

Bright P-12 College Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Jean Olley 22 nd March 2017[name].....[date][name].....[date]
School council 22 nd March 2017[name].....[date][name].....[date]
Delegate of the Secretary: [name] [date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus														
<p>Bright P-12 College Purpose Statement:</p> <p>Bright P-12 College provides a stimulating learning environment enabling every <i>student</i> to build the capability and capacity to flourish in their individual life pursuits.</p> <p>Bright P-12 College nurtures the health and wellbeing of every student and staff member while fostering creativity, inspiring growth and building character.</p>	<p>Bright P-12 College Values:</p> <table border="1"> <thead> <tr> <th>Value</th> <th>Guiding Behaviours</th> </tr> </thead> <tbody> <tr> <td>Excellence</td> <td>Acting courageously Maximising effort Being persistent Demonstrating leadership Building independence and resilience</td> </tr> <tr> <td>Respect</td> <td>Listening to and seeking to understand the viewpoints of others Being honest and truthful Acting ethically Acknowledging team members efforts</td> </tr> <tr> <td>Pride</td> <td>Displaying pride in ourselves, our peers and school Building self-confidence Making positive contributions to the school and community Encouraging others to demonstrate pride Celebrating the successes and achievements of others</td> </tr> <tr> <td>Curiosity</td> <td>Seeking to inspire Exploring new interests, experiences and challenges Pursuing our passions Expressing ourselves creatively</td> </tr> <tr> <td>Awareness</td> <td>Exhibiting self-control and patience Being mindful of our thoughts and actions Seeking ways to positively connect with others Living in harmony with our environment</td> </tr> <tr> <td>Compassion</td> <td>Being kind and caring Seeking to understand others Demonstrating empathy Nurturing and helping striving to improve our wellbeing and the wellbeing of others</td> </tr> </tbody> </table>	Value	Guiding Behaviours	Excellence	Acting courageously Maximising effort Being persistent Demonstrating leadership Building independence and resilience	Respect	Listening to and seeking to understand the viewpoints of others Being honest and truthful Acting ethically Acknowledging team members efforts	Pride	Displaying pride in ourselves, our peers and school Building self-confidence Making positive contributions to the school and community Encouraging others to demonstrate pride Celebrating the successes and achievements of others	Curiosity	Seeking to inspire Exploring new interests, experiences and challenges Pursuing our passions Expressing ourselves creatively	Awareness	Exhibiting self-control and patience Being mindful of our thoughts and actions Seeking ways to positively connect with others Living in harmony with our environment	Compassion	Being kind and caring Seeking to understand others Demonstrating empathy Nurturing and helping striving to improve our wellbeing and the wellbeing of others	<p>Bright P-12 College is a single campus P-12 school of approximately 430 students in the rural NE town of Bright.</p> <p>Bright is a vibrant tourist destination and surrounding districts are a combination of agricultural, pine plantation and tourism. Bright P-12 College draws secondary students from three feeder Primary Schools; Porepunkah, Wandiligong and Harrierville, although students from these three towns do sometimes choose to attend Bright P-12 College for primary school.</p> <p>Enrolment at Bright P-12 College has shown a steady increase in the primary years and after a large decline in secondary numbers between 2005 and 2013 numbers are now on the increase. In large part the decline in secondary numbers is due to the marketing of independent schools and the introduction of a bus service to accommodate this.</p> <p>Bright P-12 College is very much a community College, mirroring the wider values of Bright. The P-12 composition of the College means that a good number of students complete all, or most of their education with us, and are well known to the teachers, many of whom are also long term Bright and district residents. The resultant atmosphere makes Bright P-12 an enjoyable and rewarding place to teach.</p> <p>The College has well-equipped learning spaces in both the primary and secondary areas, and is situated on 10 hectares within the township of Bright and has extensive playing fields, a multi-purpose sports stadium, vineyard, and specialist classrooms for; Science, Woodwork, Metalwork, Food and Technology, Art, Music and LOTE.</p> <p>The inclusion of a pre-school setting, established in partnership with the Alpine shire, has enabled provision of a quality pathway of learning from pre-school through to Year 12.</p>	<p>The challenges identified during review have led to a clear intent and deliberate focus on improvement. . Rationale underlying this strategic plan is identified as follows:</p> <ul style="list-style-type: none"> • A Bright P-12 Curriculum Planning document will give a structure and consistency to planning and underpin an explicit instructional program at Bright P-12 College. • A new leadership position of Curriculum P-10 leader will support and enable our delivery of a comprehensive pathway of learning through the Victorian Curriculum. • The new Leadership structure aligns with our strategic direction and supported through professional development will ensure the goals and targets of this plan are met. • Establishing an organisational structure that is mapped to ensure a team based approach and alignment to our goals will ensure commitment and collaboration by all staff. • The inclusion of the Business/OH&S and Facilities manager onto the Leadership team will enable alignment of resources to our strategic direction effectiveness. • The introduction of a Professional Learning working party to develop processes and systems to encourage a learning culture P-12 will support staff to achieve our goals through the strategies outlined in this plan. • Policy development to align with the strategic direction and regular review directed by College Council will provide infrastructure and accountability. • Vision and values will become a core part of our everyday existence and will be lived by leadership, staff, students and parents. • Students by building student voice P-12 will increase student connection to the school, build a positive school community and provide teachers with critical feedback on their practice. • This plan is deliberately focused on developing a learning community that is aligned to an engaging pathway for learning and high aspirations for every student.
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Four-year goals	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets
Every teacher is actively engaged in providing differentiated learning that stimulates and challenges all students, and improves student outcomes.	Excellence in Teaching & Learning <ul style="list-style-type: none"> Evaluating impact on learning Evidence based high impact strategies Curriculum Planning & Assessment Building practice excellence 	<i>Build teacher capacity to use data to inform teaching and learning.</i> <i>Build teacher capacity to plan and deliver differentiated learning.</i> <i>Implement a consistent evidence-based instructional model.</i> <i>Provide a range of programs with a strong sequential, comprehensive and stimulating curriculum.</i> <i>Implement processes to ensure alignment and accountability for consistent quality learning.</i>	<ul style="list-style-type: none"> Move from <u>evolving to embedding</u> on the continuum of practice for <u>Evaluating impact on learning</u> Move from <u>emerging to embedding</u> on the continuum of practice for <u>Evidence based high impact strategies</u> Move from <u>evolving to embedding</u> on the continuum of practice for <u>Curriculum planning and assessment</u> Move from <u>evolving to embedding</u> on the continuum of practice for <u>Building practice excellence</u> <p><i>Refer to Data Appendix for more targets.</i></p>
Foster a learning community that supports and nurtures the development of the whole child.	Positive Climate for Learning <ul style="list-style-type: none"> Setting expectations and promoting inclusion Empowering students and building school pride Health & Well Being Intellectual engagement and self-awareness 	<i>Build collective responsibility and efficacy for student wellbeing.</i> <i>Support every teacher to teach enhanced wellbeing promoting student flourishing over resilience.</i> <i>Ensure processes are achievable, universally understood and consistently applied to build a positive and engaging learning environment.</i> <i>Develop and consistently implement a positive student education plan adopting principles and practices of positive psychology.</i> <i>Build a positive culture through implementation of consistent processes and practices that addresses wellbeing and engagement.</i> <i>Develop a learning community that builds positive relationships which strengthen connections and develops the character of the child.</i>	<ul style="list-style-type: none"> Move from <u>embedding to excelling</u> on the continuum of practice for <u>Setting expectations and promoting inclusion</u> Move from <u>evolving to embedding</u> on the continuum of practice for <u>Empowering students and building school pride</u> Move from <u>evolving to embedding</u> on the continuum of practice for <u>Health and Wellbeing</u> Move from <u>evolving to embedding</u> on the continuum of practice for <u>Intellectual engagement and self-awareness</u> <hr/> <ul style="list-style-type: none"> P-12 consistency through observable practice with regards to student management. Evidence of Positive Education programs within the College Student representation on formal decision making bodies within the College such as Curriculum, Uniform Increased student involvement in decision making processes
Increase community partnerships to achieve the schools vision.	Community Engagement in Learning <ul style="list-style-type: none"> Building Communities Networks with schools, services and agencies 	<i>Build relationships with the broader community by partnering with strategic intent through local, state-wide and national programs and events.</i> <i>Develop capacity to implement General Capabilities and to develop life skills.</i> <i>Establish common strategies, expectations, and guidelines to ensure partnerships of learning.</i>	<ul style="list-style-type: none"> Move from <u>embedding to excelling</u> on the continuum of practice for <u>Networks with schools, services and agencies</u> Move from <u>evolving to embedding</u> on the continuum of practice for <u>Parents and carers as partners</u> Move from <u>embedding to excelling</u> on the continuum of practice for <u>Building Communities</u>
Every member of College Community enacts the values and guiding behaviours of Bright P12 College.	Professional Leadership Building Leadership Teams <ul style="list-style-type: none"> Vision, Values & Culture Strategic Resource Management Instructional & Shared practice 	<i>Build the capacity of staff and students to learn and lead.</i> <i>Build a sustainable school culture in which ownership and accountability are evident.</i> <i>Establish strong vision and values that are embedded in the school culture.</i> <i>Connect and target resources to strategic goals.</i> <i>Develop and implement an agreed school wide instructional model.</i>	<ul style="list-style-type: none"> Move from <u>emerging to embedding</u> on the continuum of practice for <u>Building Leadership teams</u> Move from <u>emerging to embedding</u> on the continuum of practice for <u>Vision, Values and Culture</u> Move from <u>embedding to excelling</u> on the continuum of practice for <u>Strategic Resource Management</u> Move from <u>evolving to embedding</u> on the continuum of practice for <u>Instructional & Shared Leadership</u>



Appendix: Data Tables

Goal 1. Every teacher is actively engaged in providing differentiated learning that stimulates and challenges all students, and improves student outcomes.

NAPLAN Increase % of students in top 2 bands

Year 3 NAPLAN Achievement	2020	Year 5 NAPLAN Achievement	2020	Year 7 NAPLAN Achievement	2020	Year 9 NAPLAN Achievement	2020
Numeracy	≥85%	Numeracy	≥50%	Numeracy	≥50%	Numeracy	>45%
Reading	≥85%	Reading	≥60%	Reading	≥60%	Reading	>45%
Writing	≥80%	Writing	≥45%	Writing	≥45%	Writing	≥35%
Spelling	≥80%	Spelling	≥50%	Spelling	≥55%	Spelling	≥40%
Grammar	≥85%	Grammar	≥60%	Grammar	≥50%	Grammar	≥40%

Reduce to zero the % of students deemed capable at or below National

Year 3 % below	2020	Year 5 % below	2020	Year 7 % below	2020	Year 9 % below	2020
Numeracy	0%	Numeracy	0%	Numeracy	0%	Numeracy	0%
Reading	0%	Reading	0%	Reading	0%	Reading	0%
Writing	0%	Writing	0%	Writing	0%	Writing	0%
Spelling	0%	Spelling	0%	Spelling	0%	Spelling	0%
Grammar	0%	Grammar	0%	Grammar	0%	Grammar	0%

RELATIVE GAIN

Increase the % in the Medium and High category of relative gain to 95% in all learning areas.

Year 5 NAPLAN Learning Gain – medium/high category	2020	Year 7 NAPLAN Learning Gain – medium/high category	2020	Year 9 NAPLAN Learning Gain – medium/high category	2020
Numeracy	>95%	Numeracy	≥95%	Numeracy	≥95%
Reading	>95%	Reading	≥95%	Reading	≥95%
Writing	≥95%	Writing	≥95%	Writing	≥95%
Spelling	≥95%	Spelling	≥95%	Spelling	≥95%
Grammar	≥95%	Grammar	≥95%	Grammar	≥95%

VICTORIAN CURRICULUM – TEACHER JUDGEMENTS

100% of students demonstrate 12 months growth unless there are extenuating circumstances.

Year 3 Teacher Judgements	2020	Year 5 Teacher Judgements	2020	Year 7 Teacher Judgements	2020	Year 9 Teacher Judgements	2020
Number & Algebra	≥50%	Number & Algebra	≥50%	Number & Algebra	≥50%	Number & Algebra	≥50%
Reading and Viewing	≥60%	Reading	≥50%	Reading	≥60%	Reading	≥50%
Writing	≥50%	Writing	≥50%	Writing	≥50%	Writing	≥50%
Science understanding	≥50%	Science understanding	≥50%	Science understanding	≥50%	Science understanding	≥50%

VCE

<p>To improve the mean study score from 27 in 2015 to 32 in 2020.</p> <table border="1"> <thead> <tr> <th>VCE Mean Score – all studies/all genders/all year levels</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td></td> <td>≥32</td> </tr> </tbody> </table>	VCE Mean Score – all studies/all genders/all year levels	2020		≥32	<p>Increase the percentage of students with a study score above 40 from 2.8 % in 2015 to 20% in 2020.</p> <table border="1"> <thead> <tr> <th>VCE Study Scores above 40</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td></td> <td>≥10%</td> </tr> </tbody> </table>	VCE Study Scores above 40	2020		≥10%	<p>Increase the percentage of students with a study score above 37 in English</p> <table border="1"> <thead> <tr> <th>VCE Study Score % of students with scores of 37 or more in English</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td></td> <td>≥10%</td> </tr> </tbody> </table>	VCE Study Score % of students with scores of 37 or more in English	2020		≥10%
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	≥32													
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VCAL to maintain the completion rate of VCAL (Intermediate/Senior) to 100%

Improved perceptions on School Staff survey in the following elements

Staff Survey - mean	2020
Collective focus on students	>95%
Guaranteed & viable curriculum	>95%
Teacher collaboration	>95%
Professional Learning	>95%



<i>Improved perceptions on Attitudes to School Survey</i>		<i>Improved perceptions on Attitudes to School Survey</i>		<i>Improved perceptions on Parent Opinion Survey</i>	
Student Survey – mean Yr. 5-6	2020	Student Survey – mean Yr. 7-12	2020	Student Survey - mean	2020
Learning Confidence	5.5	Learning Confidence	5.5	Stimulating Learning	5.5
School Connectedness	5.5	School Connectedness	5.5	Reporting	5.5
Stimulating Learning	5.5	Stimulating Learning	5.5	Learning Focus	5.5
Student Motivation	5.5	Student Motivation	5.5	School Connectedness	5.5
Teacher Effectiveness	5.5	Teacher Effectiveness	5.5	Student Motivation	5.5
Teacher Empathy	5.5	Teacher Empathy	5.5	Homework	5.5
				Learning Focus	5.5

Goal 2. Foster a learning community that supports and nurtures the development of the whole child.

VICTORIAN CURRICLUM – TEACHER JUDGEMENTS

Increase % of students achieving above expected levels (A&B)

Year 3 Teacher Judgements	2020	Year 5 Teacher Judgements	2020	Year 7 Teacher Judgements	2020
Questions & Possibilities	≥50%	Questions & Possibilities	≥50%	Questions & Possibilities	≥50%
Meta-Cognition	≥50%	Meta-Cognition	≥50%	Meta-Cognition	≥50%
Decision Making & Actions	≥50%	Decision Making & Actions	≥50%	Decision Making & Actions	≥50%
Self-Awareness & Management	≥50%	Self-Awareness & Management	≥50%	Self-Awareness & Management	≥50%

Improved perceptions on Attitudes to School Survey

Student Survey – mean Yrs 5-6	2020	Student Survey – mean Yr 7-12	2020
Student Distress	7.00	Student Distress	5.50
Student Morale	7.00	Student Morale	5.50
Classroom Behaviour	5.50	Classroom Behaviour	5.50
Connectedness to Peers	5.50	Connectedness to Peers	5.50
Student safety	5.50	Student safety	5.50

Goal 3. Increase community partnerships to achieve the schools vision.

<i>Improved enrolments</i>	<i>Improved perceptions on School Staff survey in the following elements</i>	<i>Improved perceptions on Parent Opinion survey in the following elements</i>																														
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<i>Decrease the number of students with 20 or more absence days</i>		<i>Decrease the number of students with 20 or more absence days</i>	
Year Level	2020	Year Level	2020
Prep	≤20	Year 7	≤20
Year 1	≤20	Year 8	≤20
Year 2	≤20	Year 9	≤20
Year 3	≤20	Year 10	≤20
Year 4	≤20	Year 11	≤20
Year 5	≤20	Year 12	≤20
Year 6	≤20		



Goal 4. Every member of College Community enacts the values and guiding behaviours of Bright P12 College.

Staff Opinion Survey - Leadership	2020	School Staff Survey - mean	2020
Leading change	>95%	Collective Efficacy	>95%
Cultural Leadership	>95%	Collective Responsibility	>95%
Flexibility	>95%	Staff Trust in Colleagues	>95%
Intellectual Stimulation	>95%	Shielding and buffering	>95%
Instructional Leadership	>95%	School Level Support	>95%
Parent and Community involvement	>95%	Collegiality and Collective Participation	>95%
Leader's support for Change	>95%	Coherence	>95%
Visibility	>95%	Feedback	>95%

