



Diversity • Excellence • Success

# School Strategic Plan RESERVOIR HIGH SCHOOL 08708 2016 - 2020

## Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....  School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....



## School Profile

<b>Purpose</b>	Reservoir High provides excellent educational outcomes for all students in a positive, caring and supportive learning community where diversity is celebrated and valued, lifelong learning is embraced and all students have the opportunity to develop as leaders in their community.
<b>Values</b>	Reservoir High School upholds the following three values which underpin our policies, programs and codes of practice: DIVERSITY, EXCELLENCE AND SUCCESS
<b>Environmental Context</b>	<p>Reservoir High is a middle sized Year 7-12 school located in Melbourne's Northern suburbs surrounded by parkland and sporting facilities. The school's enrolment is currently 600. It is anticipated that the school will grow to approximately 750 in the near future. Trends in the student, parents and staff surveys are very positive, with excellent results.</p> <p>Our school continually improves its facilities, with a major building project, including a new 300 seat Performing Arts Centre opening in April 2016 and a three netball and tennis courts opening in May 2016.</p> <p>Our Leadership structure reflects the needs of the students and staff. The school has two principal class officers, 20 Educational Support Staff and 60 teaching staff. Outstanding features which draw students to our school include opportunities in our Selected Entry Accelerated Learning (SEAL Program) and our strong academic record.</p> <p>Reservoir High values – Diversity, Excellence &amp; Success are demonstrated every day. Diversity adds to the richness and quality of the students' educational experience with a significant EAL student cohort and over 60 cultural groups represented in the school. The Reservoir High International Student Program comprises of over 30 students which provides a further global perspective. In 2015 our Sister School relationship with the Tianjin Muzhai Middle School in China was formally recognised and in March 2016, our first China Tour by Reservoir High will take place.</p> <p>Excellence is demonstrated by our ability to engage our students and encourage them to pursue individual and team pursuits, for example, debating, maths competitions, dance, music and theatre</p>

productions, science presentations and local and international community projects. Success occurs each day at Reservoir High as we recognise and celebrate the success of all students, whether by awards at our regular whole school assemblies or year level assemblies, through our fortnightly newsletter as well as our reporting system which informs parents and guardians of their child's progress every five weeks.

At Reservoir High we strive to support students through their academic journey, achieving success and giving our students the opportunity to gain entrance into university, TAFE and employment. Our school has a strong focus on improved learning outcomes with a supportive, yet decisive student management philosophy. Our student attendance figures are excellent, our engaging curriculum, high expectations and student voice contribute to the overall positive and focused educational learning environment. Our large Student Wellbeing Team including a Student Wellbeing Coordinator, School Nurse and Salvation Army Chaplain, and our careers team provide significant support to all students and their families.

<h2>Achievement</h2> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<h3>Vision:</h3> <p><b>To build an outstanding teaching and learning environment that develops enthusiastic, reflective and resilient learners who strive for excellence</b></p>	<p><b>To develop teacher capacity and whole school processes to improve student outcomes</b></p> <p><b>To develop teacher capacity and whole school processes to effectively build an outstanding teaching and</b></p>

### Targets

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

By 2018, there will be a percentage decrease in students performing Below the National Standard in the following year 9 NAPLAN dimensions.

	<b>2015</b>	<b>2018</b>
	<b>% Below National Standard</b>	<b>% Below National Standard</b>
<b>Reading</b>	7	4
<b>Writing</b>	26	15
<b>Grammar &amp; Punctuation</b>	18	10
<b>Spelling</b>	21	12
<b>Numeracy</b>	3	0

All students improve by at least 1.0 AusVELS level per year from year 7 to year 10.

By 2018, NAPLAN matched cohort growth in reading, writing and numeracy to be at or above the state mean.

By 2018 will achieve a VCE study median score of 28.

### learning environment

### Theory of action (optional)

The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the

strategies will achieve the goals articulated in the Plan.		
	<p><b>Actions</b></p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p><b>Success criteria</b></p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p><b>Year 1</b></p>	<p><b>Improvement Strategy #1: To develop teacher capacity and whole school processes to improve student outcomes</b></p> <ul style="list-style-type: none"> <li>• Audit carried out of how literacy and numeracy are implemented in the classroom.</li> <li>• KLA leaders explore and learn how to: <ul style="list-style-type: none"> <li>- gather and interpret data that informs student learning with a view to identify literacy and numeracy needs.</li> <li>- use this data to differentiate literacy &amp; numeracy teaching &amp; learning strategies within the classroom.</li> </ul> </li> <li>• Establish Pilot Team to plan to trial the use of data to inform teaching and learning as mentioned above.</li> <li>• Policy for modified work completed and ratified by the Student Learning Committee, LCC and School Council.</li> <li>• Pilot program run on modified work.</li> </ul>	<p><b>Improvement Strategy #1: To develop teacher capacity and whole school processes to improve student outcomes</b></p> <ul style="list-style-type: none"> <li>• Documentation of audit.</li> <li>• Understand how to gather and interpret Teacher judgements, NAPLAN &amp; On Demand data.</li> <li>• Activities &amp; tasks rich in literacy and numeracy strategies.</li> <li>• Policy on Modified Work.</li> </ul>

	<p><b>Improvement Strategy #2: To develop teacher capacity and whole school processes to effectively build an outstanding teaching and learning environment</b></p> <ul style="list-style-type: none"> <li>• Development of Unit Planners that include literacy &amp; numeracy (where applicable) strategies to be continued by all KLAs.</li> <li>• With support from the Professional &amp; Student Learning leaders, KLA Leaders develop a plan for the process of evaluating UPs.</li> <li>• Evaluating UPs for rigor, assessment (Vic VELS) &amp; ICT inclusion.</li> <li>• KLA Leaders ensure the continual evaluation of Course Outlines &amp; UPs in light of Departmental changes, curriculum resources, etc.</li> <li>• Explore Compass as a vehicle for documenting &amp; the implementing Course Outlines &amp; UPs online.</li> <li>• KLAs develop a plan for implementing the EAGER model in T &amp; L.</li> <li>• Monitor the application of the EAGER model in lessons.</li> </ul>	<p><b>Improvement Strategy #2: To develop teacher capacity and whole school processes to effectively build an outstanding teaching and learning environment</b></p> <ul style="list-style-type: none"> <li>• Documented evaluation plan.</li> <li>• Data demonstrate UPs to include rigor, ICT, AusVELS and that courses are updated.</li> <li>• Leadership and Peer review provides evidence of EAGER model use in the classroom.</li> <li>• Leadership discussion re Compass findings.</li> </ul>
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**Year 2**

**Improvement Strategy #1: To develop teacher capacity and whole school processes to improve student outcomes.**

- Pilot team is to trial what was explored and learnt with students (TBA – which class & which team).
- Evaluation of the Pilot Program to include improvements.
- Plan the implementation for 2018.
- Professional learning run to develop teacher capacity to modify work.
- Every teachers start to develop modified work.

**Improvement Strategy #2: To develop teacher capacity and whole school processes to effectively build an outstanding teaching and learning environment.**

- All years 7 – 10 UPs to be completed by end of year.
- KLA Leaders evaluate UPs through a consistent and agreed approach – 'UP Evaluation Tool'.

**Improvement Strategy #1: To develop teacher capacity and whole school processes to improve student outcomes.**

- Understand how to gather and interpret Teacher judgements, NAPLAN & On Demand data.
- Activities & tasks rich in literacy and numeracy strategies.
- Evaluation of the process leading to a documented & consistent approach in delivering literacy and numeracy strategies.
- Staff attend PD on Modified Work.
- Documented units of Modified Work.

**Improvement Strategy #2: To develop teacher capacity and whole school processes to effectively build an outstanding teaching and learning environment**

- All 7-10 UPs completed and documented online.
- KLA leaders demonstrate how they have used the 'UP Evaluation Tool'.



	<ul style="list-style-type: none"> <li>• KLA teachers applying rigor, assessment (Vic VELs), &amp; ICT in each UP.</li> <li>• KLA Leaders ensure the continual evaluation of Course Outlines &amp; UPs in light of Departmental changes, curriculum resources, etc.</li> <li>• Establish the implementation of UPs online (Compass?).</li> <li>• Develop staff skills on constructing Modified Ups.</li> <li>• Begin to plan EAGER resources to be used specifically within the each KLA.</li> </ul>	<ul style="list-style-type: none"> <li>• An online (Compass?) documentation system developed for UP storage.</li> <li>• Documentation of EAGER resources.</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• <b>Improvement Strategy #1: To develop teacher capacity and whole school processes to improve student outcomes</b></li> <li>• At a whole school level, teachers learn &amp; explore how to: <ul style="list-style-type: none"> <li>- gather and interpret data that informs student learning with a view to identify literacy and numeracy needs.</li> <li>- use this data to differentiate literacy &amp; numeracy teaching &amp; learning strategies within the classroom.</li> </ul> </li> <li>• Teachers begin to use differentiated literacy and numeracy data and strategies in their classes.</li> </ul>	<p><b>Improvement Strategy #1: To develop teacher capacity and whole school processes to improve student outcomes</b></p> <ul style="list-style-type: none"> <li>• All staff understand how to gather and interpret Teacher judgements, NAPLAN &amp; On Demand data.</li> <li>• All staff produce activities &amp; tasks rich in literacy and numeracy strategies.</li> <li>• Staff attend PD on Modified Work.</li> <li>• Documentation of examples of Modified Work.</li> </ul>

	<ul style="list-style-type: none"> <li>• KLA leaders and leadership team monitor and support teachers to consistently use differentiated literacy and numeracy strategies in their classes.</li> <li>• Modified work policy fully implemented.</li> <li>• Leadership Team, KLA Leaders and Integration Coordinator to monitor and support process for teachers to ensure consistency in applying modified work policy.</li> <li>• <b>Improvement Strategy #2: To develop teacher capacity and whole school processes to effectively build an outstanding teaching and learning environment</b></li> <li>• KLAs begin developing Course Outlines for all VCE Units.</li> <li>• KLA Leaders ensure the continual evaluation of Course Outlines &amp; UPs in light of Departmental changes, curriculum resources, etc.</li> <li>• Continue using 'UP Evaluation Tool' to ensure rigor, assessment (Vic VELs), ICT &amp; modified work and differentiated literacy &amp; numeracy work within Ups.</li> <li>• KLA development of modified work in Ups.</li> <li>• EAGER resources complement the rigor,</li> </ul>	<p><b>Improvement Strategy #2: To develop teacher capacity and whole school processes to effectively build an outstanding teaching and learning environment</b></p> <ul style="list-style-type: none"> <li>• VCE KLA Course Outlines completed and documented.</li> <li>• All UPs are inclusive of rigor, assessment (Vic VELs), differentiation, modified, ICT.</li> </ul>
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	assessment (Vic VELs), ICT & modified work.	
<b>Year 4</b>	<p><b>Improvement Strategy #1: To develop teacher capacity and whole school processes to improve student outcomes</b></p> <ul style="list-style-type: none"> <li>• Every teacher uses data to inform their teaching to improve literacy (esp. writing) and numeracy.</li> <li>• Every teacher consistently applies differentiated literacy (esp. writing) and numeracy strategies in their teaching.</li> <li>• Developed whole school processes that specifically target and grow differentiated literacy and numeracy across the years and in every subject.</li> <li>• Developed whole school processes that specifically target and grow modified work across the years and in every subject.</li> </ul> <p><b>Improvement Strategy #2: To develop teacher capacity and whole school processes to effectively build an outstanding teaching and learning environment</b></p> <ul style="list-style-type: none"> <li>• VCE Course Outlines all completed by the end of the year.</li> <li>• Staff access to a fully documented curriculum online.</li> </ul>	<p><b>Improvement Strategy #1: To develop teacher capacity and whole school processes to improve student outcomes</b></p> <ul style="list-style-type: none"> <li>• Data demonstrates that the use of Teacher judgements, NAPLAN &amp; On Demand data has improved student outcomes.</li> <li>• Data demonstrates that embedding differentiated literacy &amp; numeracy strategies has improved student outcomes.</li> <li>• Data shows that all KLA areas are developing Modified Work.</li> </ul> <p><b>Improvement Strategy #2: To develop teacher capacity and whole school processes to effectively build an outstanding teaching and learning environment</b></p> <ul style="list-style-type: none"> <li>• All VCE KLA Course Outlines completed and documented.</li> <li>• Curriculum fully documented and online for staff, parents and student</li> </ul>

	<ul style="list-style-type: none"> <li>Parents and students to access Course Outlines for all subjects.</li> </ul>	access.
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<h2>Engagement</h2> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p><b>To provide pathways and opportunities for all learners and an environment that promotes excellence and success.</b></p>	<p><b>To develop a learning environment that enhances student engagement and work ethic.</b></p> <p><b>To evaluate and refine whole school processes to effectively counsel and transition students through the school.</b></p>
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p><b>Attendance and Lateness data to continue to track positively / hold ground each year until 2019.</b></p> <p><b>To maintain attendance figures better than or in line with state averages.</b></p>	
<h3>Theory of action (optional)</h3> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the</p>		

strategies will achieve the goals articulated in the Plan.		
	<p><b>Actions</b></p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p><b>Success criteria</b></p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• To establish a sub group analysing Student work ethic and develop structures for improvement across school.</li> <li>• Sub group to collect information, findings to present in Semester 2.</li> <li>• Review the current structure of student engagement and wellbeing programs across all year levels.</li> <li>• Review effectiveness of each program.</li> <li>• Year level case management information set up across sub schools.</li> <li>• Evaluate Year level transition information proforma.</li> <li>• Evaluate and refine course counselling process for Year 9, 10 &amp; 11.</li> <li>• Develop a process for subject information exchange between year levels and sub schools.</li> <li>• Evaluate Transition process of 6-7, and</li> </ul>	<ul style="list-style-type: none"> <li>• Work Ethic Sub group developed and findings presented.</li> <li>• Review completed, outcomes presented and plan in place.</li> <li>• New Course counselling structure implemented.</li> <li>• Established process for Case management and exchange of information between year levels.</li> <li>• Incorporated recommendations from 6-7 audit into transition process.</li> </ul>

	through other year levels of the school.	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Implement recommendations from Work Ethic sub group.</li> <li>• Each Sub school along with Wellbeing /Student learning to establish themes relevant to each sub school.</li> <li>• Each sub school to establish co-ordinated program for the year suited to theme / Communicate to staff and students.</li> <li>• Consistent process of recording Case management information across sub schools.</li> <li>• Consistent process of recording Transition information across sub schools.</li> <li>• Implement new course counselling process.</li> <li>• Implement new process for exchange of Transition information for start of 2017 – Seek feedback on process.</li> <li>• Implement strategies for improvement from 6-7 Audits, including strengthening partnerships with primary schools.</li> <li>• Structured process developed for Case management input and exchange within and between sub schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Less student requests for subject changes at the beginning of the year.</li> <li>• Information exchange implemented at the beginning of the year.</li> <li>• Primary school cluster developed.</li> <li>• Recommendations reviewed and implemented.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Work Ethic Sub group recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Continued reduction in number of</li> </ul>

	<p>embedded.</p> <ul style="list-style-type: none"> <li>• Embed and consolidate programs across each sub school.</li> <li>• Ongoing recording of case management information.</li> <li>• Ongoing recording of transition information – more informed clearer process.</li> <li>• Further embed and consolidate new processes.</li> <li>• Review as required.</li> </ul>	<p>subject changes.</p> <ul style="list-style-type: none"> <li>• Student / Subject information exchange part of school transition program.</li> <li>• Cluster working productively to develop positive relationships and positive learning objectives.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Evaluate &amp; modify new processes and procedures as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting report on each goal.</li> </ul>

<h2>Wellbeing</h2> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose,</p>	<p><b>To ensure a safe, diverse community where people support and empower others and are known, nurtured and encouraged to succeed.</b></p>	<p><b>To develop a whole school approach that supports a culture of respect - being kind, fair</b></p>

<p>values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>		<p><b>and safe in the school environment.</b></p> <p><b>To develop a whole school approach to Student Wellbeing, including use of school data to ensure an environment where people are supported and empowered.</b></p>
<p><b>Targets</b> Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p><b>In relation to 2015 SATSS: Classroom behaviour and Student Safety are below the Region and State averages.</b></p> <p><b>By 2019 these areas to be above Region and in line or better than State Average.</b></p>	
<p><b>Theory of action (optional)</b> The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>		
	<p><b>Actions</b> Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p><b>Success criteria</b> Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Develop Code of Cooperation throughout school.</li> <li>• Posters displayed, promoted through staff meetings and student assemblies in semester 2 to RHS community.</li> <li>• Develop sub group looking at Classroom management strategies / DMA model –</li> </ul>	<ul style="list-style-type: none"> <li>• Code of Cooperation posters in every room and promoted throughout school and promoted to families.</li> <li>• Sub group established and behaviour management strategies published.</li> <li>• All staff aware of personal responsibility in monitoring and reporting student wellbeing concerns.</li> </ul>



	<p>booklet.</p> <ul style="list-style-type: none"> <li>• Developed shared understanding of Student wellbeing across whole school, including educating students and developing strategies and practices relating to aspects such as hygiene, mental wellbeing etc.</li> <li>• Develop detailed process for analysing school data related to Staff and Student wellbeing.</li> </ul>	
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Code of Cooperation embedded into RHS language, staff and students speaking the language.</li> <li>• Provide PD for staff of the Classroom management booklet.</li> <li>• Implementation of Code of Conduct into teaching practice.</li> <li>• All staff aware of role in supporting and encouraging positive student and staff wellbeing.</li> <li>• Coordinated approach and Structures put in place to respond to school data eg. Student / Staff focus groups.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff and students begin talking the language – is it kind, safe, fair.</li> <li>• Improvement in classroom behaviour and safety on SATSS.</li> <li>• Wellbeing indicators / strategies (Physical, Mental, Social, Emotional) established including effective reporting of students at risk.</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Embedded into school culture, automatic in behaviours.</li> <li>• Effective &amp; consistent Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and evaluate through staff PD plans, peer observations and SATSS.</li> <li>• Student survey responses indicate</li> </ul>

	<p>management strategies embedded into classroom practice.</p> <ul style="list-style-type: none"> <li>• Embedded culture in proactive response to wellbeing concerns amongst staff and students.</li> <li>• Action strategies documented from focus groups and promoted to staff and students.</li> </ul>	<p>language &amp; behaviour consistent with embedded practice.</p> <ul style="list-style-type: none"> <li>• All staff are proactive in reporting wellbeing concerns / survey staff and students to gauge feedback of any improvement.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Evaluate through staff, student &amp; parent groups and modify as required.</li> <li>• Evaluate the effectiveness of Classroom management practices / DMA.</li> <li>• Monitor and review processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluations completed for review and recommendations for next Strategic Plan.</li> </ul>

<h2>Productivity</h2> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the</p>	<ul style="list-style-type: none"> <li>• To ensure the effective development and use of resources (people, time, space, funding etc.) to achieve the school vision.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop effective policies, processes and procedures to achieve the school vision.</li> <li>• To develop the whole school capacity</li> </ul>

analysis of student outcomes undertaken through the self-evaluation and review processes.		in shared leadership and accountability.
<p><b>Targets</b> Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<ul style="list-style-type: none"> <li>• By 2019 we have 150 year 7 students.</li> <li>• By 2019 Reservoir High will have a student population over 700.</li> <li>• By 2019 our real retention rate is at least 55%.</li> <li>• By 2019 are deficit has not increased.</li> <li>• By 2019 all parents &amp; Guardians are using Compass.</li> <li>• Maintain or improve current staff opinion survey.</li> </ul>	
<p><b>Theory of action (optional)</b> The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>		
	<p><b>Actions</b> Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p><b>Success criteria</b> Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Use of resources to further develop a school marketing plan to optimise school resources (appropriate procedures and policies).</li> <li>• Role Clarity – job descriptions of teaching and Educational Support Staff more clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Documented four year marketing plan for the continued growth of the school.</li> <li>• Clear job descriptions for positions of responsibility and Education Support</li> </ul>

	<p>defined.</p> <ul style="list-style-type: none"> <li>• Clear induction process for new staff and staff new to positions within the school.</li> <li>• Explore current and future ways of using resources across the school. For example rooms and assets.</li> <li>• Better use of Compass across the school.</li> <li>• Evaluation of existing programs.</li> <li>• Evaluation of the use of computers around the school and develop a computer room policy.</li> <li>• Manage School recurrent expenditure as aligned to school strategic plan.</li> <li>• Continue to develop and improve our Performance &amp; Development Processes.</li> <li>• Investigate and deliver whole school PD to increase the expertise of staff.</li> <li>• Identify the specific expertise of staff across the school and develop a process for sharing this expertise across the school.</li> <li>• Continue to invest in leadership development for staff Professional Development.</li> </ul>	<p>staff roles.</p> <ul style="list-style-type: none"> <li>• Induction booklet is distributed and timelines established.</li> <li>• All staff familiar with roll marking, event module etc.</li> <li>• Literacy and Numeracy programs evaluated.</li> <li>• Computer room policy has been developed and ICT roadmap developed.</li> <li>• School finances effectively managed.</li> </ul>
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Explore current and future ways of optimising facilities across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan developed re-purposing current facilities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Role Clarity – clearer lines of communication.</li> <li>• Funding -explore avenues of funding (fundraising/grants).</li> <li>• Evaluation of Compass across the school.</li> <li>• Continue to monitor and refine Reservoir High Workforce Plan.</li> <li>• Develop a rationale for extra-curricular programs in relation to the school vision.</li> <li>• Manage School recurrent expenditure as aligned to school strategic plan.</li> <li>• Ensure systematic approaches to maintenance and projects through recurrent expenditure.</li> <li>• Professional Development is aligned with the Strategic Plan and knowledge is distributed to other relevant staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed improved communication process.</li> <li>• Additional funds obtained to support the development of the school.</li> <li>• Fund Raising policy developed.</li> <li>• Exploration of additional Compass modules.</li> <li>• Extra-curricular policy developed.</li> <li>• Wider cross section of staff delivering in house PD.</li> <li>• All PD is aligned with the Strategic Plan.</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Continue to monitor and refine Reservoir High Workforce Plan.</li> <li>• Manage School recurrent expenditure as aligned to school strategic plan.</li> <li>• Ensure systematic approaches to maintenance and projects through recurrent expenditure.</li> <li>• Professional Development is aligned with the</li> </ul>	<ul style="list-style-type: none"> <li>• School finances effectively managed.</li> <li>• Wider cross section of staff delivering in house PD.</li> <li>• All PD is aligned with the Strategic Plan.</li> </ul>

	<p>Strategic Plan and knowledge is distributed to other relevant staff.</p>	
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Explore current and future ways of better using facilities across the school.</li> <li>• All staff familiar with all aspects of Compass and all modules are used confidently.</li> <li>• Review all financial, staffing, facilities, resourcing, community partnerships and ICT approaches.</li> <li>• Continue to monitor and refine Reservoir High Workforce Plan.</li> <li>• Manage School recurrent expenditure as aligned to school strategic plan.</li> <li>• Ensure systematic approaches to maintenance and projects through recurrent expenditure.</li> <li>• Professional Development is aligned with the Strategic Plan and knowledge is distributed to other relevant staff.</li> </ul>	<ul style="list-style-type: none"> <li>• School finances effectively managed.</li> <li>• Strategic Review affirms all practices and resourcing approaches.</li> <li>• Wider cross section of staff delivering in house PD.</li> <li>• All PD is aligned with the Strategic Plan.</li> </ul>