

School Strategic Plan

2015-2018

Swinburne Senior Secondary College

01-7366

Endorsements

Endorsement by School Principal	Signed.....<i>M. O'Brien</i>..... Name Michael O'Brien Date.....<i>27/04/2015</i>.....
Endorsement by School Council	Signed.....<i>V. Goodes</i>..... Name Victoria Goodes Date.....<i>27/04/2015</i>..... 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

Purpose	The purpose of the college is: • to provide relevant VCE, VET and VCAL senior secondary programs in response to the needs identified by the college and wider community • to take into account the individual differences that exists among students and to help each student achieve growth academically and on a personal level • to ensure that all students, irrespective of gender, ethnicity, socio-economic background and personal circumstances are provided with a curriculum that is challenging, comprehensive and purposeful • to provide post-secondary pathways, advice and support.
Values	The following values are central to the life of the college. We strive to apply these values in our everyday dealings with each other and in the development of our programs and policies: • Respect • Responsibility • Commitment These values are supported by the behaviours that we believe are crucial to ensuring that our purpose is achieved: • Positive relationships • High expectations • A relevant and inclusive curriculum • Engaged and responsible students • Quality facilities • Genuine participation • A supportive and stimulating environment
Environmental Context	Swinburne Senior Secondary College is a co-educational government secondary college located in Hawthorn. Students enrol from all parts of Melbourne and beyond and from all education sectors, attracted to our strong Visual and Performing Arts, Design and Technology and SOSE programs, as well as our wide curriculum offerings in the Englishes, Science, Mathematics and SOSE. Swinburne caters for Years 11 and 12 students. It is one of nine standalone senior secondary colleges within the government education system in Victoria. Of these three specialise in Years 11 and 12, Mildura Senior Secondary College and Bendigo Senior Secondary College (large schools drawing students from their local districts) and Swinburne Senior Secondary College. By these measures Swinburne Senior Secondary

	College with 420 students in inner Melbourne is unique to the government education system. The college offers the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL) in a setting that enables students to focus their learning around the values, attitudes and needs of young adults. The college strives to provide students with extensive and diverse post-secondary pathways. Students are enrolled in VCE, VET and VCAL accessing studies across all disciplines. The college provides an alternative choice for senior secondary students seeking greater breadth of VCE choice and a more adult setting which better suits their emerging needs or simply a new start. Students choose Swinburne because they are seeking an adult-like learning environment where they can be accepted as individuals. Accordingly the college takes into account individual student difference and strives to provide all students with a curriculum that is relevant, challenging and comprehensive. Students commence their enrolment at the college in Year 11 or Year 12. In 2014, they had access to a broad range of 38 VCE Studies, VCAL at Intermediate and Senior Levels and VET programs. The College hosts 17 VET programs on Monday evenings, Tuesday evenings and on Wednesdays. Students may also choose from 16 other programs through the Inner Melbourne VET Cluster (IMVC) and travel off site to study these. Over the past ten years the College enrolment has averaged 420 students. In 2015 the College enrolment is 428 students (417.7 EFT) comprising 236 females and 192 males. There is an expectation that the enrolment will grow towards the mid to high 400s in coming years. The vast majority of students were born in Australia (98%). Students come from a wide range of localities in the greater metropolitan area and beyond with some 142 postcodes being represented. Current students have enrolled from 125 feeder schools. Historically, approximately sixty percent of students transfer to Swinburne from other state government schools and 40% were formerly enrolled in independent schools and schools in the Catholic sector. The overall socio-economic profile, based on the College's Student Family Occupation Index (SFO) is high. The combination of the diversity of students' backgrounds and experiences at former schools combined with the fact that they might attend the college for only one or two years tends to complicate the task of building a strong college ethos, this factor is somewhat ameliorated as all students at the college are senior students who are provided with an adult-like environment and are expected to function as independent, creative and thoughtful young adults. Students receive strong results in their VCE studies with 90% receiving their certificate in 2014. Student attendance is very high and has been well above the State mean in recent years. General student satisfaction with the college is very
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	high with student ratings consistently in the top 20% of government secondary schools. The college has 39 teaching staff, of whom 17 are part time. The college also has seven sessional VET teachers and four full time and four part time Education Support Staff. There are two full time Principal Class Officers, five Leading Teachers, 24 Classroom Teacher Level 2 teachers and nine Classroom Teacher Level 1 teachers. The college advises that many VCE teachers are involved with the Victorian Curriculum and Assessment Authority (VCAA) as curriculum consultants and writers, taking positions of responsibility in VCE policy, assessment and professional development. The college encourages this involvement believing Swinburne students are advantaged by such expertise. Over the past ten years College facilities have either been rebuilt or refurbished. Consequently students and staff enjoy first class facilities that provide an exceptional young adult learning environment. In particular, the exemplary learning spaces in the visual and performing arts and design and technology are powerful inducements to prospective students looking for studies in these studies.
Service Standards	The School Council expects that all members of its community uphold the values of the college respect, responsibility and commitment. This will be demonstrated by: • The building, fostering and maintenance of positive relationships between staff, students and parents. • Fostering high expectations of students and staff. Students will be expected to develop a work ethic that enables them to reach their potential and teachers will provide high quality programs and teaching. • Students will be expected to be active participants of a young adult environment where they can develop the skills and attributes to become productive members of society. • Ensuring that college facilities are developed and maintained to enable all members of the community to enjoy a high class environment that enables all members of the community to succeed.

Strategic Direction

Achievement	Goals	Targets	Key Improvement Strategies
Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. 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.	To improve student achievement throughout the college, with a particular emphasis on unit completion and value added outcomes.	<u>VCE Data Service</u> Increase the percentage of VCE studies achieving an adjusted score of at least zero, taking into account confidence limits, based on the VCE Data Service Report 10. Benchmark 2014: 67% (16 of 24 studies) Increase the percentage of VCE studies achieving a satisfactory completion in Unit 4 of at least 75% based on the VCE Data Service Report 4. Benchmark 2014: 60% (18 of 30 studies) <u>School Staff Survey</u> Increase the percent endorsements for: <i>School Climate: Collective efficacy</i> Benchmark 2014: 48% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) <i>School Climate: Collective focus on Student Learning</i> Benchmark 2014: 67% (Principal/Teacher)	1. Build on recent school planning around evidence based teaching models, including Professor John Hattie's research, to develop an agreed 'Swinburne Model' of teaching practice. This model to be evident in every teacher's classroom. 2. Continue to build teacher confidence in the investigation of practice as the key driver of improved student achievement through developing professional learning including research projects within the college and across schools. 3. Develop accountability practices that focus all staff on using data effectively to drive improved student learning.

		Target 2018: at least the 67th percentile (Principal/Teacher) <i>Professional Learning: Renewal of Knowledge and Skills</i> Benchmark 2014: 52% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) <i>Professional Learning: Applicability of PL</i> Benchmark 2014: 52% (Parent/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) <i>Professional Learning: Active Participation</i> Benchmark 2014: 37% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher)	
Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students' engagement as they make critical	To improve students' engagement in their learning.	Increase the <i>Real Retention</i> of students from Year 11 (Feb) to Year 12 (Aug the following year). Benchmark: 2014 70% Decrease <i>Student Absences</i> at both Years 11 and 12 to at least the State mean. Benchmark: 2014 Year 11 20.46 days and Year 12 20.90 days Increase the <i>Exit Destination rate</i> for students who left at the end of Year 12 into continuing education and	1. Consistent with developing a 'Swinburne Model' for teaching, identify the responsibilities of teacher and learner in sustaining an engaging and aspirational learning environment. 2. Consolidate current transition processes for students entering the college and in progressing from Year 11 to Year 12. 3. Build staff capacity to create, promote and engage students

transitions through school and beyond into further education and work.		<i>training.</i> Benchmark: 2014 80% Increase the <i>Student Attitudes to School Survey Factor Mean scores for Motivation and Connectedness to Peers.</i> Benchmarks: 2014 Motivation 3.83 and Connectedness to Peers 3.82 Increase the percent endorsement for Staff Survey School Climate: <i>Collective focus on Student Learning</i> Benchmark 2014: 67% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher)	and community in a learning environment that seeks continuous improvement.
Wellbeing 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.	To improve the support for the health, welfare and wellbeing needs of students.	Increase the <i>Student Attitudes to School Survey Factor Mean score for Learning Confidence, Student Distress, Student Morale and Student Safety</i> Benchmarks: 2014 Learning Confidence 3.46, Student Distress 4.79, Student Morale 4.68 and Student Safety 4.57 Staff Survey Staff Safety and Wellbeing: <i>Build resilience and a resilient supportive environment</i> No benchmarks available	1. Explore strategies to improve student self-confidence and to foster aspiration toward best effort. 2. Implement an ongoing awareness program for staff to support them in better understanding the wellbeing issues that impact many of the students; increase staff awareness of partners to schools that focus on student wellbeing needs. 3 Develop a whole school approach towards building positive mental health outcomes.

Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. 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.	To develop education provision partnerships with a wide range of education providers.	Increase the percent endorsement for Staff Survey School Climate: <i>Parent and Community Involvement</i> Benchmark 2014: 45% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) Staff Survey School Leadership: <i>Parent and Community Involvement</i> No benchmarks available	1. Identify potential high profile curricular areas around which strong links can be developed with pathway providers. 2. Target the identified pathway avenues to extend student options for further education, training and employment. 3. Develop a plan to optimize the resources available in the college's facilities at both the Burwood Road and Camberwell Road sites to better cater for the focus areas of the college. 4. Develop a marketing strategy for the college.
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School Strategic Plan 2015 - 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement Build on recent school planning around evidence based teaching models, including Professor John Hattie's research, to develop an agreed 'Swinburne Model' of teaching practice. This model to be evident in every teacher's classroom.	Year 1	Develop a shared understanding of what is meant by a 'Swinburne Model' of teaching practice.	- Professional Improvement Teams (PIT) investigate possible characteristics of a 'Swinburne Model' of teaching practice. - Hattie Action Research Project (HARP) model used to explore a number of Hattie's influence on teaching. - A program of classroom observations developed. - An induction program for new staff and staff new to subjects is developed comprising an online handbook, training of mentors, a repository of course outlines, teaching programs and assessments etc.
	Year 2	Professional Improvement Teams develop the first iteration of a 'Swinburne Model' during the first semester. HARP model used to investigate what a 'Swinburne Model' looks like through classroom observations.	- A 'Swinburne Model' of teaching is developed. - Classroom observations focus on exploring the demonstrated characteristics of the model. - Continued development and publication of the induction program.
	Year 3	Professional Improvement Teams develop a set of observable characteristics of the 'Swinburne Model'. Develop exemplars of the 'Swinburne Model' in practice, regularly reviewed for relevance to be used by teachers currently at the college and to induct teachers new to the college.	'Swinburne Model' of teaching practice published. - A small group of teachers make reference to the model in their PDP. - Revision and further development of the Induction Process.
		The 'Swinburne Model' is incorporated into a	

	Year 4	small group of teacher's PDPs. 'Swinburne Model' of teaching practice incorporated into all teachers PDPs. A program of classroom observations established to document teacher practice against the 'Swinburne Model'.	- Every teacher's PDP for 2018-2019 incorporates reference to the 'Swinburne Model'. - Induction Program incorporates the 'Swinburne Model'. - Examples of exemplary practice regarding the model are collected, documented and made available for teachers.
	Year 1	Build on action research from 2014 by continuing the HARP model. Use ACER surveys including AGAT and SEW to inform the development of the 'Swinburne Model'.	- Presentation of HARP research at the end of year professional learning program and informs the development of the 'Swinburne Model'. - Information from ACER surveys used to inform the development of the 'Swinburne Model'.
	Year 2	Continue to build on actions from Year 1. Develop opportunities for subject based networking across schools.	Curriculum links across schools, to share practice and teaching resources via hosting face to face meetings or online collaboration, are established
	Year 3	Continue to build on actions from Year 2. Conduct action research projects to share aspects of practice across schools.	Results of research projects are published to stakeholders to inform practice within and across schools.
	Year 4	Continue to build on actions from Year 3.	Forum to discuss findings from the action research projects conducted.
	Year 1	Develop a model for analysis of data. Develop a template for PDPs with a range of goals and suggested strategies that are aligned with those of the Strategic Plan. Develop a template for analysis of data within PDPs.	- Draft data analysis model published. - Leading Teachers and PIT Leaders trial draft data analysis model. - PDP template comprehensively reflects the Strategic Plan and the needs of teachers at each stage of their career development. - A small group of teachers (HARP project) trial the collection of data to
Continue to build teacher confidence in the investigation of practice as the key driver of improved student achievement through developing professional learning including research projects within and across schools.			
Develop accountability practices that focus all staff on using data effectively to drive improved student learning.			

		Formalise the collection of completion data at Year 11 similar to that available for Year 12 studies through the VCE Data Service Report 4. Develop and apply data collection methodology to measure the effect sizes of teaching strategies within classes across each semester.	determine the effect sizes of their teaching strategies.
	Year 2	Continue to build on actions from Year 1. Integrate ACER test data with VCE Data Service and school collected data to build a comprehensive data set that informs teachers' practice.	- PDP template trialled by Leading Teachers and PIT Leaders. - PIT Leaders trained to interpret data. - PIT Leaders introduce the data analysis model to their teams. - Teachers explicitly reference a range of data sets including the VCE Data Service, Year 11 Retention Data, ACER test results and measurements of effect sizes in the PDPs.
	Year 3	Continue to build on actions from Year 2. Revise the PDP template to accommodate any new data analysis initiatives.	Teachers explicitly reference a range of data sets including the VCE Data Service, Year 11 Retention Data, ACER test results and measurements of effect sizes in the PDPs.
	Year 4	Continue to build on actions from Year 3. Revise the PDP template to accommodate any new data analysis initiatives.	Teachers explicitly reference a range of data sets including the VCE Data Service, Year 11 Retention Data, ACER test results and measurements of effect sizes in the PDPs.
Engagement Consistent with developing a 'Swinburne Model' for teaching, identify the responsibilities of teacher and learner in sustaining an engaging and aspirational learning environment.	Year 1	Develop a shared understanding of what is meant by a 'Swinburne Model' of teaching practice that best meets the needs of the students. This may be best undertaken by the Professional Improvement Teams and the Student Representative Council (SRC). Year Level Managers research student learning styles and needs that enables	- Professional Improvement Teams develop and document an understanding of 'Swinburne Model'. - The SRC conducts a series of forums exploring what is meant by the 'Swinburne Model' of teaching. - Professional Improvement Teams use the information from the research of the Year Level Managers to inform the

		students to achieve success. This will be undertaken through the interview process.	'Swinburne Model'.
	Year 2	Implement the 'Swinburne Model' as detailed in <i>Achievement Year 2</i>. Investigate how mentors can have more one-on-one time with students to discuss their goals, aspirations and learning styles.	- A range of information and data is used to support the implementation of the 'Swinburne Model'. - Mentor teams explore avenues to have more one-on-one time with their students. - A trial, based on the outcomes of the investigation, is undertaken with a small number of mentors.
	Year 3	Based on the results of the mentor one-on-one program, implement the most successful initiative with all mentors.	Implement an initiative to provide more one-on-one time between students and their mentor.
	Year 4	Evaluate the effect of the 'Swinburne Model' with teachers and students. Consolidate the implementation of the one-on-one initiative.	Evaluation of the effect of the 'Swinburne Model' published.
Consolidate current transition processes for students entering the college and in progressing from Year 11 to Year 12.	Year 1	Use the ACER AGAT Level 9 test to gauge Year 11 students' general academic abilities. Develop a survey around preferred learning styles and administer it to Year 11 students. Develop a clearer line of information flow between Year 11 and 12 by making better use of the chronicle feature in Compass School Manager (Compass). Appoint an on-going Careers and Pathways Advisor. Make an application to VCAA for the	- Year 11 students are pre-tested for general academic abilities using ACER AGAT Level 9. The results are used by teachers to inform their practice and develop an engaging learning environment. - Pre-testing results of students used to contribute to the development of the 'Swinburne Model'. - In addition to information published on Compass, mentors exchange information with other mentors and teachers about personal information. - Learning profiles for individual students are created and inform the 'Swinburne Model'.

		release of NAPLAN Year 9 results for the incoming cohort (2016) Year 11 students.	▪ Careers and Pathways Advisor assists students with their transition from the college into further training or employment.
	Year 2	Consolidate actions outlined in Year 1. Access NAPLAN Year 9 results for all Year 11 students and use this to inform individual learning profiles. Develop a portal, perhaps on Compass, where individual learning profiles can be accessed.	▪ Portal related to individual learning profiles established. ▪ NAPLAN Year 9 results available for the new cohort of Year 11 students.
	Year 3	Consolidate actions outlined in Years 1 and 2. Further develop the portal regarding student learning profiles. All teachers undertake professional learning with regards to the portal and the use of the information provided.	▪ Further development of the portal. ▪ Professional learning provided to teachers regarding the use of the portal.
	Year 4	Review and evaluate the effectiveness of the portal and the information it contains.	▪ Evaluation of portal completed with subsequent recommendations.
	Year 1	Investigate possible community models and links and disseminate to the PLT leadership group. Explore professional learning programs and initiatives in a range of other schools. Establish links with other schools for teachers with an aim to broaden their professional development.	▪ Open dialogue and conversation regarding what teachers need and want to improve ▪ Teachers engage with other teachers in schools within the local community ▪ Continue with our culture of “sharing” expertise and resources. ▪ Establish a culture where “fresh ideas” are embraced and shared readily.
Build staff capacity to create, promote and engage students and community in a learning environment that seeks continuous improvement.			

	Year 2	Continue to consolidate relationships with other schools. Conduct peer observations of classes in line with the work undertaken on the development of the 'Swinburne Model'. Continue peer observations of classes at Swinburne and investigate the use of peer observations with other schools.	▪ PIT Leaders foster and develop relationships with other faculty leaders from other schools. ▪ "Observation Buddies" are established to work closely together to improve instructional practice. ▪ "Observation Buddies" are changed and new pairings established. ▪ Agreement reached on inter-school peer observation program.
	Year 3		▪ Peer observation program evaluated. ▪ Inter-school peer observation program implemented.
	Year 4	Original "Observation Buddies" (year 2) re-unite in semester one to identify any improvement in practice after a twelve month period. "Observation Buddies" (year 3) re-unite in semester two to identify any improvement in practice after a six month period. Evaluate the effect of peer observation on improving teaching and learning within the college. Implement inter-school peer observation program.	
	Year 1	Investigate when opportunities for the delivery of programs could occur (e.g. during mentor sessions, orientation, extended mentor sessions etc.) Investigate established external programs that meet the needs of students. Administer the ACER Social-Emotional Wellbeing Survey (SEW) to establish baseline data and the needs of the cohort. This to become an annual event.	▪ Mentor teachers consider options of when programs could be implemented with a subsequent recommendation to staff. ▪ Timetable of programs prepared for the meeting schedule in Term 1 2016. ▪ Leadership programs for individuals and groups of students offered by the SRC. ▪ Whole school assemblies provide a forum to celebrate students' success and facilitate student performances.
Wellbeing Explore avenues to lift student confidence in themselves and aspiration toward best effort.			

Implement an ongoing awareness program for staff to support them in better understanding the wellbeing issues that impact many of the students; increase staff awareness of partners to schools that focus on student wellbeing needs.		Consult with local agencies such as Boroondara Youth Resources Centre. Refer students to the external agency, Healing Minds as required. Explore leadership programs for students. Use whole school assemblies as an avenue to improve student confidence.	
	Year 2	Begin a staged implementation of identified programs so that any interruption to the school program is assessed. Analyse SEW data from the previous and current year to determine student needs and provide direction for future programs.	- Welfare team reviews the number of referrals to Healing Minds and makes recommendation regarding using this agency in 2016. - SEW data analysed with appropriate recommendations made. - Mentors review the impact of assemblies on student participation.
	Year 3	Implement a range of internal and external based programs, as identified by the SEW data and the research into external agencies.	- Mentor teachers and other staff implement identified programs. - End of year professional learning programs provides opportunities for staff to assess relevant programs.
	Year 4	Reflect upon and assess the effectiveness of programs using SEW data.	Continued implementation of identified programs.
	Year 1	Deliver a refresher course for Mental Health First Aid. Investigate the possibility of incorporating external guest speakers/presenters into the Wednesday meeting schedule.	- All staff members complete the Mental Health First Aid course. - Recommendations for a program of guest speakers.
	Year 2	Arrange external guest speakers/presenters to present to staff on identified issues (approximately two per term).	Presentations from local agencies to raise awareness of their services conducted.
	Year 3	Arrange external guest speakers/presenters to present to staff on identified issues (approximately two per term).	Presentations from local agencies to raise awareness of their services conducted.

Develop a whole school approach to building student resilience as a component of a social and emotional framework.	Year 4	Review the program of external guest speakers. Consider delivering a further refresher course for Mental Health First Aid.	- Review of the program of external guest speakers provides recommendations for subsequent years. - Program for delivering Mental Health First Aid developed.
	Year 1	Incorporate team building activities for staff in the end of year professional learning program (e.g. lawn bowls in 2014). Investigate a potential position of responsibility for "pro-active positive mental health". Investigate the feasibility of a full time role dedicated to positive mental health outcomes.	- Team building activities incorporated in professional learning program. - Recommendation regarding PoR "pro-active positive mental health" made.
Productivity Identify potential high profile curricular areas around which strong links can be developed with pathway providers. Target the identified pathway avenues to extend student options for further education, training and	Year 2	Provide appropriate and relevant professional learning for the role outlined above.	- Professional learning provided as required. - Plan for staff well-being programs developed.
	Year 3	Investigate staff well-being programs. Implement a range of staff well-being programs.	Staff attendance at well-being programs
	Year 4	The social and emotional well-being of students is considered and incorporated into school planning processes in order to build students' resilience.	- Local agencies consolidate their links with the college. - Students have a greater number of options for which to be referred.
	Year 1	Collect and analyse the destination data of exiting students (2014) to determine what tertiary institutions they prefer to transition to. Develop connections and relationships with the identified tertiary institutions to determine possible mutual benefits.	- Analysis of destination data published by the Pathways Team. - Tertiary institutions identified that may be approached to explore mutually beneficial arrangements. - Connections and relationships developed with at least two tertiary institutions. - Benefits for students and staff realised.

employment.				
	Year 2	Collect and analyse the destination data of exiting students (2015) to determine what tertiary institutions they prefer to transition to. Develop connections and relationships with the identified tertiary institutions to determine possible mutual benefits.	▪ Analysis of destination data published by the Pathways Team. ▪ Tertiary institutions identified that may be approached to explore mutually beneficial arrangements. ▪ Further develop the connections and relationships with the two tertiary institutions (2015) ▪ Connections and relationships developed with at least a further two tertiary institutions. ▪ Benefits for students and staff realised.	▪ Analysis of destination data published by the Pathways Team. ▪ Tertiary institutions identified that may be approached to explore mutually beneficial arrangements. ▪ Further develop the connections and relationships with the two tertiary institutions (2015) ▪ Connections and relationships developed with at least a further two tertiary institutions. ▪ Benefits for students and staff realised.
	Year 3	Collect and analyse the destination data of exiting students (2016) to determine what tertiary institutions they prefer to transition to.	▪ Analysis of destination data published by the Pathways Team. ▪ Further develop the connections and relationships with tertiary institutions (2015 and 2016) ▪ Connections and relationships developed with at least a further two tertiary institutions. ▪ Benefits for students and staff realised.	▪ Analysis of destination data published by the Pathways Team. ▪ Further develop the connections and relationships with tertiary institutions (2015 and 2016) ▪ Connections and relationships developed with at least a further two tertiary institutions. ▪ Benefits for students and staff realised.
	Year 4	Collect and analyse the destination data of exiting students (2017) to determine what tertiary institutions they prefer to transition to. Develop connections and relationships with the identified tertiary institutions to determine possible mutual benefits.	▪ Analysis of destination data published by the Pathways Team. ▪ Further develop the connections and relationships with tertiary institutions (2015, 2016 and 2017). ▪ Connections and relationships developed with at least a further two tertiary institutions. ▪ Benefits for students and staff realised.	▪ Analysis of destination data published by the Pathways Team. ▪ Further develop the connections and relationships with tertiary institutions (2015, 2016 and 2017). ▪ Connections and relationships developed with at least a further two tertiary institutions. ▪ Benefits for students and staff realised.
Develop a plan to optimize the resources available in the college's facilities at both the Burwood Road and Camberwell Road sites to better cater for the focus areas of the college.	Year 1	Consult with all current and prospective members of the college community to determine the short, medium and long term facilities and resources requirements of the college. This may be in the form of a master plan.	▪ Consultation completed with a list of short, medium and long term recommendations published. ▪ Successful implementation of short term requirements over 2015 and 2016.	▪ Consultation completed with a list of short, medium and long term recommendations published. ▪ Successful implementation of short term requirements over 2015 and 2016.

Develop a marketing strategy for the college.		Develop a plan of recommendations for the short term requirements of the college.	
	Year 2	Implement the recommendations for the short term requirements of the college. Implement the recommendations for the short term requirements of the college. Develop a plan of recommendations for the medium and long term requirements of the college.	▪ Successful implementation of short term requirements in 2016. ▪ Master plan developed and published. ▪ An implementation plan for the medium and long term requirements of the college developed and published.
	Year 3	Begin translating the medium term plan into a plan which can be realised in the next 12 to 24 months. Continue the development of the long term plan.	▪ Further progress with the implementation of the master plan.
	Year 4	Continue translating the medium term plan into a plan which can be realised in the next 12 to 24 months. Continue the development of the long term plan.	▪ Further progress with the implementation of the master plan.
	Year 1	Form a marketing team to review the work undertaken by Swinburne University students in 2014. Identify at least two marketing strategies that can be implemented by the end of the year. Develop a survey that can be administered to new families of the 2016 cohort to determine the effect of the marketing strategies.	▪ Marketing Team formed in semester 1. ▪ Review of work undertaken by Swinburne University with subsequent recommendations. ▪ Implement at least two marketing strategies by the end of the year. ▪ Survey of new families of the 2016 cohort conducted.
	Year 2	Investigate the use of external agencies to assist the college's marketing team to	▪ Services of an external agency (if deemed necessary) procured.

		develop a marketing plan. Develop a marketing strategy.	- Marketing strategy developed and published. - Relevant strategies from the plan are implemented. - Survey of new families of the 2017 cohort conducted.
	Year 3	Implement the marketing strategy and develop tools to assess its effectiveness. Use assessment tools to assist with determining the effect of the strategy.	- Marketing strategy is fully implemented. - Survey of new families of the 2018 cohort conducted. - Assessment of the effect of the strategy.
	Year 4	Revise the marketing strategy based on data produced from Year 3 and implement.	- Survey of new families of the 2019 cohort conducted. - Assessment of the effect of the strategy.

