

School Strategic Plan for The Victorian College for the Deaf 3774 2016-2019

The grey boxes included throughout this template denote either components of the School Strategic Plan that are mandated by either legislative or regulatory requirements, or drafting notes to support schools in their development of the plan.

Please remove these notes once the Plan is complete.

Purpose

A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes.

It is informed by extensive consultation with students, staff, parents and carers, and engagement with the broader community including relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Principal, School Council President, and the delegate of the Secretary of the Department of Education and Early Childhood Development.

Legislative context

The development of the School Strategic Plan is required under the *Education Training and Reform Act 2006 Section 2.3.24, subsection (1.)* The Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

Effective planning

There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These include:

- Engaging the whole school community in the development process
- Defining the school's vision, purpose and values
- Focusing on a 'desired future' for the school, its students and the community more broadly.
- Agreeing on a discrete set of outcomes to be achieved over the next four years
- Selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes.
- Planning the implementation of each strategy, with clear allocation of resources, roles and responsibilities to the achievement of each step
- Identifying, in the form of milestones and targets, what success will look like when it has

been achieved.

Note for Priority Review schools:

Where a school has participated in a Priority Review, the Design Team, convened by the Senior Advisor, will work with the school to develop the School Strategic Plan.

The School Strategic Plan should include the intervention goals, key improvement strategies and targets to address the issues identified in the review report. The school may have other goals that it wishes to progress in addition to those arising from the review.

The School Strategic Plan will guide the interventions while the Annual Implementation Plan will detail how they are to be implemented and measured.

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Angelique den Brinker</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Graham Boal</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>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”</p> <p>Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines.</p>	

School Profile

Purpose

VCD provides a sign bilingual, bicultural learning environment, that supports and develops bilingual/ bicultural qualities across a range of student communication needs and abilities, to enable students to live within both the hearing and Deaf communities.

Regulatory context

Sitting at the centre of its work, the school believes in high expectations for all students and a commitment to strive to achieve our best in all we do.

The programs and teaching in the school will support and promote the principles and practices of Australian democracy including a commitment to:

- An elected government.
- The rule of law.
- Equal rights for all before the law.
- Freedom of religion.
- Freedom of speech and association.
- The values of openness and tolerance.

Statements which affirm the school's principles are found in the vision of the school and in documents such as prospectus and handbooks.

Enactment of school philosophy.

In all documents, in all practice by students and teachers, in work with the School Council and the community, in all teaching and learning programs, in all school initiatives, in all internal and external interactions, in all organisational structures and practices the vision of the school will sit at the centre and there will be expectations about all work aligning with the school vision. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.

The process at our school can be represented as the vision, values and beliefs at the centre. In an outer ring there will be a set of principles. As a further outer ring will be a set of practices. A detailed list of school policies will sit within this framework.

In all work in the school, the question "Is this work or process in line with the school vision, values and beliefs?" This question will be a fundamental part of the practice of all leaders in the school.

VCD acknowledges the importance of ensuring all children are safe at school and the role that the teachers and staff have in ensuring all students are protected from abuse. VCD has in place, the policies and procedures as required by the Child Safe Standards.

Purpose	<i>VCD provides a sign bilingual, bicultural learning environment, that supports and develops bilingual/ bicultural qualities across a range of student communication needs and abilities, to enable students to live within both the hearing and Deaf communities.</i>
Values	The Victorian College for Deaf identifies five values as core to our culture. Our values are Respect, Resilience, Responsibility, Learning and Pride.
Environmental Context	<p>The Victorian College for the Deaf is located on the corner St Kilda Road and High St in a magnificent heritage setting. The history of Deaf Education on this site dates back to 1860. The Deaf community is extremely proud of this history and the outstanding job the college has done in educating deaf children over this time. Our college is the only Deaf school in Australia to offer a Foundation to Year 12 school for children who are Deaf or hearing impaired. The College shares the building with the Victorian Deaf Educational Institute who provide professional learning for teachers of the deaf, conduct research into Deaf Education and support the Deaf Education in Victoria. The College has excellent resources and uses the latest technology to facilitate communication and learning. The staff comprises both hearing and deaf teachers and Educational Support personnel creating a diverse, supportive and engaging school environment. There are currently 72 students and 27 staff at the College. The College is supported by the parent community and the wider deaf community providing their resources to enable participation with the school grounded in the true principles of a community partnership. The College also partners with Wesley College (which borders the College) to provide access for our students to VCE subjects</p> <p>The Victorian College for the Deaf has a curriculum that develops the growth of the whole child. The learning and teaching program encompasses linguistic, social, emotional, cognitive and physical developmental areas. Students focus on developing effective communication skills in order to live rich and fulfilling lives in both the hearing and communities. VCD is a bilingual school, Auslan; language of the Australian Deaf Community and English; (reading, writing and speaking). Language fluency, literacy, numeracy and critical thinking are the core learning areas at VCD. Individual Learning Plans are developed for each student in consultation with families.</p> <p>A student focused curriculum drawn from PreVELS, Victorian Curriculum, AusVels and Year 11 and 12 Pathways (VCE, VET, VCAL) frameworks accommodates all students from Prep through to the end of Year 12. The student population spans across all Melbourne metropolitan areas as well as from rural and remote areas of Victoria and interstate and represents a diversity of cultural and linguistic backgrounds. In 2013 we implemented Year 3 of our Strategic Plan (2012-15) with focus on Auslan proficiency, Literacy and Numeracy. Resilience is the Student Wellbeing focus area and the whole school is implementing a more efficient student management process working in partnership with neighbouring and collegiate Deaf organisations. This enables us to provide effective pathways to better prepare students for beyond school.</p>

**Service Standards
(optional)**

General

- The school fosters close links with parents and the broader school community through its commitment to open and regular communication.
- The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
- The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.
- The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
- All students will receive instruction that is adapted to their individual needs.
- Victorian College for the Deaf commits to working in partnership with Deaf Children Australia in relation to the share use of facilities and the provision of services for Deaf children.
- Victorian College for the Deaf commits to working in partnership with The Victorian Deaf Education Institute to facilitate professional learning for teachers and to inform the teaching of Deaf children through best practice models.

Specific

- The school will respond to all communication by parents and caregivers within 2 working days.
- Parents will be engaged regularly when their child does not behave in a socially acceptable manner.
- Students will play an active part in the development and review of the school's behaviour policies.
- All teachers will provide timely and targeted feedback to students on their work.
- On-line communication for parents will be provided for all parents to assist in engaging them in their student's learning, assessment and progress.
- The school will access services for Deaf children through deaf Children Australia where appropriate
- The school will seek opportunities in professional learning and research into Deaf education with VDEI.

Strategic Direction

VCD provides a sign bilingual, bicultural learning environment, that supports and develops bilingual/ bicultural qualities across a range of student communication needs and abilities, to enable students to live within both the hearing and Deaf communities.

Achievement

Achievement refers to both the absolute levels of learning attainment and growth in student learning that school strives to support.

While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.

Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

- All students will be proficient in Auslan and English by the end of Year 10
- All students will achieve functional numeracy by the end of year 12
- Develop an agreed school pedagogy aligned to the AITSL standards

Targets

Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

- All students by the end of Year 10 will be assessed as satisfactory in Auslan
- 80% students by the end of Year 12 will have successfully completed Level of the Victorian Curriculum in Measurement and Number
- AVCD instructional model will be documented and practiced at all year levels-

Theory of action (optional)

The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.

If we ensure all our students have a functional grasp of AUSLAN, English and Numeracy our students will be more self-directed in learning and life. If we provide leadership in our focus areas we will improve consistency of practice, provide targeted innovation and improve assessment practices.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

- Appointment of a Literacy Leader Foundation to Year 12 to lead improvements in Literacy outcomes
- Improve curriculum documentation.
- Appoint a Numeracy Leader to improve Numeracy outcomes.

Assessment

- Develop a Curriculum and Assessment document to reflect functional numeracy standard of achievement aligned to the Victorian Curriculum.
- Development of a whole school curriculum scope and sequence for integrated units of work Foundation to Year 10 .

Literacy

- School to establish a literacy team, aimed at developing communication goals, improve assessment procedures and plan related staff professional learning.

Teaching and Learning

- The school leadership team is to establish, implement and coordinate an agreed school pedagogy at VCD, to develop consistent teaching and learning practice.

	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"> • Auslan taught as a -distinct subject in the primary school. • Staff trained to assess Auslan using current Assessment program. • English and Maths curriculum documented and staff inducted into it use. • Deepen and strengthen teachers' knowledge of explicit teaching pedagogy and strategies. • Ensure consistency of assessment practice school wide. • Each identified student has a fully developed ILP (KELP, PSD as appropriate) encompassing both learning and social emotional goals by the end of each semester. 	<ul style="list-style-type: none"> • Documentation of English and Maths curriculum and assessment schedule published for staff and on the school webpage and Compass for parents and students. • Evidence (curriculum planners and work programs) of using the curriculum in teacher planning and assessments • All Individual Learning Plans checked by Leadership Team • Teachers show in their PDP how they have implemented new learning of teaching practices.
Year 2	<ul style="list-style-type: none"> • Staff to develop pedagogy models appropriate for VCD • Staff trained in Auslan assessment • Each week Professional Learning Communities and individual teachers use multiple data sets to inform teaching and learning practice. 	<ul style="list-style-type: none"> • Staff to adopt a pedagogical model for VCD • 50% of staff to be trained in Auslan assessment • Students reading level to improve by at least 1 progression point annually.
Year 3	<ul style="list-style-type: none"> • Pedagogical model for VCD documented and trialled • Staff trained in Auslan assessment • Foundation to year 12 English and Maths program implemented • Professional Learning Communities continue to use multiple data sets to inform teaching and learning practice. • There is a professional learning program with a strong focus on improving teacher practice. Teachers to have explicit Learning Intentions and to seek feedback from students. • There is a discernible professional growth of teachers 	<ul style="list-style-type: none"> • Pedagogical model trialled in 50% of primary and secondary classes • 100% of staff trained Auslan assessment • Teacher planning and assessment documents to demonstrate English and Maths program implemented Foundation to Year 12
Year 4	<ul style="list-style-type: none"> • Whole school implementation of VCD pedagogical model. • Auslan curriculum and assessment implemented Foundation to Year 10. • Review of English and Maths program, curriculum and assessment. 	<ul style="list-style-type: none"> • All classes implementing pedagogical model Foundation to Year 12 • Auslan curriculum taught and all students assessed in Auslan Foundation to year 10. • English and Maths review to identify success and areas for improvement using data from the assessment schedule.

<h2>Engagement</h2> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<ul style="list-style-type: none"> • Provide a safe and secure environment for all students to learn and develop their unique identity. To improve the school's use of data to inform student engagement needs and progress our engagement initiatives. • Introduce Pathways plans and careers education from Year 7 to improve post school outcomes • To improve Individual learning plans to reflect student input, assessment data so that goals are achievable and challenging. 	<ul style="list-style-type: none"> • To include Careers education in the curriculum Years 5 to 12 • Review the ILP process and audit its effectiveness • All students to have a Career Plan from year 5 to 12 • Improve attendance from foundation to Year 12 through explicit strategies that connect improved learning outcomes to attendance
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<ul style="list-style-type: none"> • 100% of parents express at least satisfied with the pathway of their child • 100% of parents satisfied with the ILP of their child 	
<h3>Theory of action (optional)</h3>	<ul style="list-style-type: none"> • When all students have included in their timetable 	

<p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>Careers Education from Year 5, have an evolving Careers Plan and an ILP linked to appropriate improvement goals then the students will leave at the end of year 12 with the skills necessary for work or further training.</p>	
	<p>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.</p>	<p>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.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Develop a clear and effective attendance policy and procedures document. • Track student attendance at regular intervals throughout the year. Review ILP proforma and modify where agreed • Careers Education included in the timetable in years 7 - 12 • Document a Careers Education Plan for Years 7 -12 using the Victorian Framework • Develop a process for establishing individual student Pathways Plan online 	<ul style="list-style-type: none"> • Improved attendance in years 11 and 12 • ILP proforma reviewed and modified • Careers Education documented and online for teacher planning • Individual Pathways Plan on Compass
<p>Year 2</p>	<ul style="list-style-type: none"> • Apply an Attendance policy and procedures Foundation to Year 12 • Survey parents to provide feedback on ILP proforma • Implement the Careers Education Victorian Framework Years 7-12 • • Introduce Individual Pathways Plan on Compass Years 7-12 	<ul style="list-style-type: none"> • Improved attendance Years 7-12 • 85% of parents approve of the ILP format and information provided • Teacher planning to reflect Careers Education for Years 7 -12 • Individual Pathways Plan on Compass for each student in Years 7-12 and reported to parents
<p>Year 3</p>	<ul style="list-style-type: none"> • Evaluate attendance rates and analyse policy implementation • Seek student feedback on ILP proforma and setting of goals • Implement Careers Education Victorian Framework in Years 5 and 6 	<ul style="list-style-type: none"> • Attendance for 85% of students to be 90% or better • 100% of students to be able to articulate the relationship between their learning and the IPL • Careers Education reviewed in Years 5 and 6 by teachers. All students to complete the self-development (section 1) in years 5 and 6
<p>Year 4</p>	<ul style="list-style-type: none"> • Review all aspects of school programs and organisation 	<ul style="list-style-type: none"> • 80% of parents to report satisfaction with the school's transition processes.

	<ul style="list-style-type: none"> Review and analyse school data and conduct school self- evaluation. Strategic Plan Development 	<ul style="list-style-type: none"> 90% of the students at Year 12 report satisfaction with the Pathways program and transition beyond secondary education.
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<h2>Wellbeing</h2> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<ul style="list-style-type: none"> Continue to implement SWPB and other strategies that effectively support student wellbeing. Ensure the achievement of all student Personal Development Goals are consistently recorded on ILP. To improve attendance and student wellbeing. To improve our differentiated teaching practices. To improve staff use of wellbeing data to facilitate appropriate interventions and monitoring of initiatives. 	<ul style="list-style-type: none"> The school will implement and monitor the consistent implementation of SWPB strategies. To review and refine school wide policies and shared expectations that deliver an inclusive, safe, orderly and stimulating learning environment. To build the capacity within the college to differentiate learning activities
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> <i>Peer Connectedness</i> reach Band 5 for both males and females <i>Student Morale</i> reach Band 7 for both males and females <p>Student Absence</p> <ul style="list-style-type: none"> <i>Absence rates will be at or below 10 days absent per EFT student.</i> <p>Staff Opinion Survey-</p> <ul style="list-style-type: none"> School climate score to be 60.00 	

	Parent Opinion Survey <ul style="list-style-type: none"> • <i>Student Safety to be at 5 , Social Skills to be at 6 and School Connectedness to be at 6</i> 	
Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.	<ul style="list-style-type: none"> • If we improve our practices around inclusion and management of disruptive behaviour we will create a better environment for learning. 	
	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"> • Update all wellbeing and student engagement related policies and communicate them effectively to the school community. • Implement consistent practices for development and use of essential agreements across the school (learning neighbourhoods, home groups, specialists, playground). 	<ul style="list-style-type: none"> • A Student Wellbeing Policy and school-wide Essential Agreements that are; visible, provide clear guidelines and referred to by all VCD community stakeholders. • The appointment of a Student Wellbeing Officer to consistently monitor student attendance and absences. • Updated transition and pathways processes that meet current school and student needs.
Year 2	<ul style="list-style-type: none"> • Implement student wellbeing and engagement policy across the school, access to policy available to all school community members. • Provision of staff professional learning on wellbeing, including restorative practices. • Explore opportunities to create relationships to support our school. • Explore authentic opportunities to promote purposeful connections and relationships to embed inclusiveness across our community. 	<ul style="list-style-type: none"> • School events, programs and classroom practice are reflective of the student wellbeing and engagement policy. • Student Wellbeing Policy and school-wide Essential Agreements will be visible, provide clear guidelines and referred to by all VCD community stakeholders
Year 3	<ul style="list-style-type: none"> • Monitor school-wide programs and classroom practices to evaluate effective implementation of student wellbeing policy. • Provide opportunities to promote purposeful connections and relationships in attempt to embed inclusiveness across our community. 	<ul style="list-style-type: none"> • Student survey to demonstrate trend in improvement for student wellbeing • Evaluate parental engagement with use of Compass, 80% of parents to view reports online and to complete excursion notes • Numbers of community events and impact of these events evaluated to the purposeful connections and relationships on improving student wellbeing
Year 4	<ul style="list-style-type: none"> • Review student wellbeing and engagement policies and practices. 	<ul style="list-style-type: none"> • Reviewed and updated Student Wellbeing and Student Engagement Policy.

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<h2 style="margin: 0;">Productivity</h2> <p style="margin: 0;">Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p style="margin: 0;">Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<h3 style="margin: 0;">Key improvement strategies</h3> <p style="margin: 0;">Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.</p>
<h3 style="margin: 0;">Goals</h3> <p style="margin: 0;">Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<ul style="list-style-type: none"> • Continue to develop and apply workforce planning arrangements so that it can continue to resource the goals of the school and remain in surplus, while delivering realistic and viable curriculum outcomes for the students. • Sustain the open and transparent processes for ensuring the resources of the school are targeted to the identified needs of the students. 	<ul style="list-style-type: none"> • Review our school practices to ensure the needs of the students are used to determine the allocation of the school’s resources. • To establish processes and protocols for staff and governance that empowers and promotes individual responsibility and collective expectation for the technical leadership of the school.
<h3 style="margin: 0;">Targets</h3> <p style="margin: 0;">Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<ul style="list-style-type: none"> • Resourcing the curriculum and student learning needs are managed within the School Resource Package. 	
<h3 style="margin: 0;">Theory of action (optional)</h3> <p style="margin: 0;">The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<ul style="list-style-type: none"> • The school recognises that improvement in student outcomes will be best achieved by allocating school resources to areas of identified need. 	

	<p>Actions</p> <p>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.</p>	<p>Success criteria</p> <p>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.</p>
Year 1	<ul style="list-style-type: none"> Review workforce planning - structure and role clarity of the leadership team to support and monitor teaching and learning programs. This includes the employment of an Assistant Principal/educational Leader, designated to improving teaching and learning practices and student learning outcomes. Review of infrastructure for e-learning and development of a plan for the future. Gathering and analysis of data for the development of a school wide Master Plan for the effective management of school resources. Development of strategies to make our consistent processes and protocols visible and valued, ensuring accountability for self and others with a view to collective expectation and individual responsibility Development of a Professional Learning Plan that supports the learning needs of the school community of the life of the strategic plan. 	<ul style="list-style-type: none"> Role descriptions of Leadership Team are developed and documented. Peer to peer sharing, to facilitate professional collaboration related to school initiatives. Deliberate student use of technology in the classroom Improved confidence and capability in the use of ICT equipment. <p>Evidence:</p> <ul style="list-style-type: none"> Students are consistently using appropriate technology/software for reading and numeracy tasks.
Year 2	<ul style="list-style-type: none"> Milestones and evidence in teacher's PRP are linked to the AITSL capabilities. Equitable use of school resources. Devise strategies to improve efficiencies in curriculum design and delivery, pedagogy, assessment, and reporting utilizing online resources- e.g. COMPASS, staff 'share drive.' 	<ul style="list-style-type: none"> Teachers utilize learning continuum to identify students learning needs. <p>Evidence:</p> <ul style="list-style-type: none"> Teachers have completed the ePotential survey and placed themselves on the digital technologies learning continuum.
Year 3	<ul style="list-style-type: none"> Utilizing strategies to improve efficiencies and collaboration in administration, communication, curriculum design, pedagogy, assessment, and reporting. Development of a timetable structure to allow for (1) the implementation of an ongoing feedback schedule for all staff and (2) classroom observations (3) effective PLC's 	<ul style="list-style-type: none"> Utilizing digital resources and collaborative tools in curriculum delivery.eg. e-Potential resources. Teachers have trialled ways to migrate tasks to use technology in a new way to improve teaching and learning effectiveness and efficiencies. Development of a new timetable and PLT structures to allow for team PD and continuous collaborative planning.

	<ul style="list-style-type: none"> Identify ways to migrate tasks to use technology in a new way to improve effectiveness and efficiencies. 	<ul style="list-style-type: none"> A restructure and documentation of the role of Professional Learning Communities (PLCs) at VCD. Classroom observation plan implemented and embedded in staff P&D processes
Year 4	<ul style="list-style-type: none"> Implement ways to migrate tasks to use technology in a new way to improve effectiveness and efficiencies in student learning. 	<ul style="list-style-type: none"> ICT integrated seamlessly into the pedagogy and classroom practice