




School Strategic Plan for Dandenong High School Southern Metropolitan Region 2012-2015



School Reviewer – Mr John Coulson

<p>Endorsement by School Principal</p>	<p>Signed.....  Name..... MARTIN COULSON Date..... 19.12.11</p>
<p>Endorsement by School Council</p>	<p>Signed.....  Name..... ALAN COLLIER Date..... 19.12.11</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed: </p> <p>Name: JOHN KEYSERS Date: 18th January 2012</p>

School Profile

<p>Purpose</p>	<p>Our vision at Dandenong High School is one in which all students are empowered to learn and achieve success. As an outstanding educational setting, we exemplify excellence and high expectations for all learners. The school aims to ensure that the diverse needs, achievements and strengths of every individual within our learning community are recognized, nurtured and celebrated and we actively foster a supportive environment that builds on the strengths within our unique community. The focus of the school is to develop independent, reflective, responsible and inquiring young people who embody a genuine passion for life-long learning.</p>
<p>Values</p>	<p>The school's vision is intrinsic to all we do. The values that underpin this vision and which form the basis of the actions for our whole school community are:</p> <ul style="list-style-type: none"> • Curiosity – instilling a love of learning and a sense of wonder within all members of the learning community • Respect – developing an understanding that all individuals are unique and can make valuable contributions to the community • Compassion and Empathy – fostering respectful and supportive partnerships between students, parents, teachers and the wider community on their learning journey • Excellence – empowering all students to achieve and celebrate their personal best within a culture of high expectations • Perseverance – building a sense of determination and optimism when faced with challenges in learning and life • Inclusiveness – promoting a sense of belonging through collaboration and mutual respect based on the principles of integrity, honesty and trust
<p>Environmental Context</p>	<p>Established in 1919, Dandenong High School is one of the oldest, largest and most culturally diverse Secondary schools in the state. It is situated in the South Eastern Region in Dandenong a low socio-economic community (SFO density of .72) with a high refugee population.</p> <p>In 2007 Dandenong High School merged with two other secondary schools in the local area Cleeland Secondary College (550 students) and Doveton Secondary College (175 students). Despite their close geographical location each school was unique in their culture, the element of the community they served and their approach to teaching and learning.</p> <p>The schools recognised that they would need to use the merge as a catalyst to develop a “new school” with an innovative teaching and learning model, state of the art facilities and a dynamic, supportive and engaging learning environment that would address the changing community, the needs of its blended cohort of students and its shared understanding of how students learn.</p> <p>The following should also be noted:</p>

- The school has over 2000 students and is highly multicultural with 78 Nationalities and 80 different language groups represented. There are 29 indigenous students, 12 international students and 80% of students speak a language other than English at home. Of our large refugee population, 25% of those students have experienced interrupted schooling or no schooling at all in their native country.
 - The school community is transient in nature with the origin of refugees changing over time and bringing differing needs and new cultural challenges with them. An extensive ESL Program, including an ESL Transition Program supports students learning at the school and literacy is a key school focus.
 - The school has an enrolment of 2000 students with approximately 330 at each year level and its vertical structure is unique. Students are housed in 7 House Buildings on one site. Each house holds up to 300 students from Years 7 -12, 25 teaching staff, a House Leadership Team of 3 and an attendance officer. In Years 7 -10 students learn primarily in the purposefully designed and ICT rich learning spaces within the House for their core learning moving to specialist learning spaces when required.
 - The school has an innovative approach to curriculum and operates a collaborative learning model. In Years 7 – 10 students learn in groups of 50 students with a team of 3 teachers who plan, teach and assess together for English/Humanities, Maths/Science, Health/PE and LOTE. In order to ensure consistency across the Houses, teaching teams follow curriculum frameworks available on the network for each Year Level.
 - The school has a focus on discovery based learning and student inquiry and students are encouraged to be independent learners, self-motivated and curious about the world around them. All students in years 7 -12 have personalised learning as part of their timetable and develop an individual learning plan in the form of a digital portfolio. The school also has an accelerated learning program, an extensive range of VCE subject choices and offers VCAL programs at all levels.
 - Dandenong High School employs 175 teaching staff and 65 non – teaching staff and there is a low staff turnover. The school has a distributed leadership model and an active student voice with a strong student leadership program.
 - The school is currently undergoing a \$45 million building program with Stage 3 due to begin in 2012, is to occupy the Jacaranda Literacy and Numeracy Centre (a BER Language Centre) due for completion in Term 3 2011 and is the lead school in the TAFE Dream Building Project.
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Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student learning outcomes in Literacy and Numeracy across the school	<ul style="list-style-type: none"> • Improve the Year 9 NAPLAN Reading score from 531.1 in 2010 to at least 570.3 by 2015 • Improve the Year 9 NAPLAN Numeracy score from 556.6 in 2010 to at least 583.4 by 2015 • Improve the VCE English score from 26.8 to at least 30.0 by 2015 • Improve the VCE Study score of 40 or more from 1.7% in 2010 to at least 3.9% by 2015 • Improve the VET completion rate from 81.3% in 2010 to at least 83.0% by 2015 • Improve the VCAL completion rate from 82.3% in 2010 to at least 88.0% by 2015 	<ul style="list-style-type: none"> • Continue to develop and embed the school's educational vision • Further develop the effective implementation of practices within the collaborative teaching & learning model to ensure high level consistency and to empower students as independent learners • Teachers and students to more effectively use a broad range of data to better inform teaching and learning • Further develop the ability of staff to build greater accuracy, and consistency of assessment and reporting • Further develop the personalisation of learning and link this strongly to pathways development
Student Engagement and Wellbeing	To improve students' engagement, sense of wellbeing and connectedness to the school	<ul style="list-style-type: none"> • To improve the ATSS Year 11 Classroom Behavior score from 2.80 to at least 2.99 by 2015 • To improve the ATSS Year 9 Classroom Behavior score from 2.59 to at least 2.84 by 2015 	<ul style="list-style-type: none"> • Continue to develop and inculcate the school's educational vision • Continue to encourage the growth of House spirit and further develop the whole school culture and ethos • Develop a whole school approach to

		<ul style="list-style-type: none"> To improve the ATSS scores of Student safety across the school to at least the 50th percentile by 2015 To reduce the current Years 7 – 12 absenteeism score of 21.2 days in 2010 to at least 18.3 by 2015 	teaching and learning and classroom management that ensures a consistent approach to student behaviour in the classroom
Student Pathways and Transitions	To continue to strengthen pathways and transitions into, through and beyond the school	<ul style="list-style-type: none"> Maintain the current high Transitions score in the Parent opinion survey Improve the VET participation rate from 19.5% in 2010 to at least 26.1% by 2015 Improve the VCAL participation rate from 14.7% in 2010 to at least 15.5% by 2015 Improve the Year 12 School Connectedness score in the ATSS from 3.39 in 2010 to at least 3.51 by 2015 	<ul style="list-style-type: none"> Further develop the personalisation of learning and link this strongly to pathways development Continue to improve partnerships and links between the school and the community in order to support student learning, wellbeing and pathways

School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Continue to develop and inculcate the school's educational vision.	Year 1	<ul style="list-style-type: none"> ▪ Continue to communicate and embed understanding of the educational vision across the staff through targeted professional learning and re-enforcement of the vision at meetings ▪ Continue to work extensively with the school leadership team to develop a shared understanding of the educational vision and a shared responsibility for its implementation ▪ Introduce an aspirant leaders program within the school to ensure sustainability ▪ Further develop and refine the House structure and encourage the continued growth of "House Spirit" ▪ Focus on the development of a strong whole school culture and ethos 	<ul style="list-style-type: none"> ▪ By the end of term 1 2012 all staff will have completed the Educational Positioning System and completed professional Learning within their House based on the results ▪ By the end of Term 1 all staff will have an understanding of the school strategic plan and AIP ▪ By the end of Term 2 staff will have identified goals both within the Appraisal process and Teaching Team Support program that demonstrate links with the school strategic plan and AIP ▪ By the end of Term 3 the school will have introduced an Aspirant Leadership Program run by the House Leaders and Executive Leadership Team
	Year 2	<ul style="list-style-type: none"> ▪ Further embed understanding of the educational vision across the staff and encourage the use of a shared language to articulate this vision ▪ Continue to ensure that the school leadership team maintain a deep understanding of the vision and work as a team for its implementation ▪ Review and refine the aspirant leadership program and further embed its implementation within the school ▪ Review the effectiveness of the House structure and reform House leadership teams where appropriate ▪ Continue to develop a strong whole school culture and ethos 	<ul style="list-style-type: none"> ▪ Staff across the school will be able to confidently communicate the school educational vision ▪ By the end of Term 1 2013 all staff will have identified goals both within the Appraisal process and Teaching Team Support program that demonstrate links with the school strategic plan and AIP ▪ Staff who have participated in the aspirant leaders program will have the opportunity to provide feedback and the program will be refined
	Year 3	<ul style="list-style-type: none"> ▪ Review to what extent the educational vision has been embedded across the school community ▪ Further develop a strong whole school culture and ethos ▪ Ensure that students across the school develop an understanding of the school's educative vision and purpose ▪ Continue to refine and develop the aspirant leaders program 	<ul style="list-style-type: none"> ▪ The school leadership team and staff across the school will be able to demonstrate a deep understanding of the school educational vision ▪ The school leadership team and staff across the school will be able to demonstrate a commitment to both the House and whole school culture
	Year 4	<ul style="list-style-type: none"> ▪ Review the effectiveness of the House structure and the student leadership model at the school ▪ Continue to refine and develop the whole school culture and ethos ▪ Continue to build a strong culture of effective leadership at 	<ul style="list-style-type: none"> ▪ All staff across the school will be able to demonstrate a deep understanding of the school educational vision ▪ All staff across the school will be able to demonstrate a commitment to both the House

		the school	and whole school culture
Further develop the effective implementation of practices within the collaborative teaching & learning model to ensure high level consistency and to empower students as independent learners.	Year 1	<ul style="list-style-type: none"> ▪ Continue the refinement and development of the Collaborative Learning Model, the Curriculum Frameworks and the personalisation of student learning. ▪ Introduce a whole school approach to Literacy and Numeracy which includes the development of explicit strategies across learning domains. ▪ Ensure consistency in teaching team performance across the houses and in delivery of the agreed curriculum frameworks by refining the Teaching Team Support program ▪ Use the BER Language centre (Jacaranda Centre) as an explicit literacy and numeracy space ▪ Provide targeted professional learning for staff within the learning Domains and across the school with a focus on improving literacy and numeracy outcomes and collaborative learning 	<ul style="list-style-type: none"> ▪ By the end of Term 1 2012 all teachers will have an understanding of the relevant curriculum frameworks and be implementing them in their teaching ▪ By the end of Term 1 all staff will have identified team goals related to the improvement of student literacy and numeracy through the Teaching Team Support program ▪ By the end of Semester 1 all staff will have implemented targeted literacy and numeracy improvement strategies within their teaching ▪ By the end of the year students in Years 7 and 8 will have completed a semester of learning in the Jacaranda Centre of targeted literacy and numeracy programs ▪ By the end of the year teaching teams will be working more consistently across the school
	Year 2	<ul style="list-style-type: none"> ▪ Review and further refine the Personal Learning subject in Years 7 -12 ▪ Review and further refine Curriculum Frameworks across the school with a focus on the embedding of technology and the improvement of literacy and numeracy ▪ Review, refine and further develop the programs offered in the Jacaranda centre and continue to communicate a shared responsibility across the school for literacy and numeracy ▪ Further develop links with community organisations and programs designed to support student and family literacy and numeracy learning across the school 	<ul style="list-style-type: none"> ▪ By the end of 2013 technology will be effectively embedded within all curriculum frameworks and the frameworks implemented by all staff across the school ▪ By the end of 2013 all staff will have taught at least one year of the Personal Learning subject in Years 7 - 12 and have demonstrated an understanding of student centred learning ▪ By the end of the year all staff will be able to demonstrate an understanding of the shared responsibility for literacy and numeracy and be implementing targeted literacy and numeracy improvement strategies in their teaching ▪ By the end of the year a wider range of programs and a greater number of students across the year levels will be learning in the Jacaranda centre with a focus on targeted literacy and numeracy improvement programs ▪ By the end of the year teaching teams will be working consistently and effectively across the school ▪ In 2013 student literacy and numeracy outcomes across the school will be beginning to show improvement
	Year 3	<ul style="list-style-type: none"> ▪ Continue to evaluate and develop the Collaborative learning model, Personal Learning and the Curriculum frameworks ▪ Further develop the existing induction program for new staff 	<ul style="list-style-type: none"> ▪ By 2014 all staff will be able to demonstrate an understanding of the collaborate learning model and work effectively in a team

		<p>at the school</p> <ul style="list-style-type: none"> ▪ Continue to refine the programs in the Jacaranda Centre and make stronger links with the community to improve student literacy and numeracy 	<ul style="list-style-type: none"> ▪ By the end of 2014 the Jacaranda Centre will be functioning effectively as a Literacy and Numeracy program centre with a greater number of community organisations accessing the facilities ▪ By 2014 student literacy and numeracy outcomes will be showing significant improvement and students will be empowered and take responsibility for their own literacy learning
	Year 4	<ul style="list-style-type: none"> ▪ Ensure that the collaborate learning model is fully embedded at the school and teaching teams are working effectively ▪ Ensure a thorough induction program at the school to prepare new staff to work in the collaborative learning model ▪ Continue to evaluate and further develop the use of the Jacaranda Centre to improve student literacy and numeracy 	<ul style="list-style-type: none"> ▪ By 2015 all staff will be able to demonstrate a deep understanding of the collaborate learning model and work effectively in a team ▪ All staff will be consistently implementing the curriculum frameworks ▪ By the end of 2015 student learning outcomes will have met all literacy and numeracy targets set and students will be engaged, feel empowered and take responsibility for their own learning
Teachers and students to more effectively use a broad range of data to better inform teaching and learning.	Year 1	<ul style="list-style-type: none"> ▪ Ensure the collection and effective use of a range of data to accurately measure the school's success and inform teacher practice. This will include the use of On Demand testing across the school and the introduction of a VCE data pilot for teachers of Years 11 and 12 ▪ Implement a plan to embed the use of technology within the learning centres and across the school in order to further engage students in their learning and support the collaborative learning model. ▪ Introduce the further use of technology as means to ensure effective communication for staff and students across the school. This will include the introduction of a range of student management systems such as the Ultranet, Intranet Share Point solution and One Note 	<ul style="list-style-type: none"> ▪ By the start of Term 1 2012 an efficient wireless system will be operating across the Houses ▪ By the end of Term 1 all students in Years 7 and 10 will have their own laptops or device and be using them to purposefully support their learning ▪ In 2012 all staff will be set a goal to use student learning data to better inform their teaching practice both in the Teaching Team support program and in their Appraisal process ▪ By the end of 2012 all staff will demonstrate, during the Appraisal process, how they have embedded technology within their practice to enrich and enable student learning. This will include; the use of One Note for both planning and curriculum delivery, the use of the Ultranet to create collaborative spaces on line and the use of the school intranet to store, share and distribute learning resources ▪ By the end of 2012 all Year 7 and 8 students will have used their own learning data to identify key literacy and numeracy goals while learning in the Jacaranda Centre
	Year 2	<ul style="list-style-type: none"> ▪ Continue to ensure the collection and effective use of a range of data to accurately measure the school's success and inform teacher practice. This will include the use of On 	<ul style="list-style-type: none"> ▪ By the end of Term 1 2013 all students in Years 7,8,10 and 11 will have their own laptop or device and be using them to purposefully

		<p>Demand testing and the evaluation by teachers of VCE data across the school. It will also include the collection of anecdotal evidence/best practice stories to further measure the school's success</p> <ul style="list-style-type: none"> ▪ Provide opportunities for students to access their own learning data in order to set meaningful learning goals ▪ Further embed the use of technology within the learning centres and across the school in order to deeply engage students in their learning and support the collaborative learning model. ▪ Consolidate the use of student management systems across the school to ensure effective communication for staff, students and parents 	<ul style="list-style-type: none"> ▪ support their learning In 2013 all staff will be using a range of learning data to inform their planning and teaching practice and be presenting evidence through both the Appraisal process and Teaching Team Support sessions ▪ By the end of 2013 staff will be using a range of ICT tools and student management systems to inform their planning, provide engaging and dynamic learning experiences and store, share and distribute resources. ▪ By the end of 2013 students in Years 9 and 10 Personal Learning will be analysing their own learning data and using it to set meaningful learning goals
	Year 3	<ul style="list-style-type: none"> ▪ Evaluate and refine the use of all data at the school to inform both teacher practice and improve student learning ▪ Continue to embed the use of technology within the learning centres and across the school in order to deeply engage students in their learning and support the collaborative learning model. This will include a review of progress so far ▪ Ensure that the range of student management systems in place are being used effectively across the school by teachers, parents and students in order to maximise the effectiveness of communication 	<ul style="list-style-type: none"> ▪ By the end of Term 1 2014 all students in Years 7 - 12 will have their own laptop or device and be using them to purposefully support their learning ▪ In 2014 all staff will be confidently using a range of learning data to inform their planning and teaching practice and be presenting evidence through both the Appraisal process and Teaching Team Support sessions ▪ By the end of 2014 staff will be confidently using a range of ICT tools and student management systems to inform their planning, provide engaging and dynamic learning experiences and store, share and distribute resources. ▪ By the end of 2014 students in Years 7 - 12 Personal Learning will be analysing their own learning data and using it to set meaningful learning goals
	Year 4	<ul style="list-style-type: none"> ▪ Continue to ensure the collection and effective use of a range of data to accurately measure the school's success, inform teacher practice and maximise student learning ▪ Continue to embed the use of technology within the learning centres and across the school in order to deeply engage students in their learning and support the collaborative learning model. ▪ Evaluate and refine that the range of student management systems in place are being used effectively across the school by teachers, parents and students 	<ul style="list-style-type: none"> ▪ By the end of 2015 staff students and parents will have an opportunity to review the use of technology at Dandenong High school including a full evaluation of the One to One device program
Further develop the ability of staff to build greater accuracy, and consistency of	Year 1	<ul style="list-style-type: none"> ▪ Evaluate the school's approach to assessment in order to ensure accuracy in teacher judgements and inform the development of strategies to improve student outcomes. 	<ul style="list-style-type: none"> ▪ In Term 1 2012 all staff will be involved in a school wide discussion which questions "Why assessment? And how can formative

assessment and reporting.		<ul style="list-style-type: none"> ▪ Continue to develop staff understanding of VELs progression points and levels of achievement through targeted professional learning ▪ Develop an assessment and reporting model which supports collaborative learning and articulates a whole school approach to and understanding of assessment as, of and for learning 	<ul style="list-style-type: none"> ▪ assessment be used to further support student learning? ▪ By the end of Semester 1 all staff will have participated in targeted professional learning to ensure consistent understanding of VELs progression points and levels of achievement ▪ By the end of 2012 the school's assessment and reporting model will have been reviewed and refined to better reflect collaborative learning ▪ By the end of 2012 the school will have developed an electronic program or on line resource that records teacher observations of student learning
	Year 2	<ul style="list-style-type: none"> ▪ Further develop staff understanding of VELs progression points and levels of achievement through targeted professional learning ▪ Further development and refinement of assessment tasks within the Curriculum Frameworks across the Domains ▪ Implementation of the refined assessment and reporting model which would include a focus on observational assessment 	<ul style="list-style-type: none"> ▪ By the start of 2013 all staff will have a good understanding of the VELs progression points and be able to implement a range of assessment tools and practices including peer and self-assessment in their teaching ▪ By the end of 2013 the school's new assessment and reporting model will be implemented across the school with staff using formative assessment to further support student learning ▪ By the end of 2013 staff will be recording their team's observations of student learning in the "on line record keeping tool" and using this to ensure accuracy in their assessment practices and authenticity in their judgements
	Year 3	<ul style="list-style-type: none"> ▪ Continue to embed staff understanding of VELs progression points and levels of achievement through targeted professional learning ▪ Continued implementation of the refined assessment and reporting model which would include a focus on observational assessment 	<ul style="list-style-type: none"> ▪ By the start of 2014 all staff will have an excellent understanding of the VELs progression points and varying forms of assessment and a wide range of assessment tools will be embedded in their teaching practice ▪ By the end of 2014 all staff will be using the "on line record keeping tool" to ensure consistency and accuracy in their teaching judgements ▪ By the end of 2014 assessment tools and practices will be discussed explicitly with students to further empower their learning and ensure greater student ownership
	Year 4	<ul style="list-style-type: none"> ▪ A further review of the school's approach to assessment in order to ensure accuracy in teacher judgements and inform the development of strategies to improve student outcomes. ▪ A review and further development of the assessment and reporting model which would include a thorough evaluation 	<ul style="list-style-type: none"> ▪ In 2015 all staff will demonstrate a shared understanding of the importance of assessment in enhancing and enabling powerful learning ▪ By the end of 2015 all staff will have the opportunity to review the current assessment

		of strategies implemented	and reporting model
Further develop the personalisation of learning and to articulate this to pathways development.	Year 1	<ul style="list-style-type: none"> ▪ Continue the refinement and development of the personalisation of student learning across the school. ▪ Continue a focus on VCE improvement and further embed careers and pathway planning within student learning through the Personal Learning subject in Years 11 and 12 ▪ Begin a process of cultural change where students take ownership for their own pathway planning and greater responsibility for their own learning ▪ Promote the VET and VCAL programs as viable and valuable pathways for appropriate students. 	<ul style="list-style-type: none"> ▪ In 2012 the personalisation of learning will be implemented across the school through the Domains, the embedding of technology, the introduction of the new Personal Learning subject at Years 7 – 12, the Jacaranda centre and the development of information literacy learning in the Learning Resource Centre (LRC) ▪ By the end of 2012 pathway planning will be embedded within the Years 9 – 10 curriculum frameworks ▪ In 2012 a group of students will have completed VET Building and Construction at the Trade Training Centre
	Year 2	<ul style="list-style-type: none"> ▪ Continue the refinement and development of the personalisation of student learning across the school ▪ Continue to focus on VCE Improvement and further embed careers and pathway planning within student learning in Years 9 – 12 ▪ Further embed the process of cultural change where students take ownership for their own pathway planning and greater responsibility for their own learning ▪ Continue to promote the VET and VCAL programs as viable and valuable pathways for appropriate students. 	<ul style="list-style-type: none"> ▪ In 2013 the personalisation of learning will be consolidated across the school through targeted Domain learning experiences, the further embedding of technology, the Personal Learning subject at Years 7 – 12, the Jacaranda centre and information literacy learning in the LRC ▪ In 2013 several applied learning subjects will be offered as “a taster program” through Year 9 and 10 electives ▪ Student numbers electing to study a VET program will have increased
	Year 3	<ul style="list-style-type: none"> ▪ Continue to consolidate and embed the personalisation of student learning across the school ▪ Continue to focus on VCE improvement and review and refine careers and pathway planning within student learning in Years 9 – 12 ▪ Ensure that students are taking ownership for their own pathway planning and greater responsibility for their own learning ▪ Continue to promote the VET and VCAL programs as viable and valuable pathways for appropriate students. 	<ul style="list-style-type: none"> ▪ In 2014 there will be a greater range of opportunities for students to complete a pre VET or VET course at the Trade Training Centre ▪ By the end of 2014 VCAL and VET will be acknowledged as a valuable alternate pathways by staff and students
	Year 4	<ul style="list-style-type: none"> ▪ Ensure that the personalisation of learning is fully embedded across the school ▪ Ensure that students are taking ownership for their own pathway planning, are demonstrating greater responsibility for their own learning and that pathway planning is fully embedded in the curriculum in Years 9 -12. ▪ Continue to focus on VCE improvement and promote the VET and VCAL programs as viable and valuable pathways for appropriate students. 	<ul style="list-style-type: none"> ▪ In 2015 all staff and appropriate students will be provided the opportunity to participate in a review of the VCAL and VET programs offered at the school

Continue to improve partnerships and links between the school and the community.	Year 1	<ul style="list-style-type: none"> ▪ Consider exemplars in operation in other schools. ▪ Make stronger links with feeder Primary schools ▪ Make more powerful links with community organisations and agencies. ▪ Provide further opportunities for parents to access learning and information through the school ▪ Maintain close connections with the LLEN ▪ Use the new Trade Training Centre as a vehicle for improving links and partnerships. 	<ul style="list-style-type: none"> ▪ By the end of Semester 1 2012 parents will have the opportunity to access a number of information sessions focusing on the use of technology, supporting their student's learning and study skill building, within the Jacaranda Centre ▪ Regular meetings will be held with LLENS and other community organisations throughout the year to increase knowledge and pathway options for young people ▪ Key stakeholders within the community will be invited to visit the school and observe the powerful learning taking place ▪ By the end of the year a forum will be held with all key community stake holders to work towards developing a partnership between them and the school with a focus on building literacy and numeracy
	Year 2	<ul style="list-style-type: none"> ▪ Continue to develop strong links with feeder Primary schools with a focus on sharing professional learning with staff and providing further opportunities for staff and students to work together ▪ Expand the use of the Trade Training Centre to support students in completing a VET or pursuing an alternative pathway. This would include the introduction of applied learning subjects within the Year 9 and 10 elective program ▪ Continue to develop the relationships with community organisations and providers with a particular focus on literacy and numeracy and the use of the Jacaranda Centre 	<ul style="list-style-type: none"> ▪ In 2013 community organisations will provide literacy and numeracy programs for students, parents and families within the Jacaranda Centre ▪ By the end of 2013 student learning data will show an improvement in literacy and numeracy outcomes at all levels
	Year 3	<ul style="list-style-type: none"> ▪ Maintain and further develop the relationships with community organisations, agencies, the feeder Primary schools and local business ▪ Provide a range of opportunities for parents to access the school for learning experiences and information ▪ Continue to provide school leadership and staff opportunities to visit other schools within Victoria, interstate and internationally to widen their experience and develop a global focus to student learning 	<ul style="list-style-type: none"> ▪ In 2014 a greater number of community organisations will provide a wider range of literacy and numeracy programs for students, parents and families within the Jacaranda Centre ▪ By the end of 2014 student learning data will show a marked improvement in literacy and numeracy outcomes at all levels
	Year 4	<ul style="list-style-type: none"> ▪ Review and refine the measures employed to address this Key Improvement Strategy ▪ Continue to recognise the importance of building links with the wider community and develop initiatives to further these relationships ▪ Continue to provide opportunities to share the school's learning with others and provide opportunities for staff and leadership to widen their educational experience 	<ul style="list-style-type: none"> ▪ In 2015 staff, students, parents and community organisations will have the opportunity to provide feedback and participate in a review of the Jacaranda Centre programs ▪ By the end of 2015 student learning data will show a significant improvement in literacy and numeracy outcomes at all levels