

**8430 Warracknabeal Secondary College**  
**Strategic Plan 2017-2020**

|  |   |   |
|--|---|---|
| <b>Endorsement</b>                             | <b>Re-Endorsement</b> (if a Goal, KIS or Target is changed) | <b>Re-endorsement</b> (if a Goal, KIS or Target is changed) |
| Principal: Michael Briggs-Miller               | .....[name] ..... [date]                                    | .....[name].....[date]                                      |
| School council: Kylie Zanker                   | .....[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>Warracknabeal Secondary College equips students to be able to "Choose a life that has meaning." This is a holistic approach, where students are developed to their full potential emotionally, socially and academically, to provide them with as many opportunities and choices in the future.</p> | <p>Warracknabeal Secondary College is committed to promoting and developing our 5 key values in all members of the school community.</p> <p><b>Honesty</b><br/>We will honestly reflect and evaluate our progress and actions, not ignoring poor performance. We will not use excuses, be true to ourselves, and stand up for our values.</p> <p><b>Excellence</b><br/>We will strive to achieve our personal best by continually improving and achieve excellent results.</p> <p><b>Respect</b><br/>We act with empathy and consideration for others, the school and the environment. We demonstrate politeness, active listening and care in our relationships.</p> <p><b>Resilience</b><br/>We take responsibility for our own learning and actions. We approach challenges with a positive attitude and have a solution focus. We are focused and not easily distracted or deterred from our goals.</p> <p><b>Perseverance</b><br/>We try our best in everything we do to continually improve. We work with others and ask for assistance. We use our time effectively and have a sense of urgency to make the most of our opportunities.</p> | <p>There has been a drop in student numbers over the past four years which is expected to continue over the life of the plan. Ensuring Senior Secondary studies are still offered locally within budget will be an ongoing challenge. There has also been significant turnover of staff recently, particularly those with leadership responsibility. Attracting and retaining staff is a challenge for the future as well as quickly integrating new staff into the school culture and broader community. This is made particularly difficult with more than half the staff not living in Warracknabeal.</p> <p>The SFO is 0.6017 which is similar to previous years. There has been two PSD funded students, but many more who have additional needs that don't attract extra funding. Whilst the Attitudes to School survey data indicates many areas for improvement, particularly student connection with school and their peers. Generally, our NAPLAN growth from Year 7 to 9 is consistent with state benchmarks, and particularly in Numeracy we have had success in reducing the percentage of students below the national minimum standard to zero. The challenge is to ensure we are extending our students, given we did not have one Year 9 student top band in any domain.</p> <p>The college will be undertaking a major physical restructure over the next four years, with \$4 million in funding being approved to be used for a staged rebuild at the Education Precinct site. This will present a significant challenge as the current funding will result in a split campus operating for a period of time.</p> <p>Parent data indicates that the school has improved in 2016, however with such a small sample size it is difficult to draw definitive conclusions. However, the trend for Behaviour Management, Classroom Behaviour and General Satisfaction has disappointing over the last three years.</p> | <p>The major focus our next four years will be to establish a consistent, guaranteed and viable learning environment. It is essential that the community and students can depend on WSC to deliver high quality education locally, regardless of the change in personnel. In order to achieve this, the review identified that a significant focus is required on the induction of staff and building the capacity of all staff was key to achieving this goal. There is a developed teaching model, classroom management policy based on schoolwide positive behaviours, and clear assessment expectations, however the focus will be on ensuring this is implemented consistently by all staff regardless of how long they have been at the school.</p> <p>Data has been collected and analysed inconsistently in the past, which will become more coordinated over the four years. Domain leaders with support from the principal class will take responsibility in building staff capacity using and sharing data.</p> <p>Literacy in Warracknabeal will always be a major focus. Ensuring the English domain is adequately resourced with suitably qualified and capable staff with the expertise to effectively teach students is a priority. We will also develop staff in other domains to effectively teach literacy in their classrooms.</p> <p>Identifying and developing learning plans for students who are achieving at standards higher than their peers will form a key focus for the life of this plan. Developing a high performing culture to support and drive improvement in the early years will ensure students are reaching their full potential.</p> <p>Genuine partnerships based on positive respectful relationships between all stakeholders is crucial in a community school. Investing resources to ensure we continue our focus developing community connections has been written into every leadership position role description.</p> |



| Four-year goals<br>(for improving student achievement, engagement and wellbeing)   | Improvement Priorities,<br>Initiatives and/or Dimensions   | Key improvement strategies   | Targets<br>(for improving student achievement, engagement and wellbeing)  |            |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
|--|--|--|---|------------|------|------|------|------|--------------|------|--|--|-----|-------------------|------|------|------|------|-------------------|------|--|--|-----|----------------------|------|------|------|------|----------|------|-------|-------|-------|-------------------------------------|------|------|------|------|---------|------|---------------------|-----|-----|---------|-----|--------------------|-----|-----|----------|-----|----------------------|-----|-----|---------|-----|--|--|-----|----------|-----|--|--|-----|--|------|------|------|------|---------|--|--|--|--|---------|--|--|--|--|---------|-----|--|--|--|----------|-----|--|--|--|-------|------|------|------|------|------------|-----|--|--|-----|--------------------|------|------|------|------|------|-----------------------|--|--|--|--|-----|------------|------|------|------|------|------|------------------|------|--|--|--|----|---------|-------|--|--|--|----|
| To create a high quality student centred learning environment which allows all students to optimise their development and achievement        | <p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> <li>Building practice excellence</li> <li>Evaluating the impact of learning</li> <li>Evidence-based high impact teaching strategies</li> </ul>   | <p>Build staff capacity to consistently implement an agreed and explicit whole school instructional model, inclusive of assessment policy</p> <p>Build staff capacity to use data and moderation of assessment to implement precise targeted teaching, particularly to identify and extend high performing students</p> <p>Build staff capacity to consistently integrate literacy teaching and assessment strategies into their classrooms.</p>   | <p>NAPLAN relative growth to have 80% in High/Medium category</p> <table border="1"> <thead> <tr> <th>Growth H/M</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>88.9</td> <td></td> <td></td> <td>80</td> </tr> <tr> <td>Reading</td> <td>83.3</td> <td></td> <td></td> <td>80</td> </tr> <tr> <td>Spelling</td> <td>68.4</td> <td></td> <td></td> <td>80</td> </tr> <tr> <td>Grammar</td> <td>68.5</td> <td></td> <td></td> <td>80</td> </tr> <tr> <td>Numeracy</td> <td>77.8</td> <td></td> <td></td> <td>80</td> </tr> </tbody> </table> <p>Medium and High Growth to be over 75% in the top band from Year 7 to 9.</p> <table border="1"> <thead> <tr> <th>% in Top Band Yr7 prior/Yr9 current</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>50%</td> <td></td> <td></td> <td>75%</td> </tr> <tr> <td>Reading</td> <td>60%</td> <td></td> <td></td> <td>75%</td> </tr> <tr> <td>Spelling</td> <td>66%</td> <td></td> <td></td> <td>75%</td> </tr> <tr> <td>Grammar</td> <td>50%</td> <td></td> <td></td> <td>75%</td> </tr> <tr> <td>Numeracy</td> <td>66%</td> <td></td> <td></td> <td>75%</td> </tr> </tbody> </table> <p>95% of students improve according to the PAT test</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Science</td> <td>N/A</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Numeracy</td> <td>N/A</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>PIVOT – Standard 5 – 4.0 or above (Assess, Provide Feedback and Report on Student Learning)</p> <table border="1"> <thead> <tr> <th>PIVOT</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Standard 5</td> <td>4.0</td> <td></td> <td></td> <td>4.2</td> </tr> </tbody> </table> <p>VCE study score at or above GAT predictions (50% of classes at or above)</p> <table border="1"> <thead> <tr> <th>Over GAT predicted</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>% of classes achieved</td> <td></td> <td></td> <td></td> <td></td> <td>50%</td> </tr> </tbody> </table> <p>Increased VCE Median All Study score</p> <table border="1"> <thead> <tr> <th>VCE Scores</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>All Study Median</td> <td>30.5</td> <td></td> <td></td> <td></td> <td>31</td> </tr> <tr> <td>English</td> <td>28.33</td> <td></td> <td></td> <td></td> <td>30</td> </tr> </tbody> </table> | Growth H/M | 2016 | 2017 | 2018 | 2019 | Writing      | 88.9 |  |  | 80  | Reading           | 83.3 |      |      | 80   | Spelling          | 68.4 |  |  | 80  | Grammar              | 68.5 |      |      | 80   | Numeracy | 77.8 |       |       | 80    | % in Top Band Yr7 prior/Yr9 current | 2016 | 2017 | 2018 | 2019 | Writing | 50%  |                     |     | 75% | Reading | 60% |                    |     | 75% | Spelling | 66% |                      |     | 75% | Grammar | 50% |  |  | 75% | Numeracy | 66% |  |  | 75% |  | 2016 | 2017 | 2018 | 2019 | Reading |  |  |  |  | Writing |  |  |  |  | Science | N/A |  |  |  | Numeracy | N/A |  |  |  | PIVOT | 2016 | 2017 | 2018 | 2019 | Standard 5 | 4.0 |  |  | 4.2 | Over GAT predicted | 2015 | 2016 | 2017 | 2018 | 2019 | % of classes achieved |  |  |  |  | 50% | VCE Scores | 2015 | 2016 | 2017 | 2018 | 2019 | All Study Median | 30.5 |  |  |  | 31 | English | 28.33 |  |  |  | 30 |
| Growth H/M   | 2016   | 2017   | 2018  | 2019       |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Writing  | 88.9   |  |   | 80         |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Reading  | 83.3   |  |   | 80         |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Spelling   | 68.4   |  |   | 80         |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Grammar  | 68.5   |  |   | 80         |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Numeracy   | 77.8   |  |   | 80         |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| % in Top Band Yr7 prior/Yr9 current  | 2016   | 2017   | 2018  | 2019       |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Writing  | 50%  |  |   | 75%        |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Reading  | 60%  |  |   | 75%        |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Spelling   | 66%  |  |   | 75%        |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Grammar  | 50%  |  |   | 75%        |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Numeracy   | 66%  |  |   | 75%        |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
|  | 2016   | 2017   | 2018  | 2019       |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Reading  |  |  |   |            |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Writing  |  |  |   |            |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Science  | N/A  |  |   |            |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Numeracy   | N/A  |  |   |            |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| PIVOT  | 2016   | 2017   | 2018  | 2019       |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Standard 5   | 4.0  |  |   | 4.2        |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Over GAT predicted   | 2015   | 2016   | 2017  | 2018       | 2019 |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| % of classes achieved  |  |  |   |            | 50%  |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| VCE Scores   | 2015   | 2016   | 2017  | 2018       | 2019 |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| All Study Median   | 30.5   |  |   |            | 31   |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| English  | 28.33  |  |   |            | 30   |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| To promote high levels of student engagement and agency in learning and connectedness with each other, their teachers, school and community. | <p>Positive Climate for Learning</p> <ul style="list-style-type: none"> <li>Setting expectations and promoting inclusion</li> </ul> <p>Community Engagement in Learning</p> <ul style="list-style-type: none"> <li>Parents and carers as partners</li> <li>Building Communities</li> </ul> <p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> <li>Curriculum Planning and Assessment</li> </ul> | <p>Build staff capacity to enable students to apply their learning through a variety of rich tasks and authentic experiences.</p> <p>Build staff capacity to create a student centred learning environment using data and feedback as a regular part of student-teacher dialogue.</p> <p>Develop a learning community to build positive relationships to strengthen connections between all stakeholders.</p> <p>Develop an effective transition process in, through and out of the college.</p> | <p>PIVOT Q3, 10 and 19 to be 4.0 or above</p> <table border="1"> <thead> <tr> <th>PIVOT</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Q3 – Boredom</td> <td>3.6</td> <td></td> <td></td> <td>4.0</td> </tr> <tr> <td>Q10 – Interesting</td> <td>3.8</td> <td></td> <td></td> <td>4.0</td> </tr> <tr> <td>Q19 – Use of time</td> <td>3.6</td> <td></td> <td></td> <td>4.0</td> </tr> </tbody> </table> <p>Absence data to be no more than average 19 days per year over the life of the SP. (22.18 in 2015)</p> <table border="1"> <thead> <tr> <th>Average Absence Days</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td></td> <td>22.01</td> <td>21.93</td> <td>24.59</td> <td></td> <td>19</td> </tr> </tbody> </table> <p>Attitude to School Survey variables to improve from current baseline data to at least to the top 50% of government schools.</p> <table border="1"> <thead> <tr> <th>AtSS</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>25%</td> <td></td> <td></td> <td>50%</td> </tr> <tr> <td>Student Motivation</td> <td>20%</td> <td></td> <td></td> <td>50%</td> </tr> <tr> <td>School Connectedness</td> <td>14%</td> <td></td> <td></td> <td>50%</td> </tr> </tbody> </table>  | PIVOT      | 2016 | 2017 | 2018 | 2019 | Q3 – Boredom | 3.6  |  |  | 4.0 | Q10 – Interesting | 3.8  |      |      | 4.0  | Q19 – Use of time | 3.6  |  |  | 4.0 | Average Absence Days | 2015 | 2016 | 2017 | 2018 | 2019     |      | 22.01 | 21.93 | 24.59 |                                     | 19   | AtSS | 2016 | 2017 | 2018    | 2019 | Learning Confidence | 25% |     |         | 50% | Student Motivation | 20% |     |          | 50% | School Connectedness | 14% |     |         | 50% |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| PIVOT  | 2016   | 2017   | 2018  | 2019       |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Q3 – Boredom   | 3.6  |  |   | 4.0        |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Q10 – Interesting  | 3.8  |  |   | 4.0        |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Q19 – Use of time  | 3.6  |  |   | 4.0        |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Average Absence Days   | 2015   | 2016   | 2017  | 2018       | 2019 |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
|  | 22.01  | 21.93  | 24.59   |            | 19   |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| AtSS   | 2016   | 2017   | 2018  | 2019       |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Learning Confidence  | 25%  |  |   | 50%        |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Student Motivation   | 20%  |  |   | 50%        |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| School Connectedness   | 14%  |  |   | 50%        |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| To build authentic and positive relationships based on the College vision and values.  | <p>Positive Climate for Learning</p> <ul style="list-style-type: none"> <li>Setting expectations and promoting inclusion</li> <li>Health and wellbeing</li> </ul> <p>Professional Leadership</p> <ul style="list-style-type: none"> <li>Vision and Values Culture</li> </ul>   | <p>Build staff capacity to ensure a whole of school framework for student engagement and wellbeing based on high expectations is in place and working.</p>   | <p>PIVOT standard 4 to 4.0 or above (Create and Maintain Safe and Supportive Learning Environments)</p> <table border="1"> <thead> <tr> <th>PIVOT</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Standard 4</td> <td>3.9</td> <td></td> <td></td> <td>4.0</td> </tr> </tbody> </table> <p>Attitude to School Survey variables to improve from current baseline data to at least to the top 50% of government schools</p> <table border="1"> <thead> <tr> <th>AtSS</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Student Distress</td> <td>20%</td> <td></td> <td></td> <td>50%</td> </tr> </tbody> </table>  | PIVOT      | 2016 | 2017 | 2018 | 2019 | Standard 4   | 3.9  |  |  | 4.0 | AtSS              | 2016 | 2017 | 2018 | 2019 | Student Distress  | 20%  |  |  | 50% |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| PIVOT  | 2016   | 2017   | 2018  | 2019       |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Standard 4   | 3.9  |  |   | 4.0        |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| AtSS   | 2016   | 2017   | 2018  | 2019       |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |
| Student Distress   | 20%  |  |   | 50%        |      |      |      |      |              |      |  |  |     |                   |      |      |      |      |                   |      |  |  |     |                      |      |      |      |      |          |      |       |       |       |                                     |      |      |      |      |         |      |                     |     |     |         |     |                    |     |     |          |     |                      |     |     |         |     |  |  |     |          |     |  |  |     |  |      |      |      |      |         |  |  |  |  |         |  |  |  |  |         |     |  |  |  |          |     |  |  |  |       |      |      |      |      |            |     |  |  |     |                    |      |      |      |      |      |                       |  |  |  |  |     |            |      |      |      |      |      |                  |      |  |  |  |    |         |       |  |  |  |    |



|  |   |   | <table border="1"> <tr> <td><b>Student Morale</b></td> <td>35%</td> <td></td> <td></td> <td>50%</td> </tr> <tr> <td><b>Student Safety</b></td> <td>34%</td> <td></td> <td></td> <td>50%</td> </tr> <tr> <td><b>Connectedness to peers</b></td> <td>24%</td> <td></td> <td></td> <td>50%</td> </tr> </table>   | <b>Student Morale</b> | 35%  |      |                          | 50%  | <b>Student Safety</b>      | 34% |    |                    | 50% | <b>Connectedness to peers</b> | 24%   |     |                             | 50%   |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
|--|---|---|---|-----------------------|------|------|--------------------------|------|----------------------------|-----|----|--------------------|-----|-------------------------------|-------|-----|-----------------------------|-------|---|-----|-----|----------------------|-----|---|-----|--|--|-----|----------------------------|-----|--|--|-----|--------------------------|-----|--|--|-----|--------------------------|-----|--|--|-----|
| <b>Student Morale</b>  | 35%   |   |   | 50%                   |      |      |                          |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| <b>Student Safety</b>  | 34%   |   |   | 50%                   |      |      |                          |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| <b>Connectedness to peers</b>  | 24%   |   |   | 50%                   |      |      |                          |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the SP 2017 – 2020.      | Professional Leadership <ul style="list-style-type: none"> <li>Strategic Resource Management</li> <li>Instructional and shared leadership</li> </ul>  | Continue to invest in leadership development and staff professional learning as a priority. | Staff Opinion Survey:<br>School Climate aspects and Leadership module to have improved with regards to percentage endorsement (principal and teacher) <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td><b>Collective Efficacy</b></td> <td>40%</td> <td></td> <td></td> <td>60%</td> </tr> <tr> <td><b>Teacher Collaboration</b></td> <td>70.4%</td> <td></td> <td></td> <td>70%</td> </tr> <tr> <td><b>Collective Focus on Student Learning</b></td> <td>62%</td> <td></td> <td></td> <td>70%</td> </tr> <tr> <td><b>Guaranteed and Viable Curriculum</b></td> <td>49%</td> <td></td> <td></td> <td>60%</td> </tr> <tr> <td><b>Shielding/Buffering</b></td> <td>44%</td> <td></td> <td></td> <td>60%</td> </tr> <tr> <td><b>Academic Emphasis</b></td> <td>35%</td> <td></td> <td></td> <td>60%</td> </tr> <tr> <td><b>Leadership module</b></td> <td>57%</td> <td></td> <td></td> <td>60%</td> </tr> </tbody> </table> |                       | 2016 | 2017 | 2018                     | 2019 | <b>Collective Efficacy</b> | 40% |    |                    | 60% | <b>Teacher Collaboration</b>  | 70.4% |     |                             | 70%   | <b>Collective Focus on Student Learning</b> | 62% |     |                      | 70% | <b>Guaranteed and Viable Curriculum</b> | 49% |  |  | 60% | <b>Shielding/Buffering</b> | 44% |  |  | 60% | <b>Academic Emphasis</b> | 35% |  |  | 60% | <b>Leadership module</b> | 57% |  |  | 60% |
|  |   |   |   | 2016                  | 2017 | 2018 | 2019                     |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| <b>Collective Efficacy</b>   | 40%   |   |   | 60%                   |      |      |                          |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| <b>Teacher Collaboration</b>   | 70.4%   |   |   | 70%                   |      |      |                          |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| <b>Collective Focus on Student Learning</b>  | 62%   |   |   | 70%                   |      |      |                          |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| <b>Guaranteed and Viable Curriculum</b>  | 49%   |   |   | 60%                   |      |      |                          |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| <b>Shielding/Buffering</b>   | 44%   |   |   | 60%                   |      |      |                          |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| <b>Academic Emphasis</b>   | 35%   |   |   | 60%                   |      |      |                          |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| <b>Leadership module</b>   | 57%   |   |   | 60%                   |      |      |                          |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| Ensure that knowledge transfer and succession planning are built in to leadership development and professional learning processes. | Parent Opinion Survey:<br>Participation to improve to be at least 75% (30 surveys) and general satisfaction to be 75% endorsed. <table border="1"> <thead> <tr> <th>Parent Opinion</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td><b>Surveys Completed</b></td> <td>26</td> <td></td> <td></td> <td>30</td> </tr> <tr> <td><b>% Completed</b></td> <td>59%</td> <td></td> <td></td> <td>75%</td> </tr> <tr> <td><b>General Satisfaction</b></td> <td>73.1%</td> <td></td> <td></td> <td>75%</td> </tr> <tr> <td><b>% Endorsement</b></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Parent Opinion  | 2016  | 2017                  | 2018 | 2019 | <b>Surveys Completed</b> | 26   |                            |     | 30 | <b>% Completed</b> | 59% |                               |       | 75% | <b>General Satisfaction</b> | 73.1% |   |     | 75% | <b>% Endorsement</b> |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| Parent Opinion   | 2016  | 2017  | 2018  | 2019                  |      |      |                          |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| <b>Surveys Completed</b>   | 26  |   |   | 30                    |      |      |                          |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| <b>% Completed</b>   | 59%   |   |   | 75%                   |      |      |                          |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| <b>General Satisfaction</b>  | 73.1%   |   |   | 75%                   |      |      |                          |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |
| <b>% Endorsement</b>   |   |   |   |                       |      |      |                          |      |                            |     |    |                    |     |                               |       |     |                             |       |   |     |     |                      |     |   |     |  |  |     |                            |     |  |  |     |                          |     |  |  |     |                          |     |  |  |     |

