



OUTCOMES	TARGETS (SPECIFICS)	EVIDENCE (DOC)	STRATEGIES
<p>The College has a strong R-12 identity which reflects its purpose, vision and values.</p>	<p>Whole school protocols, policies and processes by 2013 – with variations (focus) where appropriate for sub-schools</p> <p>Offices and physical spaces developed for sub-schools & learning areas</p>	<p>College documentation includes purpose, vision and values.</p> <p>Promotional material developed for new college e.g.</p> <ul style="list-style-type: none"> • Enrolment Pack • Website/Facebook/Newsletters • School Information Brochures <p>Assemblies / Performances</p> <p>Establishment of the PRIDE team and celebration of staff and student achievements.</p>	<p>Review of communication strategies 2014.</p> <p>Whole school staff and student events, activities and celebrations.</p> <p>Communication Plan and College Publicity strategies developed.</p>
<p>College purpose, vision and values are developed collaboratively and implemented through consistently applied policies and procedures.</p>	<p>HR Plan, roles and responsibilities for all staff (Leadership, Managers and non-teaching staff).</p> <p>100% of staff participates in Performance Development and Appraisal processes in which feedback is a basis of enhancing their skills.</p>	<p>CCC policies and procedures are linked to purpose, vision and values statements.</p> <p>DECD policies used at CCC are available to staff through the electronic Staff Handbook, e.g.</p> <ul style="list-style-type: none"> • Code of Conduct • Staff grievances • Human resources policies • OHS&W procedures <p>Meeting structure in line with school priorities/site improvement plan</p>	<p>Develop, consult, write and publish a range of policies, e.g.</p> <ul style="list-style-type: none"> • Student Behaviour Management • Staff Performance Development • Assessment and Reporting • Decision making • Anti-Bullying (completed) • Enrolment (completed) • Hot Weather • Complaints (completed) • Excursion (completed) • Induction Checklist • Attendance (completed)
<p>Sub-schools are established as physical and operational entities.</p> <p>Students and staff identify with sub-schools and the whole school.</p>	<p>100% of staff participates in Performance Development and Appraisal processes in which feedback is a basis of enhancing their skills.</p>	<p>Staff meeting structure (whole/sub-school/Learning Area meetings).</p> <p>Teaching & Learning/Student Support Services meeting structure.</p> <p>Student forums and leadership opportunities accessed.</p>	<p>Peer mentoring and R-12 interaction</p> <p>Community work</p> <p>Explore a range of strategies to include student voice and participation.</p>
<p>Facilities and infrastructure are developed to support the purpose, vision and values.</p>		<p>Documented student voice structures.</p> <p>Ownership' and condition of physical spaces by staff and students evidenced by comments in student, staff and parent perception surveys.</p>	<p>Budgets & financial plans developed.</p> <p>Plan to allocate areas of schools to learning area teams and staff.</p> <p>Facilities audit (eLearning, rooms etc.) and plan to improve physical environment of school including ICT.</p>
<p>Performance development culture and performance management processes are linked directly to staff learning and improvement.</p>		<p>Job and Person Specifications and professional development plans linked to the Site Improvement Plan and to the purpose, vision and values.</p> <p>Digital version - Staff Handbook & Induction procedures</p> <p>All staff seek and receive feedback and use it as a way to celebrate achievements and identify areas for enhancement through a range of PD opportunities.</p>	<p>Leadership structure developed.</p> <p>Build leadership capacity through PD Days, Professional Learning Communities and Whole School Leadership meetings.</p> <p>PD plans for all staff as part of line management meetings.</p>



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The Junior, Middle and Senior Schools develop detailed overviews and program curriculum documentation that reflects the philosophy and objectives, using the Australian Curriculum and the SACE.	NAPLAN Increase mean scores by one proficiency band PAT-R (Improve literacy numeracy data) The pass rate (A, B, C) increases by 5% across the college	Detailed curriculum documentation including, programs and learning and assessment plans. Establishment of a Literacy Task Force. Implement strategies in the middle school in literacy development of students.	Ensure that all curriculum documentation aligns with college philosophy and objectives (vision and purpose). No need for individual philosophy statements. Moderation to ensure consistency.
Student achievement data and research is used as part of the improvement process.	The number of A's increases by 5% across the college.	Agreed data sets are collected, analysed and used to inform teaching and learning.	Data is systemically collected, distributed, analysed and used. PAT R and PAT Maths Year 2-Year 9 2014. Daymap is used to report across R-12.
The sub-schools and Learning areas strategically develop cross curricula links within the school, community, industry and tertiary providers.	SACE Completion increases by 2% Participation and completion of VET courses at Stage 1 and 2 increases.	Projects and learning outcomes identified which have tangible cross curricular links and utilise community knowledge and skills.	Explore sustainable curriculum links with universities, industry and community and ensure they are included in curriculum documentation. Graduate qualities project. Learning Area teams to develop priority focus, partnership and project.
Professional Learning Communities are based on research and provide opportunities for staff to learn new skills, trial, reflect and share practices specifically in line with the General Capabilities.	Number in School Based Apprenticeships increases by 3 students. Percentage of Year 12 cohort gaining an ATAR increases by 5% Destination data collected and analysed on an annual basis.	Improved dialogue around the sharing of good practice and resources built on an open door policy and transparency with teachers work using the National Standards for teachers. Teacher peer observation and feedback A range of professional development opportunities available and accessed by all staff to improve teaching and learning.	ICT is further developed to enhance teaching and learning opportunities. (PD for staff). Professional learning communities established through learning area teams and other teams across the school to enhance the skills of staff. Triads and other teaching observation processes are implemented.
The range of students' skills and abilities are acknowledged and catered for in learning.	Students report that "Teachers provide useful feedback about school work."	Documentation on whole school literacy agreements, targets and plan. Curriculum documentation reflects opportunities for students to develop higher order thinking skills. All curriculum documentation filed electronically in a 'central location'.	Whole school literacy agreement & plan developed. Literacy pathway developed and documented. A range of learning opportunities provided.



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PGL curriculum incorporates the General Capabilities of the Australian Curriculum specifically Intercultural Understanding, Ethical Behaviour, Personal and Social Competence.	Promotion rates at 100% (i.e. 100% of students with more passes than fails)	Detailed R-12 PGL documentation including assessment strategies mapped against the Australian Curriculum achievement strategies. Junior School to have PGL on reports	Mapping and reviewing PGL plan at each Year Level every year. Focus on the General Capabilities as part of the staff PD program Individual student learning plans and reviews as part of the PGL program
All students with additional needs are identified, needs communicated to staff and supported in a coordinated manner. (eg gifted, EALD, Disability, ATSI, GOM, STAR, VI, FLO, VET, health).	ATSI - Increase attendance to match whole school rate Increase attendance to 93% to match regional target. Zero 'Unexplained' absences on all roll books.	Daymap tags/STAR list IEPs/NEPs/health care plans developed as needed and distributed each term Promotion/retention policy Report review meetings documented in DayMap Achievement and improvement awards/scholarships	Refinement of leadership roles for the Student Services Team R-12 – split into YLM's and Coordinator/Managers Purpose built Student Support Services areas to accommodate NTS and support personnel. Enrolment process (interview) is reviewed to identify needs. Case managers allocated for all students, with meetings of case managers and YLMs – SWD register PD for staff in catering for students with diverse needs Achievement and improvement identification
Attendance rates across the school are improved to support achievement for a diverse student cohort.	90% of students report that "My school takes students opinions seriously."	Attendance policy and data Role statements for Home Group teachers and SSO's with expected duties.	Management of sign-in/sign-out procedures in Student Services and on DayMap.
Student data and research is used as part of the improvement process to identify and support students holistically.	90% of parents report that "their child felt safe at this school" and 90% of students report that they felt safe."	Surveys on Facebook and website Research used as a basis for decision making and learning.	Report review meetings conducted by Year Level teams Consultation process for whole school input as required
Students participate in decision making and are provided with leadership opportunities.		Peer School Captain elections / nominations Decision making groups formed as needed Leadership opportunities advertised to student body Client opinion survey implemented annually.	Student committees/forums held eg SBM Student Captain role statements developed . Leadership and mentoring opportunities identified and created
A seamless transition is provided to children and young people through all levels of education.		Documentation for each transition point – pre-school to reception, Yr 6 – 7, Yr 7 – 8, between sub-schools, exit, enrolment, ISEC – mainstream.	Learning pathways are articulated through the schools Course Counselling process is reviewed Enrolment process reviewed