

		GOALS	STRATEGIES	TARGETS	DATA COLLECTION MEASURES OF SUCCESS	WHO IS RESPONSIBLE	TIMELINE
HIGHLY SKILLED & VALUED PEOPLE	STUDENT	<p>1. Encourage a diverse range of learning activities</p> <p>2. Foster and celebrate student achievement</p>	<p>Provide and encourage participation in</p> <ul style="list-style-type: none"> community activities such as volunteer work and work placements Local, interstate and international trips A wide range of enrichment activities Encourage participation with UTas programs <ul style="list-style-type: none"> All staff celebrate student achievement in class and Home Group, Celebrate student achievement assemblies, newsletters, Yearbook, morning teas, newspaper, phone calls home, Prize Night, VET Graduation and through sponsoring students to participate in competitions and College representation Celebrate the diversity of the student body including EAL, international students, exchange students, sister school relationships 	<p>90% students involved in extra-curricula activities</p> <p>Increase of students recognised by 5% each year until 2015</p>	<ul style="list-style-type: none"> Number of students involved in Volunteer work / work placements etc. Number of students involved in local, interstate, international trips Number of students involved in enrichment Number of students recognised publically STUDENT SURVEY Feedback from students on recognition 	<p>All Teachers Leadership</p> <p>Newsletter Editor</p>	Annual
	STAFF	<p>1. Staff are valued, and their positive contributions recognised</p> <p>2. Build staff health and well being and collegiality</p> <p>3. Staff engaged in relevant professional learning</p>	<ul style="list-style-type: none"> Provide opportunities for staff to work in a collegial consultative manner Celebrate staff achievements through Learning Areas, clusters, staff meetings, newsletter Build staff health and wellbeing and collegiality through staff functions and health promoting activities including Roving Morning Teas Representative Work Place Health and Safety Committee and Australian Education Union Workplace Representatives. Professional learning linked to Performance Development Plan, individual plans, learning area plans, College Strategic Plan Staff have opportunities to undertake leadership roles and professional learning in leadership 	<p>90% staff valued in their roles</p> <p>Increase in staff participation in health and well being activities and attending social functions over the next three years</p> <p>All teachers undertake a minimum of five days professional learning per year</p> <p>Non teaching staff undertake a minimum of one day professional learning per year</p> <p>30% staff involved in leadership opportunities including professional learning</p>	<ul style="list-style-type: none"> STAFF SURVEY Number of staff feeling valued Number of staff using Chuggy's gym/spin room Number of staff attending social functions Number of staff participating in staff investigations Professional learning recorded in Professional Learning Database % staff involved in leadership activities (acting promoted positions, line releases, committees) % staff involved in leadership PL 	<p>Principal APs LAMs All staff</p> <p>LAM HPOR Social Committee</p> <p>PL Committee LAMs Self</p>	Annual
	COMMUNITY	<p>1. Continue building relationships with the community</p>	<ul style="list-style-type: none"> Build Parent Group Build Past Scholars Maintain links with Chaplaincy, Police, Hobart City Council and local businesses Continue to develop the college web presence to reflect our offerings and up to date information Showcasing our programs and students eg .College Musical Production, Art Exhibitions (WHAM), VET Graduation, Prize Night 	<ul style="list-style-type: none"> Increase parent group participation Increase number of Past Scholars registered on database Increase number of functions associated with Past Scholars 	<ul style="list-style-type: none"> Number of parents per year involved in parent group Number of Past Scholars registered on database Number of Past Scholars functions 	<p>Parents ECPCG HG Teachers Past Scholars</p> <p>P, APs, ASTs</p> <p>All Learning Area Manger Web</p> <p>Performing Arts Visual Arts</p>	Annual Review

CURRICULUM	STUDENT	<p>1. Provide a curriculum that engages students and prepares them for future pathways.</p> <p>2. All students undertake pathway planning</p>	<ul style="list-style-type: none"> Broad range of subjects available in differing modes Curriculum offerings that link to workplaces and further study Home Group program Careers Information including Expo Morrisby Careers Report Analysis of Destination Survey 	<p>90% students retained in subjects throughout the year</p> <p>Annual College enrolment numbers maintained</p> <p>All students have a pathway plan</p> <p>Reduction in number of students who leave college who are not on a pathway</p>	<ul style="list-style-type: none"> Attrition rates within subjects and classes Numbers enrolled Number of students completing a pathway plan Number of students participate in the Morrisby Report and other Careers Programs Leavers Destination Data 	<p>Teachers Leadership</p> <p>Students Parents HG Teachers Support Staff</p>	Continuous improvement over the timeframe of the plan.
	STAFF	<p>1. Develop curriculum expertise and pedagogical skills to engage students in learning</p> <p>2. Teachers up-to-date with curriculum changes, including Australian Curriculum</p> <p>3. Teachers refine assessment strategies</p>	<ul style="list-style-type: none"> Learning Area Managers to play a greater role in staffing allocation to ensure best (outcomes for students?) Professional learning to enhance pedagogical skills Increased collaboration between teachers to plan and prepare their teaching program Continue to build resources to support teaching and learning Attending High School Moderation Professional learning to enhancing teachers' curriculum knowledge and skills. Strengthen links with high school teachers regarding curriculum in Years 9-12 Schedule time for Learning Areas to prepare for the implementation of new curriculum Professional learning around assessment processes including TQA requirements and Academic Integrity 	<p>Every general staff meeting has a professional learning focus</p> <p>Increase number of meetings that are 9-12 focus</p>	<ul style="list-style-type: none"> STUDENT SURVEY Student feedback affirms quality teaching practice (individual feedback, Learning Area feedback, whole college survey) Number of whole staff and Learning Area Meetings dedicated to professional learning TQA data reflects an improvement in student outcomes Number of meetings held between High School and College teachers Number of meetings where learning areas focus on curriculum 	<p>Teachers LAMs PL Committee</p> <p>Leadership PL Committee</p> <p>Teachers</p>	
	COMMUNITY	<p>1. Encourage authentic learning through community connections</p>	<ul style="list-style-type: none"> Strengthen links with University of Tasmania, TasTAFE and other educational providers (Alt Ed?) Build links with businesses linked to curriculum, particularly VET Links with professional bodies, utilise industry expertise 	<p>Maintain student enrolment levels at TasTAFE and University programs</p> <p>Increase number of businesses on "College contact list"</p> <p>Increase number of organisations with whom we connect</p>	<ul style="list-style-type: none"> Number of students undertaking a course at TasTAFE Number of students doing University of Tasmania programs whilst at College Number of businesses on "College contact list" Business sponsorship, bursaries, offer job opportunities to students Increase student engagement with community organisations 	LAM Teachers	

ATTAINMENT & RETENTION	STUDENT	<p>1.Improve retention rates from Year 10-11, and Year 11-12</p> <p>2.Improve student attendance and attrition data</p> <p>3.Increase student attainment rates</p>	<ul style="list-style-type: none"> Strengthen links with High Schools and Pathway Planning Officers Further develop Transition Programs to cover all areas/subjects across the campus Supportive School Environment (Counsellors, social workers, psychologist, student support teachers, security, police officer, chaplain) Provide a broad range of subjects in all Learning Areas Identify areas of disadvantage and provide targeted programs to meet equity goals Support students in meeting Literacy, Numeracy and ICT competencies Develop programs for students who have no plans, goals, limited success. Short courses? Support students with <ul style="list-style-type: none"> Pastoral care through Home Group Program Enrichment Program Tutorial Program VET Student Meetings Survey staff and students regarding safety at College 	<p>Increase % of Year 11 students retained from census day until final assessments for Year 11</p> <p>Increase % of Year 12 students retained from census day until final assessments for Year 12</p> <p>Improve attendance rates</p> <p>Increase to 65% attaining TCE and maintain 56% ATAR Increase number of males attaining TCE to ??%</p> <p>80% students enrolled in VET obtain full certificate</p> <p>Maintain numbers in Elizabeth College Advanced Academic Diploma (ECAAD)</p> <p>Increase number ECAAD Certificates to 80%</p> <p>90% staff and students feel safe at College</p>	<ul style="list-style-type: none"> Number of students retained from Year 10(census day) to end of 11 Number of students retained from Year 11 to end of Year 12 Number of students from high school participating in transition programs throughout the year Attendance rates Number students attaining TCE Number of males attaining TCE Number of students attaining ATAR Average ATAR Number of students obtaining VET certificates Number of students doing ECAAD Number of students obtaining ECAAD certificate STUDENT/STAFF SURVEY Number of staff students feeling safe at college 	Principal Assistant Ps Chaplain Manager Transition Manager Student Services LAMs All Staff	→ 2015
	STAFF	<p>1.Highly qualified staff</p> <p>2.Staff developing skills in providing individualised programs for students</p>	<ul style="list-style-type: none"> Employ teachers with training and expertise in their teaching area Support teachers to gain expertise in other areas Ongoing professional learning to support subject, technology, curriculum and student specific needs Teachers obtain a variety of feedback from students Self reflection, paired classroom observation and feedback Performance Development Plans (PDPs) linked to AITSL standards Ongoing professional learning and sharing of pedagogy in strategies that include the use of Fronter, flipped classroom models, interactive white boards, use of mobile devices and other technologies 	<p>All teachers undertake a minimum of five days professional learning per year</p> <p>80% of students surveyed satisfied with teacher expertise</p> <p>80% of students surveyed satisfied with teacher relationship</p> <p>100% teachers paired for classroom observations and feedback</p> <p>100% staff have PDPs</p> <p>50% teachers undertake professional learning in one or more of these areas</p>	<ul style="list-style-type: none"> Professional learning recorded in Professional Learning Database STUDENT SURVEYS (conducted by Parent Group) number of students satisfied with teacher expertise and teacher relationships Number of teachers paired for classroom observation and feedback Number of staff with PDPs Number of staff undertaking professional learning in strategies to provide individualised learning programs 		→ 2015
	COMMUNITY	<p>1.Working in Partnership with parent/guardians</p> <p>2.Improve Transition programs with feeder schools</p> <p>3.Improved links to TasTafe, universities, other colleges, employment agencies, Centrelink</p> <p>4.Maintain ADP Program</p>	<ul style="list-style-type: none"> Regular parent evenings Written reports Contact with home via telephone, email, text messages, parent meetings, letters, newsletters, college website Invitations to college activities and classes Work more closely with Pathway Planning Officers prior to student enrolment Pathway Planning Officers supporting students in transition Strengthen Learning Area links with Community Transition opportunities 	<p>Maintain three parent evenings</p> <p>Maintain two written reports</p> <p>Maintain monthly e-newsletters</p> <p>Maintain three hard copy newsletters</p> <p>Increase number of parents attending parent evenings</p> <p>90% of pathway planning forms provided to the College a week prior to enrolment</p> <p>Pathway Planning Officers providing on campus support at Elizabeth College for 50% of their cohort</p> <p>Maintain ADP and further develop the transition opportunities</p>	<ul style="list-style-type: none"> PARENT SURVEY Parent feedback on communication Number of parent evenings Number of reports Number of newsletters Number of pathway planning forms provided to College a week prior to enrolment Number of students each pathway planning officer supports on EC campus Number of programs /links each learning area has with community Numbers involved Numbers who enrol at EC from the ADP 	LAM HPOR teachers	→ 2015

