachers</p> <p>English Domain &amp; Lit PLT</p>	<ul style="list-style-type: none"> <li>• GVC is colour-coded to reflect most essential skills from above list</li> <li>• GVC is implemented consistently across whole school - reflected in weekly planning and classroom observations.</li> <li>• Writing (Genre) Schedule available to support all staff, P-12.</li> </ul>
	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Review curriculum overlays for cross curricular links and develop integrated projects for inquiry learning</li> <li>• Use staff expertise and skills at VCE level to better support Year 7 to Year 10 teachers' understanding of sequencing, skills development and learning required for VCE.</li> <li>• Dedicated time during Domain meetings for GVC review/revision: <ul style="list-style-type: none"> <li>- continue to add a range of engaging, differentiated learning tasks</li> <li>- assessments are varied and appropriate</li> </ul> </li> </ul>	<p>PLT &amp; Domain teams</p> <p>GVC Leader</p> <p>Domain Teams</p>	<ul style="list-style-type: none"> <li>• 2 integrated projects are documented per year level (need to be different at each year level and thorough planning of how these will be assessed is involved)</li> <li>• Evidence of backward planning demonstrable through GVC documentation and shared staff professional learning.</li> <li>• Domain Meeting minutes have GVC Review/Revise time and actions discussed and achieved to date</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop GVC for VCE units being implemented in 2016</li> <li>• Implement GVC consistently across whole school</li> <li>• Establish partnership for VCE teachers with Rochester Secondary College.</li> <li>• Review P-6 English GVC and rewrite in light of Balanced Literacy P-6 program being implemented.</li> </ul>	<p>Teachers of VCE units</p> <p>All teachers</p> <p>Prin &amp; VCE Leader</p> <p>P-6 &amp; Literacy PLT</p>	<ul style="list-style-type: none"> <li>• GVC developed for Units 1 &amp; 2 of the following subjects if running at RP-12: English/EAL, Literature, all Sciences,</li> <li>• GVC developed for Units 1-4 of the following subjects if running at RP-12: English Language, Computing, Geography, History, all Mathematics</li> <li>• GVC is implemented consistently across whole school - reflected in weekly planning and classroom observations.</li> <li>• Network for VCE teachers established and meeting regularly to support VCE delivery.</li> <li>• Revised P-6 English GVC documented and accessible.</li> </ul>
	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Develop GVC for VCE units being implemented in 2017</li> <li>• Review of integrated projects - What worked? What didn't? What other subjects could be involved, how?</li> </ul>	<p>Teachers of VCE units</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>• GVC developed for Units 3 &amp; 4 of the following subjects if running at RP12: English/EAL, Literature, all Sciences</li> <li>• An analysis report on integrated projects is prepared. Ideas for new projects are developed.</li> </ul>

	<u>Year 4</u> <ul style="list-style-type: none"> <li>Develop GVC for VCE units being implemented in 2018</li> </ul>		<ul style="list-style-type: none"> <li>GVC documentation complete for all VCE Units 1-4 of subjects being delivered by the College.</li> </ul>
<b>Personalised Learning Narrative</b>	<b>Action</b>	<b>Who</b>	<b>Achievement Milestones</b>
<p>Rushworth is taking advantage of its strengths as a small school and harnessing excellent teacher student ratios to ensure that differentiation occurs within every classroom. This method of teaching considers the student's interests, abilities and pathways in ensuring that learning is relevant and right for them.</p> <p>The college will be evaluating a range of approaches to learning that build upon the development of authentic student voice in curriculum teaching and learning to ensure that the work occurring in classrooms is targeted to support individuals in the area that they are able to engage further and make the most progress in their learning.</p>	<u>Year 1</u> <ul style="list-style-type: none"> <li>Research opportunities for students to take greater ownership over their learning, with a particular emphasis on Years 5-12.</li> <li>Review the Literacy and Numeracy programs at Year P-Year 8 to build common purpose, curriculum, pedagogy and assessment amongst the teaching team.</li> <li>Formation of Personalised Learning Development Team, members include teaching staff, non-teaching staff, students and parents.</li> <li>Conduct research and professional learning on Personalised Learning with the PL Team and share professional readings.</li> <li>Develop a shared understanding of what a suitable Personalised Learning Model would look like at Rushworth P-12 College including Year 7-12 elective structure for introduction in 2016 and beyond that is a combination of core / elective and allows options for the fast tracking of VCE / VCAL.</li> </ul>	<p>Teaching staff PLT</p> <p>PLTs Teachers</p> <p>Principal</p> <p>Principal &amp; PL Team</p> <p>PL Team &amp; Staff</p>	<ul style="list-style-type: none"> <li>Improve students engagement and productivity as measured by ATSS.</li> <li>Core Literacy and Numeracy programs are developed and implemented based on research of effective practice.</li> <li>Team formed and charter / terms of reference established and shared.</li> <li>Personalised Learning sharing board &amp; Edmodo Folder established.</li> <li>Documented and researched structure established and planned for release in 2016.</li> </ul>

	<ul style="list-style-type: none"> <li>• Development of a Personalised Learning Implementation Plan for all year levels P-12.</li> <li>• Development of a suite of teacher professional learning materials to be implemented from Term 4, 2015 onwards.</li> <li>• Communication and publicity – ensure all stakeholders are fully aware of the strategy and approach to be taken, including offering a suite of Personalised Learning Parent Sessions and Guides &amp; Student Sessions and Guides.</li> <li>• Explore the use of online learning to support the 2016 7-12 core / elective model e.g. Can edX be utilised to support content.</li> <li>• Commence implementation of 5 year Individual Learning Plans P-12.</li> </ul>	<p>Principal &amp; PL Team</p> <p>PL Team</p> <p>Principal &amp; PL Team</p> <p>All 7-12 Staff</p> <p>AP &amp; Teachers</p>	<ul style="list-style-type: none"> <li>• 3 year Personalised Learning Plan developed and released.</li> <li>• Teacher learning suite developed and rolled out, ensuring teachers are prepared for 2016.</li> <li>• Information available for students and parents by Nov 1, 2015.</li> <li>• List of resources to support curriculum and delivery created by October 2015.</li> <li>• Yr 8 &amp; most vulnerable students have ILP in place and regularly reviewed by Dec 31.</li> </ul>
	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Implement new Year 7-12 structure from the commencement of Term 1.</li> <li>• Implementation of online learning and assessment tools that support Personalised Learning.</li> </ul>	<p>All staff</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>• Increased student engagement data and decreased behavioural issues (ODR).</li> <li>• Data shows improvement of students at or below expected level.</li> </ul>

	<ul style="list-style-type: none"> <li>• Developing the basic skills necessary for students to access the curriculum effectively.</li> <li>• Use the Engaging Parents in Career Conversations (EPICC) resources of DET as a tool to strengthen engagement &amp; partnerships with parents.</li> <li>• Create opportunities for higher levels of student engagement, individual differentiation and challenge throughout the enhanced use of Information and Communication Technology (ICT) and self directed- inquiry, especially in Years 5-10.</li> <li>• Continue development of 5 year student Individual Learning Plans</li> <li>• Personalised Learning Model developed for Year 5/6 students with a focus on PBL or Expeditions as a key component of their curriculum and for commencement in Semester 2.</li> <li>• Personalised Learning Model developed of Year P-4 students with a focus on Core Curriculum that includes literacy, numeracy and social-emotional learning, for 2017 commencement.</li> <li>• Teacher, Parent &amp; Student Sessions &amp; Guides updated and facilitated.</li> </ul>	<p>All staff</p> <p>Careers Leader</p> <p>All teachers</p> <p>AP &amp; teachers</p> <p>Principal &amp; PL Team</p> <p>Principal &amp; PL Team</p> <p>PL Team</p>	<ul style="list-style-type: none"> <li>• Positive effects on students' learning; on students' feelings of competence (self-efficacy) is evidenced within data.</li> <li>• Enhanced student aspiration is evident via improved engagement levels.</li> <li>• High level evidence of the effective use of ICT as illustrated by student work samples and teacher feedback.</li> <li>• Year 4-10 students have ILP in place that is regularly reviewed</li> <li>• Year 5/6 Model developed, shared and commenced.</li> <li>• P-4 model developed shared and ready for 2017 commencement.</li> <li>• Information sessions conducted and information readily available.</li> </ul>
--	---	--	---

	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• All Year P-12 students have a 5 year plan ILP that identifies options for future learning or employment skills where required.</li> <li>• Differentiated teaching and learning strategies included in work programs and evidence in teacher practice</li> <li>• Learning is differentiated to meet student needs with a focus on personal interests</li> <li>• Identify students in Year 5/6 who would benefit from inclusion in 7-12 framework and provided access and opportunity.</li> <li>• Explore options for feeder school students involvement in 7-12 program,e.g. inquiry projects with Year 5/6 students.</li> </ul>	<p>All teachers</p> <p>Leadership</p> <p>PLT</p> <p>P-8 LT</p> <p>P-8 LT</p>	<ul style="list-style-type: none"> <li>• 100% of P-12 students with 5 year ILP</li> <li>• Percentage of students achieving individual growth of at least expected growth or above</li> <li>• Students can apply their interests to learning</li> <li>• Enrichment and extension options available to Year 5/6 students.</li> <li>• Enrichment and extension options extended to feeder primary schools.</li> </ul>
	<p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>• ILPs are referred to, updated and used by teaching staff and supported by regular parent-teacher-student conferences.</li> <li>• Teaching and learning programs reflect differentiated learning to meet the needs of individual students.</li> </ul>	<p>Teachers Parents</p> <p>All teachers</p>	<ul style="list-style-type: none"> <li>• 100% of students demonstrating a minimum expected growth every 12 months in reading and numeracy.</li> <li>• Differentiation is evident in classroom observation, work programs, curriculum plans and evidenced in student Individual Learning Plans.</li> </ul>

## Strategic Direction – Wellbeing

<b>Goal</b>	To enhance student wellbeing in a vibrant College culture that is built on respectful relationships, active student voice and a whole school approach to student management and wellbeing.	
<b>Key Improvement Strategies</b>	<ol style="list-style-type: none"> <li>a) Embed the school wide use of Positive Behaviours Interventions and Supports as a system to support the wellbeing, learning and management of all students P-12.</li> <li>b) Develop, implement and embed an approach to student voice that provides students with authentic student voice opportunities in learning, teaching and school improvement.</li> </ol>	
<b>Targets</b>	<p><b>2018 Targets:</b></p> <ul style="list-style-type: none"> <li>• SATSS Classroom Behaviour (3.40/3.05), Student Distress (5.94/5.20), Student Morale (5.75/4.90) and Teacher Empathy (4.45/3.66) rankings for Years 5-12 move upwards and continue to improve.</li> <li>• Student Absences figures fall to within 5% of the state mean, Year P-6 &lt;14.80 days absent per student per year, Years 7-12 &lt;19.58</li> <li>• Student Feedback Survey results show that teaching practice improves as a result of student feedback on classroom practice.</li> <li>• SATSS Student Safety continues to improve &gt; 4.40 for Year 5/6 and &gt; 4.32 for Year 7-12</li> </ul>	<p><b>2014 Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• CB (1.93/2.70), SD (5.18/5.14), SM (5.23/4.80), TE (4.21/3.58)</li> <li>• P-6 = 18.-7 days absent per student, 7-12 = 24.07 days</li> <li>• No benchmark as measure is new in 2015.</li> <li>• 3.59 for 5/6, 4.13 for 7-12.</li> </ul>

## Action Plan

Positive Behaviours Interventions & Supports Narrative	Action	Who	Achievement Milestones
<p>The Positive Behaviour Interventions and Supports (PBIS) provides Rushworth with a framework to recognise the strengths and prosocial behaviour of all students in the college. Students are reinforced for demonstrating the college's values of Respect, Responsibility and Resilience.</p> <p>The PBIS keeps the climate of the school calm and positive, with teachers recognising the students that actively support a culture essential to effective learning, mental health and community wellbeing.</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• Roll Out and Kick Start of SW-PBIS Tier 1 strategies.</li> <li>• Review PBIS Team Charter and update where required.</li> <li>• Continue relationship with KOI Education as PBIS Coach and Trainer.</li> <li>• PBIS Tier 2 Team formed and undertake Tier 2 training with KOI Coach: Daniel Gulchak.</li> <li>• PBIS Team delivers Tier 2 training to staff team.</li> <li>• Introduce Tier 2 strategies of Check In / Check Out and Social Skills program.</li> <li>• PBIS Coach Training for 2 staff with KOI Education.</li> <li>• Build links with statewide DET PBIS Network.</li> </ul>	<p>Tier 1 Team</p> <p>PBIS Team</p> <p>Principal</p> <p>Tier 2 Team</p> <p>Tier 2 Team</p> <p>All Staff</p> <p>Principal</p> <p>Principal</p>	<ul style="list-style-type: none"> <li>• Roll Out / Kick Start Program and testimonials.</li> <li>• Updated Charter complete and available</li> <li>• KOI PBIS Academy conducted</li> <li>• Tier 2 Training &amp; Action Plans completed</li> <li>• Training schedule developed and delivered.</li> <li>• Tier 2 strategies used and reviewed based on data.</li> <li>• 2 staff qualified as Tier 1 coaches and available to support individuals &amp; schools.</li> <li>• Documentation shared and visit by Statewide Leader.</li> </ul>

	<ul style="list-style-type: none"> <li>• Conduct regular PBIS assessments to gauge fidelity and implementation success.</li> </ul>	PBIS Team	<ul style="list-style-type: none"> <li>• SAS &amp; Tiered Fidelity Inventory (TFI) assessments conducted and data analysed.</li> </ul>
	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Kick Start program conducted over 1 day to launch PBIS for 2016, with an emphasis on teaching expectations and skills.</li> <li>• Tier 2 interventions and supports training provided.</li> <li>• Review PBIS Team Charter and update where required.</li> <li>• Continue relationship with KOI Education as PBIS Coach and Trainer.</li> <li>• PBIS Tier 2 Team undertake Tier 3 training with KOI Coach: Daniel Gulchak.</li> <li>• PBIS Team delivers Tier 3 training to staff team.</li> <li>• Introduce Tier 3 strategies to staff.</li> </ul>	<p>PBIS Team</p> <p>PBIS Team</p> <p>PBIS Team</p> <p>Principal</p> <p>Tier 2 Team</p> <p>Tier 2 Team</p> <p>All Staff</p>	<ul style="list-style-type: none"> <li>• 100% of students and staff involved, video/photo/written testimonials.</li> <li>• All staff trained in Tier 2 interventions.</li> <li>• Updated Charter complete and available</li> <li>• KOI PBIS Academy conducted</li> <li>• Tier 3 Training &amp; Action Plans completed</li> <li>• Training schedule developed and delivered.</li> <li>• Tier 3 strategies used and reviewed based on data.</li> </ul>

	<ul style="list-style-type: none"> <li>• PBIS Coach Training for 2 staff with KOI Education - Tier 2</li> <li>• Build links with statewide DET PBIS Network.</li> <li>• Conduct regular PBIS assessments to gauge fidelity and implementation success.</li> <li>• Participate as a Mentor School in the DET Statewide PBIS Training Program.</li> </ul>	<p>Principal</p> <p>Principal</p> <p>PBIS Team</p> <p>Principal</p>	<ul style="list-style-type: none"> <li>• 2 staff qualified as Tier 1 &amp; 2 coaches and available to support individuals &amp; schools.</li> <li>• Documentation shared and visit by Statewide Leader.</li> <li>• SAS &amp; Tiered Fidelity Inventory (TFI) assessments conducted and data analysed.</li> <li>• Improved Attitudes to School Survey Data.</li> <li>• Improved PBIS Climate Data from Staff, Students and Parents.</li> <li>• Actively supporting other schools PBIS development &amp; implementation.</li> </ul>
	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Kick Start program conducted over 1 day to launch PBIS for 2017, with an emphasis on teaching expectations and skills.</li> <li>• Tier 3 interventions and supports training provided.</li> <li>• Review PBIS Team Charter and update where required.</li> </ul>	<p>PBIS Team</p> <p>PBIS Team</p> <p>PBIS Team</p>	<ul style="list-style-type: none"> <li>• 100% of students and staff involved, video/photo/written testimonials.</li> <li>• All staff trained in Tier 3 interventions.</li> <li>• Updated Charter complete and available</li> </ul>

	<ul style="list-style-type: none"> <li>• Build links with statewide DET PBIS Network and offer training / mentoring for new PBIS schools.</li> <li>• Conduct regular PBIS assessments to gauge fidelity and implementation success.</li> <li>• Participate as a Mentor School in the DET Statewide PBIS Training Program.</li> </ul>	<p>Principal</p> <p>PBIS Team</p> <p>PBIS Team (2)</p>	<ul style="list-style-type: none"> <li>• College coaching / mentoring new/current PBIS schools.</li> <li>• SAS &amp; Tiered Fidelity Inventory (TFI) assessments conducted and data analysed.</li> <li>• Actively supporting other schools PBIS development &amp; implementation.</li> </ul>
	<p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>• Conduct 1 day staff professional learning / refresher on PBIS System.</li> <li>• Kick Start program conducted over 1 day to launch PBIS for 2017, with an emphasis on teaching expectations and skills.</li> <li>• Review PBIS fidelity and implementation using PBISApps Tools and School Climate surveys.</li> <li>• Respond to review findings and prepare for Whole School BLITZ rollout in 2019.</li> <li>• Participate as a Mentor School in the DET Statewide PBIS Training Program.</li> </ul>	<p>PBIS Team</p> <p>PBIS Team</p> <p>PBIS Team</p> <p>All Staff</p> <p>PBIS Team (2)</p>	<ul style="list-style-type: none"> <li>• PBIS Training complete for all staff and SAS survey conducted.</li> <li>• 100% of students and staff involved, video/photo/written testimonials.</li> <li>• Tier 1 practices reviewed and refined based on data.</li> <li>• 2019 Roll out and kick off plan developed and distributed.</li> <li>• Actively supporting other schools PBIS development &amp; implementation.</li> </ul>

Student Voice Narrative	Action	Who	Achievement Milestones
<p>While student involvement in schools through leadership opportunities and the Student Representative Council are not new, it is recognised that strong learning outcomes occur when students have a voice in the what and how they learn, which is then implemented in their school.</p> <p>The college will be developing systems and channels to ensure that students understand the features of effective learning and teaching, giving them the skills and knowledge to directly influence curriculum and pedagogy.</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>Professional Reading for all staff on Student Voice/Feedback within Teaching &amp; Learning</li> <li>Students work with staff team to build a student feedback survey on teacher practice and performance and implement in Terms 3 &amp; 4.</li> <li>Develop a toolkit for teachers to utilise in gaining feedback from students, implementation from Term 3 onwards.</li> <li>Redevelop the student leadership model (4-12) including defining roles.</li> <li>Establishment of Student Media Team</li> <li>Introduction of Interschool Virtual Debating and Leadership Program at Years 5/6, 7 &amp; 9.</li> <li>All students (Years 4-12) are given the regular opportunity to provide feedback on teacher practice.</li> <li>College Captain to hold co-opted position on College Council.</li> </ul>	<p>Teaching Staff</p> <p>Feedback Team (3S, 2T, 1L, CC)</p> <p>Leadership Team</p> <p>LT &amp; POR</p> <p>Principal</p> <p>Principal &amp; LIT PL</p> <p>All teachers</p> <p>Principal</p>	<ul style="list-style-type: none"> <li>Increased knowledge about effective Student Voice.</li> <li>Feedback tool developed by stakeholders for immediate and future use.</li> <li>Toolkit of classroom resources developed and accessible.</li> <li>Leadership model documented and published.</li> <li>Evidence in practice - social media</li> <li>Student participation rates and waiting lists.</li> <li>Student feedback collected, reviewed and action plans developed.</li> <li>College Captain appointed to Council</li> </ul>

	<ul style="list-style-type: none"> <li>Year 11/12 Student / Teacher Mentor program developed and implemented.</li> <li>Intensive training program for students in how to provide feedback and leadership.</li> </ul>	<p>VCE Coordinator</p> <p>Leading Teachers</p>	<ul style="list-style-type: none"> <li>Program implemented (March) and evaluated (November)</li> <li>Program developed in Term 3, delivered in Term 4 and then annually every Term 1.</li> </ul>
	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>Introduction of Careers Curriculum - Year 9/10</li> <li>Introduction of new Year 10 program - ?????</li> <li>Year 7/8 Student / Teacher Mentor program developed and implemented.</li> <li>Student Feedback to Teachers utilised as part of ongoing performance and development process.</li> <li>Investigate and design a process for formal feedback to teachers from students and parents.</li> <li>Investigate, develop and document a Young Leaders development program for students in Years 5-12 that incorporates communication, public speaking, team building and building self-confidence.</li> </ul>	<p>GVC Leader</p> <p>9-12 Leader</p> <p>P-8 Leader</p> <p>All teachers</p> <p>Assistant Principal</p> <p>Leading Teachers</p>	<ul style="list-style-type: none"> <li>Careers Curriculum documented and implemented in Years 9/10</li> <li>Program developed and implemented</li> <li>Program Implemented (March) and evaluated (November)</li> <li>Evidence of student feedback to teachers and action plans at mid and end of cycle reviews.</li> <li>Evidence of formal feedback to teachers from students and parents.</li> <li>Young Leaders Program conducted on an ongoing basis throughout the year.</li> </ul>

	<ul style="list-style-type: none"> <li>Expand the system of student distributed leadership within the House system so that students in all year levels have opportunities for leadership in a range of areas (e.g. Year 7 School Ambassadors)</li> <li>Annually analyse the data from exit interviews and documentation from all exit students.</li> <li>Utilise Polycom and online opportunities to link student leaders with other student leaders.</li> </ul>	<p>AP</p> <p>9-12 Leader</p> <p>AP &amp; ICT Team</p>	<ul style="list-style-type: none"> <li>Increased opportunities for students to be leaders as demonstrated by data collected on student leadership and ambassador opportunities.</li> <li>Documented understanding of exit numbers and support plan developed.</li> <li>At least 2 opportunities per semester to experience a broader student leadership group.</li> </ul>
	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>Student Development Program run in Term 1 to prepare students to serve on: <ul style="list-style-type: none"> <li>Curriculum Review Team</li> <li>Leadership Team</li> <li>College Council</li> <li>Staff Selection Panels</li> </ul> </li> <li>Student members to join Curriculum Review Team, Leadership Team and College Council &amp; Staff Selection Panels (Term 2)</li> </ul>	<p>Principal &amp; Assistant Principal</p> <p>Principal &amp; Assistant Principal</p>	<ul style="list-style-type: none"> <li>Student Development Program conducted on a fortnightly cycle throughout Term 1.</li> <li>Student Leaders active members of identified College Teams from the commencement of Term 2.</li> </ul>
	<p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>Review all elements of student voice and prepare recommendations for self evaluation and next strategic plan.</li> </ul>	<p>Student Voice Team (1L, 2T, 3S)</p>	<ul style="list-style-type: none"> <li>Successes celebrated and recommendations provided to review team.</li> </ul>

## Strategic Direction – Productivity

<b>Goal</b>	To ensure consistency and alignment of all aspects of College operations and resource allocation that results in sustained improvement in student learning and wellbeing.	
<b>Key Improvement Strategies</b>	<ul style="list-style-type: none"> <li>a) Build the confidence, competence and capacity of all staff through an enhanced Performance &amp; Development Culture.</li> <li>b) Build and embed a high expectation culture across the College, P-12 for students, staff, parents and the community.</li> <li>c) Develop, implement and embed a proactive community engagement and partnership strategy.</li> </ul>	
<b>Targets</b>	<p><b>2018 Targets:</b></p> <ul style="list-style-type: none"> <li>● 95% of students from Years 7-12 participating in BYOD Strategy by 2018.</li> <li>● 100% of staff participating in evidence based Performance and Development Planning that demonstrates clear links to the Strategic Plan and is evidence based.</li> <li>● DEECD Staff Survey Results             <ul style="list-style-type: none"> <li>○ School Climate: Overall to be at or above 415</li> <li>○ School Climate: Collective Efficacy to be at or above 419</li> <li>○ School Climate: Collective Responsibility to be at or above 413</li> <li>○ Professional Learning: Overall to maintain or exceed 472</li> <li>○ Professional Learning: School Level Supports to be at or above 436</li> <li>○ Professional Learning: Renewal of Knowledge &amp; Skills to maintain or exceed 491</li> </ul> </li> </ul>	<p><b>2014 Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● No program in 2014</li> <li>● 90% of staff</li> <li>● Climate: Overall =334</li> <li>● Climate: Collective Efficacy =296</li> <li>● Climate: Collective Responsibility =364</li> <li>● Professional Learning: Overall =472</li> <li>● Learning: School Level Supports=410</li> <li>● Professional Learning: Renewal of Knowledge &amp; Skills=491</li> </ul>

## Action Plan

Enhanced Performance & Development Narrative	Action	Who	Achievement Milestones
<p>All staff at Rushworth participate in a rigorous, evidence-based process of planning strategies and goal setting to develop effective support staff and teaching practices aligned with the broader college strategies.</p> <p>As with our students, our staff benefit from timely and regular feedback, recognising their expertise and experience while also allowing them to grow as individuals capable of meeting the needs of modern day learners. Through trust, collaboration and the use of current research on best practice we support each other to be active, lifelong learners.</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• Meet with all staff to develop Professional Learning Plans that support the Strategic Plan and individual career development.</li> <li>• Leadership Team Members to undertake 360 degree feedback tool to inform Year 2 Individual Performance and Development Planning.</li> <li>• Performance &amp; Development: a whole of practice approach for teachers and Principals to be implemented with a focus on evidence based practice.</li> <li>• Maintain Peer Observations and Classroom Walkthroughs.</li> <li>• Publish and have accessible Leadership Team Performance &amp; Development Plans</li> </ul>	<p>Leadership &amp; Staff</p> <p>Leadership</p> <p>Principal &amp; Teaching Staff</p> <p>Teaching Staff</p> <p>Principal</p>	<ul style="list-style-type: none"> <li>• College Professional Learning Plan developed and shared.</li> <li>• AITSL 360 degree Leadership Survey undertaken and results shared at team and College level.</li> <li>• Plans for all teaching and Principal class developed, documented and shared.</li> <li>• Feedback provided to staff to assist improving classroom practice.</li> <li>• Leadership Teams published and accessible online by staff.</li> </ul>

	<ul style="list-style-type: none"> <li>• Education Support staff complete PDR process using the same evidence based process as other staff.</li> </ul>	Education Support Staff	<ul style="list-style-type: none"> <li>• Clear goals and learning/performance parameters set for Education Support Staff that link to Strategic Plan.</li> </ul>
	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Meet with all staff to map College Career Development Map.</li> <li>• Performance &amp; Development: a whole of practice approach for teachers and Principals (Calendar Year) to be implemented.</li> <li>• Build a catalogue of evidence to inform Performance &amp; Development discussions.</li> <li>• Domain Leaders to undertake 360 degree feedback tool to inform Year 3 Individual Performance and Development Planning.</li> <li>• Maintain and further develop peer observations and classroom walk throughs.</li> <li>• Publish and have accessible all Performance &amp; Development Plans.</li> <li>• Instructional Rounds to be modelled and fully introduced with termly rounds linked to key Strategic Plan focus areas.</li> </ul>	<p>Leadership &amp; Staff</p> <p>All Staff</p> <p>Consultative Team</p> <p>Domain Leaders</p> <p>Teaching Staff</p> <p>All Staff</p> <p>Teaching Staff</p>	<ul style="list-style-type: none"> <li>• College Career Development Map completed and shared with staff.</li> <li>• Documented process and plans for all staff based on calendar year.</li> <li>• Accessible catalogue of evidence available for all staff.</li> <li>• Results shared and discussed to inform 2017 goals and targets.</li> <li>• Ongoing feedback provided to all teaching staff on instructional practices.</li> <li>• Shared and transparent performance and development process for all staff</li> <li>• Termly rounds conducted that identify a problem of practice and solutions for implementation.</li> </ul>

	<ul style="list-style-type: none"> <li>Survey and develop high quality internal professional learning program for 2016-2018.</li> </ul>	All Staff	<ul style="list-style-type: none"> <li>High Quality Professional Learning delivered in house, including feedback to presenters.</li> </ul>
	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>Implementation of Performance and Development Triads / Teams.</li> <li>Require staff to demonstrate how they have used data to improve their practices and student outcomes.</li> <li>Ensure that staff professional learning and development plans are regularly reviewed and that the investment in professional learning is linked to the school's strategic direction.</li> </ul>	<p>All Staff</p> <p>All staff</p> <p>Leadership Team</p>	<ul style="list-style-type: none"> <li>All staff undertake performance reviews in triads/teams.</li> <li>Visible link between data and classroom practices</li> <li>Professional Learning map indicates links to Strategic Plan and the sharing of this knowledge between staff.</li> </ul>
	<p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>Review all elements of performance and development and prepare recommendations for self evaluation and next strategic plan.</li> </ul>	Leadership Team	<ul style="list-style-type: none"> <li>Successes celebrated and recommendations provided to review team.</li> </ul>
<b>High Expectations Narrative</b>	<b>Action</b>	<b>Who</b>	<b>Achievement Milestones</b>
While high expectations have always been valued by the college, developing explicit strategies to	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>Development of Staff Code of Conduct</li> </ul>	Principal	<ul style="list-style-type: none"> <li>Code of Conduct complete and published</li> </ul>

embed them into our culture will be a part of our upcoming strategic plan. Looking at our journey so far and what lies ahead we are confident that any student coming through the college will be given the environment and support they require to be at their best and learn what is relevant to enabling them to succeed in life.

<ul style="list-style-type: none"> <li>• Develop and publish organisational chart.</li> </ul>	Principal	<ul style="list-style-type: none"> <li>• Organisational Chart</li> </ul>
<ul style="list-style-type: none"> <li>• Develop and publish role descriptions for leadership team.</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>• Leadership Team Role Statements</li> </ul>
<ul style="list-style-type: none"> <li>• Development of College wide expectation matrix to promote high expectations for all stakeholders.</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>• Matrix produced and published</li> </ul>
<ul style="list-style-type: none"> <li>• Awards/recognition/incentives developed for attendance, punctuality, work submission, etc.</li> </ul>	Leading Teachers, Student Leaders	<ul style="list-style-type: none"> <li>• Awards/recognition scheduled developed, implemented and published.</li> </ul>
<ul style="list-style-type: none"> <li>• Introduce BYOD Program for Year 7 &amp; 10 students, optional at all other levels.</li> </ul>	IT Team	<ul style="list-style-type: none"> <li>• 80% of Year 7 &amp; 10 students participating in BYOD program.</li> </ul>
<ul style="list-style-type: none"> <li>• Review use of time allowances and special payments to align with Strategic Priorities for 2016-2018.</li> </ul>	Consultative	<ul style="list-style-type: none"> <li>• Special Payments / Time Allowances aligned with Strategic Plan and documented.</li> </ul>
<ul style="list-style-type: none"> <li>• Review and revise attendance strategy P-12</li> </ul>	College Council	<ul style="list-style-type: none"> <li>• College Attendance data shifts to within 15% of Statewide Mean for average days absent per student, P-6, 7-12.</li> </ul>

	<ul style="list-style-type: none"> <li>• Education Support Staff - Staffing Review: rationalise and restructure if needed</li> <li>• Budget Strategy developed for 2016 implementation</li> <li>• Publicise student successes at Rushworth P-12 College so that students, parents and the wider community hear about them frequently.</li> </ul>	<p>Principal</p> <p>Principal, Bus Man</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>• Education Support Staff - allocations &amp; positions fully reviewed for 2016.</li> <li>• New budget process that aligns expenditure with outcomes &amp; strategic intent at SRP and Cash Budget levels</li> <li>• Increased positive publicity and celebration of student achievements.</li> </ul>
	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Respectful Relationships - all staff / students move to referring to each other by their preferred name.</li> <li>• Introduce School Management Software (eg. Xuno) for more detailed student tracking and evidence of individual student work - staff only.</li> <li>• Staff Selection &amp; Recruitment: Merit Protection Board Training and introduction of student selection panels.</li> <li>• Join University of Melbourne's Network of Schools. (UoMNoS)</li> </ul>	<p>All Staff</p> <p>Asst. Principal</p> <p>Principal</p> <p>Principal</p>	<ul style="list-style-type: none"> <li>• Further enhance respectful school environment and culture.</li> <li>• All teachers have access to SMS and are actively using with a minimum of 2 classes for Semester 1 and 3 classes for Semester 2.</li> <li>• Minimum of 5 staff trained by Merit Protection Board for staff selection. Two teams of students trained for panel use.</li> <li>• NoS Team developed and implementing measurable improvement projects.</li> </ul>

	<ul style="list-style-type: none"> <li>• Appoint 0.5EFT Success Coordinator to support UoMNoS work. (3 years)</li> <li>• Continue to build BYOD Program with entry at Year 7 &amp; 10, optional at other levels.</li> <li>• Fully implement attendance strategy</li> </ul>	<p>Principal</p> <p>ICT Team</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>• NoS Success Coordinator appointed to support NoS work with leadership &amp; staff.</li> <li>• 85% of Year 7, 8, 10 &amp; 11 students participating in BYOD program.</li> <li>• College Attendance data shifts to within 10% of Statewide Mean for average days absent per student, P-6, 7-12.</li> </ul>
	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• School Management Software fully implemented - students, staff and parents.</li> <li>• University of Melbourne's Network of Schools (UoMNoS) - Year 2</li> <li>• Continue to build BYOD Program with entry at Year 7 &amp; 10, optional at other levels.</li> <li>• Fully implement attendance strategy</li> </ul>	<p>Asst. Principal</p> <p>NoS Team</p> <p>IT Team</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>• 100% of staff using SMS with parents and students linked by March 2017.</li> <li>•</li> <li>• NoS Team implementing measurable improvement projects.</li> <li>• 90% of Year 7-12 students participating in BYOD program.</li> <li>• College Attendance data shifts to within 5% of Statewide Mean for average days absent per student, P-6, 7-12.</li> </ul>

	<u>Year 4</u> <ul style="list-style-type: none"> <li>University of Melbourne’s Network of Schools (UoMNoS) - Year 3</li> <li>Maintain BYOD program for all students 7-12 with cyclical replacement scheduled every 3 years.</li> <li>Review College data and prepare the Self-Evaluation for the College Review and next Strategic Plan.</li> </ul>	NoS Team  IT Team  All staff	<ul style="list-style-type: none"> <li>NoS Team captures the journey and celebrates improvement projects.</li> <li>95% of Year 7 &amp; 10 students participating in BYOD program.</li> <li>Successes celebrated and recommendations provided to review team.</li> </ul>
<b>Community Engagement Narrative</b>	<b>Action</b>	<b>Who</b>	<b>Achievement Milestones</b>
<p>Rushworth has a close and supportive community, and as an educational hub responsible for the development and growth of young people in the community from the beginning to the end of their primary and secondary education, it is critical that we value the best resources of the town so that the benefits of education can be maximized and in turn strengthen the families and businesses in the local area.</p> <p>Community engagement allows students to increase their network of positive professional relationships and experience authentic learning</p>	<u>Year 1</u> <ul style="list-style-type: none"> <li>Identify the school community area.</li> <li>Survey all community groups within the school community area as to what sort of support, engagement and partnerships they would entertain / require.</li> <li>Continue to maintain strong links already made with CCLLEN, GV Health and Festival groups. Utilise School Friendly Business program as a means of engaging with business.</li> </ul>	Staff  Community Engagement leader  College staff and students.	<ul style="list-style-type: none"> <li>Area identified, and forms our engagement network.</li> <li>Baseline data gathered for year 1. Knowledge of ‘what the community wants’.</li> <li>Links created in the GVC to Community participation and engagement. Participation in scheduled events, developing better relationships with local businesses.</li> </ul>

opportunities.

- Develop a calendar of events that will require student/staff support, in and out of the College.

Community Engagement leader

- Continue to promote the college in a positive way within the school community area. Encourage more staff, student participation in promotion of college. Extend the range of media currently utilized.

Community Engagement leader

- Showcase student work to parents and the broader community throughout the year as exhibitions, performances, recitals, etc.

Principal, Community Engagement, Damon Leaders

- Support students in a common language to articulate their pride in the school when spreading the positive Rushworth P-12 story through 'word of mouth'

Assistant Principal

- Promote the use of college facilities for community use - meetings, courses, events.

Assistant Principal

- Calendar produced for staff, parents and community to use.

- Increased positive media coverage in a wider variety of means.
- Active student media team

- Staff and students promoting the college via curriculum links.
- Parent involvement increased. Minimum of two showcases conducted in 2015

- Increased, positive 'word of mouth' communication about the College.

-

	<ul style="list-style-type: none"> <li>• Continue to strengthen partnerships and relationships with local primary schools &amp; kindergarten through sharing facilities, conducting cross-school activities, bring students to Rushworth P-12, have student ambassadors visiting primary schools.</li> <li>• Increase College social media presence - Facebook, Twitter, Instagram</li> <li>• Formation of Community Engagement (CE) Team comprising College Council, Staff, Parent, Student and community representatives. (Sem 2)</li> <li>• Investigate the development, function and effectiveness of School Community Hubs and develop proposal for Rushworth P-12, including a three year action plan that includes but is not limited to: <ul style="list-style-type: none"> <li>○ Early Learning - Playgroup, Kinder</li> <li>○ Maternal &amp; Child Health</li> <li>○ Shire of Campaspe</li> <li>○ Before &amp; After School Care</li> <li>○ Vacation Care</li> <li>○ Rushworth Community House</li> <li>○ External providers in all fields</li> <li>○ In &amp; out of school hours use</li> </ul> </li> </ul>	<p>P-8 Leader &amp; Community Engagement</p> <p>Media Team</p> <p>Principal &amp; President</p> <p>CE Team</p>	<ul style="list-style-type: none"> <li>• Increased number of interactions and participation with local primary schools &amp; kindergarten.</li> <li>• Increased publicity</li> <li>• Team formed and charter / terms of reference established and shared.</li> <li>• Community Hub - 3 year Action Plan developed and endorsed by CE Team and College Council (December 2015)</li> </ul>
--	---	--	--

	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Develop a Community Engagement policy, process and protocols based upon Community Hub findings.</li> <li>• Establish contacts with core businesses within our network and ask “What can we do for you?” Leading to Industry-school projects.</li> <li>• Align community engagement requests with College Curriculum and incorporate into GVC.</li> <li>• Contact community groups for renewal or uptake of community projects, mapped to the GVC for learning links.</li> <li>• Review use of print and social media, for participation and effectiveness.</li> <li>• Measure &amp; promote usage of facilities.</li> <li>• Partner with Rushworth Community House / or Kyabram Community Learning Centre to offer accredited courses to parents, students.</li> </ul>	<p>College Council</p> <p>College Council</p> <p>Domain Teams</p> <p>Assistant Principal</p> <p>Leadership Team</p> <p>Council</p> <p>Community Engagement</p>	<ul style="list-style-type: none"> <li>• Policy, processes in place by March 2016.</li> <li>• Establish links where students and staff can support business/industry with a minimum of 1 project in 2016.</li> <li>• Community Engagement is becoming embedded into the Guaranteed and Viable Curriculum.</li> <li>• Key Partnerships formed, Memorandums of understanding in place (if required).</li> <li>• Increased use of media over 2015 data</li> <li>• College facilities being better utilised.</li> <li>• Minimum of 2 courses offered in 2016.</li> </ul>
--	--	--	--

	<ul style="list-style-type: none"> <li>• Build a sustainable series of workshops (e.g. Positive Psychology, Habits of Mind, Study Skills) and/or extra-curricular programs that bring families together at the school.</li> <li>• Provided social opportunities to bring parents to the school.</li> <li>• Develop and implement a marketing and publicity campaign to promote the College to the public and local primary schools.</li> <li>• Enact Year 1 of the Community Hub Action Plan.</li> </ul>	<p>Domain Leaders</p> <p>College Council</p> <p>College Council</p> <p>CE Team</p>	<ul style="list-style-type: none"> <li>• Minimum of 2 series of workshops conducted in 2016.</li> <li>• Minimum of 2 social opportunities conducted in 2016.</li> <li>• Marketing and publicity campaign established and visible from Semester 2, 2016.</li> <li>• Year 1 outcomes of Action Plan met and celebrated.</li> </ul>
	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Enact Year 2 of the Community Hub Plan.</li> <li>• Community Engagement opportunities are fully embedded in the GVC, with a planned process and approach to community requests.</li> <li>• Implement a sustainable series of workshops that bring families together at the school or in other community forums/environments.</li> </ul>	<p>CE Team</p> <p>Staff, Domain Leaders</p> <p>Domain Leaders</p>	<ul style="list-style-type: none"> <li>• Year 2 outcomes of Action Plan met and celebrated.</li> <li>• Evidence of curriculum links in the GVC</li> <li>• 1 series of workshops conducted each term throughout 2017.</li> </ul>

	<ul style="list-style-type: none"> <li>• Extend promotion of extra-curricular activities</li> <li>• Look at programs that encourage community participation with students, and the benefits volunteering can bring to work life.</li> <li>• Minimum of two business - school projects enacted in 2017</li> </ul>	<p>Community Engagement</p> <p>Community Engagement Leader</p> <p>Domain Teams</p>	<ul style="list-style-type: none"> <li>• Increased number of participants and publicity.</li> <li>• Evidence of volunteering uptake by students has commenced or increased.</li> <li>• Ongoing development of industry - school links.</li> </ul>
	<p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>• Enact Year 3 of the Community Hub Plan</li> <li>• Community engagement is viewed an integral part of the College's core business, "Positive Community, Positive Outcomes."</li> <li>• Minimum of two business - school projects enacted in 2018</li> </ul>	<p>CE Team</p> <p>Whole school Community members</p> <p>Domain Teams</p>	<ul style="list-style-type: none"> <li>• Year 3 outcomes of Community Hub plan met and celebrated.</li> <li>• As measured by level of community involvement, support and engagement with the College.</li> <li>• Ongoing development of industry-school links.</li> </ul>