

# School Strategic Plan for Sample Secondary College 1234 ABC region 2011-2014

[Insert here the logo and/or name of the school review contractor responsible for this review]

<p>Endorsement by          School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by          School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</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.....</p> <p>Date.....</p>

## School Profile

<b>Purpose</b>	Sample Secondary College is a school where young adults learn and grow, in an environment that encourages them to become creative, thoughtful and politically active, in order that they can make valuable contributions in their local communities and our wider society.
<b>Values</b>	At Sample Secondary College we affirm the values of our society which: promote the dignity of the individual, foster relationships based on integrity, and create a genuine concern for our planet and its peoples. Our programs and practices are designed to reflect these values.
<b>Environmental Context</b>	<p><b>Social – community and demographics</b></p> <ul style="list-style-type: none"> <li>• Single campus 7 to 12 secondary college situated in a well established suburb</li> <li>• Highly successful multicultural mix of students.</li> <li>• One third of students receive the Education Maintenance Allowance/Youth Allowance (EMA/YA).</li> <li>• Increasing enrolments.</li> <li>• Strong and supportive College Council and parent involvement.</li> <li>• Committed student advisory group.</li> <li>• Enthusiastic, professional staff team consisting of 43.5 effective full-time teachers and 9 school support staff.</li> <li>• Productive partnerships with local community groups, local schools and cluster groups, local council and government representatives and international educational organizations.</li> </ul> <p><b>Educational</b></p> <ul style="list-style-type: none"> <li>• Provision of a vibrant and productive education, 7 to 12.</li> <li>• Implementation of the Victorian Essential Learning Standards (VELS)</li> <li>• Excellent VCE results – 100% of students successfully gained their VCE.</li> <li>• VCE, VET and VCAL courses.</li> <li>• Cluster provider for VET Hospitality.</li> <li>• Excellent further education pathways established and successful tertiary placements for students.</li> <li>• Many enhancement and enrichment opportunities for students such as art, music, instrumental music, musical productions, competitions, after-school activities, and sporting activities.</li> </ul> <p><b>Technological</b></p> <ul style="list-style-type: none"> <li>• Increased use of computers for student learning.</li> <li>• Provision of computer suites throughout the school.</li> <li>• Internet and intranet use.</li> <li>• Staff laptop computer use.</li> <li>• Smart boards in all learning areas</li> </ul> <p><b>Environmental – grounds and facilities</b></p> <ul style="list-style-type: none"> <li>• Classrooms are conducive to effective learning</li> <li>• Grounds are well established</li> <li>• Establishment of a newly surfaced multipurpose court area</li> <li>• Grassed areas well established and functional</li> </ul>

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>All students become independent and connected learners.</li> <li>To improve student outcomes in Years 7-10 English &amp; Mathematics.</li> <li>To improve student learning outcomes in the Post Compulsory Years.</li> </ul>	<ul style="list-style-type: none"> <li>8% of students, years 7-10, in English and Maths to be rated at A or B in VELs.</li> <li>Improve VCE all study score to 30 by 2012.</li> <li>The VET Completion rate improve from 55.1% to at least 75.0% by 2012.</li> <li>The VCAL Satisfactory Completion rates improve from 70.5% to at least 77% by 2012</li> </ul>	<ul style="list-style-type: none"> <li>Develop a clear and agreed understanding of what high quality teaching looks like at Sample Secondary College, and build the skills and knowledge of teachers to ensure this takes place in every classroom in years 7 -12.</li> </ul>
<b>Student Engagement and Wellbeing</b>	<ul style="list-style-type: none"> <li>To refine appropriate programs that lead to improved student attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Decrease student absences in all year levels by at least 3 days.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a whole school culture of respect for self, others and the environment.</li> </ul>
<b>Student Pathways and Transitions</b>	<ul style="list-style-type: none"> <li>Enhance post compulsory learning options to increase student retention in education and training.</li> <li>Increase the proportion of students who exit at Years 10, 11 and 12 to continuing education or training.</li> <li>To improve transition processes from year to year, between sub-schools and for students enrolling throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve real retention rates for Years 7-12 of at least 50%.</li> <li>90% of Year 10-12 students gain a tertiary place, apprenticeship, traineeship or employment.</li> <li>Improve transition on the Parent Opinion Survey to above the 75th percentile compared to secondary schools.</li> </ul>	<ul style="list-style-type: none"> <li>Establish relevant, challenging and engaging learning programs aligned with VELs and VCE/VET/VCAL, from Years 7 to 12, so that every student is able to access a learning pathway through and beyond school.</li> </ul>

## School Strategic Planner 2009 - 2012: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<b>Build the capacity of teachers to implement a cohesive school wide approach to teaching and learning.</b>	Year 1	<ul style="list-style-type: none"> <li>▪ Develop and trial an agreed construct around effective classroom teaching, including a lesson cycle with clear expectations at each stage based on the e5 instructional model.</li> <li>▪ Review the curriculum planning through the documentation of all units in years 7-10 that takes account of the VELs domains and approaches at a deep level.</li> <li>▪ Introduce new VET programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff support and contribute to the development of an agreed model of instruction.</li> <li>▪ All staff meet regularly in Professional Learning Teams (PLT) to provide input into curriculum planning and documentation based on e5.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Evaluate the effective classroom teaching model and make any suggested changes for improvement.</li> <li>▪ Develop and trial a peer coaching/mentoring model with teachers sharing best practice.</li> <li>▪ Possible introduction of Building and Construction VET if trade centre approved.</li> <li>▪ Review VET provision in light of student enrolments and student retention.</li> <li>▪ Continue to extend the Pathways Program to Year 9 and embed a well resourced, quality program from Years 9 –12.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff use the agreed model of instruction in the planning and delivery of curriculum.</li> <li>▪ All staff are involved in the coaching and mentoring model at least twice in terms three and four.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Continue refining and implementing effective classroom teaching model.</li> <li>▪ Continue to implement the peer coaching/mentoring model.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All teaching teams using the agreed model of instruction.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review College progress against actions and achievement milestones.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff involved in reflective practice about pedagogy.</li> </ul>
<b>Build the capacity of teachers to implement an approach to teaching and classroom management that supports an engaging and productive learning environment.</b>	Year 1	<ul style="list-style-type: none"> <li>▪ Provide staff with on-going Professional development in restorative justice and relational learning.</li> <li>▪ Review student code of conduct and investigate student wellbeing programs to develop whole school model.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff support and contribute to the implementation of the restorative justice model of student management.</li> <li>▪ All staff meet regularly to provide input into the school's student well being programs.</li> </ul>

		<ul style="list-style-type: none"> <li>Implement 'Safe Schools are Effective Schools' policy to enhance 'Anti-bullying' program.</li> <li>Investigate alternative organisational structures to increase student engagement such as a 5 period day.</li> </ul>	
	Year 2	<ul style="list-style-type: none"> <li>Improve communication to parents and students re high expectations and attendance.</li> <li>Increase use and understanding of 'Students at Risk' mapping tool.</li> <li>Increase student leadership opportunities.</li> <li>Extend the college student award program to acknowledge personal best and improvement in attitude and behaviour at the classroom level and within the year level.</li> </ul>	<ul style="list-style-type: none"> <li>All staff regularly use the Students at Risk Mapping tool.</li> <li>All staff contribute to the student leadership and award program.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Continue using SAR mapping tool.</li> <li>Continue using restorative justice model .</li> </ul>	<ul style="list-style-type: none"> <li>All staff implement the school's student well being initiatives.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Review whole school student engagement and well being initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students demonstrate a deep understanding of restorative justice model.</li> </ul>
<b>Improve the school processes and programs for preparation of students moving from pre-school to school, from year to year, transferring into the school, and moving from primary to secondary settings.</b>	Year 1	<ul style="list-style-type: none"> <li>Review current transition policies and practices into, through and out of school with staff, student and parent input.</li> <li>Revise current school entry program and develop a comprehensive transition policy.</li> <li>Introduce other VET studies on site: Multimedia, Engineering, Automotive and Sport &amp; Recreation.</li> </ul>	<ul style="list-style-type: none"> <li>All staff contribute to the development and implementation of an effective transition policy.</li> <li>All later years staff meet regularly to provide input into the VET and other pathways programs.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Develop e-learning portfolios for all students to reflect on their learning goals and make informed choices.</li> <li>Provide significant opportunities for students to showcase their work.</li> </ul>	<ul style="list-style-type: none"> <li>All staff contribute to the development of student e-portfolios.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Review of student data relating to teaching and learning with a focus on the post compulsory years and pathways chosen.</li> </ul>	<ul style="list-style-type: none"> <li>All staff demonstrate an understanding of student data.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Review College progress against actions and achievement milestones.</li> </ul>	<ul style="list-style-type: none"> <li>Staff demonstrate an understanding of the College's pathways and transition policies.</li> </ul>