8420 Vermont SC - Strategic Plan 2017-2020

@ 15 March 2017 Final

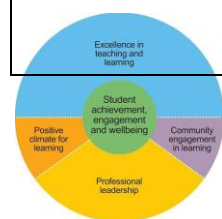| School vision	School values	Context and challenges	Intent, rationale and focus

The VSC Motto, 'Lift Up Thine Eyes', provides the moral purpose, philosophical guidance and academic framework for the college community; we aim to be progressive, forward thinking, positive and optimistic in our endeavours and interactions, constantly striving to improve both our own practice and the outcomes of the students whom we educate.
 	
VSC will maximise student achievement, engagement & wellbeing through the implementation of the Framework for Improving Student Outcomes (FISO), its four priorities and the six related initiatives:
• Excellence in teaching and learning
   o Building practice excellence
   o Curriculum planning and assessment
• Professional leadership
   o Building leadership teams
• Positive climate for learning
   o Empowering students and building school pride
   o Setting expectations and promoting inclusion
• Community engagement in learning
   o Building communities
	The college values of Excellence, Integrity, Responsibility, Respect and Tolerance reflect our college ethos.
	VSC promotes the achievement of excellence in a learning environment that is safe, caring and accepting of diversity. Our college is committed to the development of life-long learning skills that motivate and enable all students to achieve their individual goals and to make a positive contribution to their community.
	We recognise that all staff, parents and members of the Vermont Secondary College community have an active role in contributing to the development of all students at VSC.
	
	VSC's approach to education is informed by the Framework for Improving Student Outcomes (FISO) and best practice in education as outlined in relevant policy documents as well as academic research. Specifically, our approach is informed by the following policies:
	• Principles of Learning and Teaching (PoLT) P-12 (DET - 2016)
	• The e5 Instructional Model (updated 2015)
	• The Vermont Secondary College Instructional Model for Teachers based on the 7 AITSL standards (2017)
	• The Australian Professional Standards for Teachers (2011)
	• The Melbourne Declaration on Goals for Young Australians (2008)
	• The VIT Code of Conduct & Ethics (2015)
		VSC remains a school of choice, with demand outstripping places available. The 2016 Peer Review Panel determined that the college achieved progress for students over the past strategic planning period and that it is well placed to continue to improve student achievement and learning growth, engagement and wellbeing over the next planning period.
		
		This will be achieved by implementing more consistent, high quality, innovative curriculum, assessment, teaching and learning practices with clear expectations for staff, students and parents.
		
		The panel suggested that the following items be carried forward for the next SSP:
		• review and improve the school's documented and guaranteed curriculum
		• develop an agreed whole school instructional model/teaching and learning framework.
		• embed greater levels of staff data–literacy
		• investigate ways to ensure these students are provided with more challenge and stretch in their classroom learning *through differentiation*
		• embed the whole college Literacy plan,
		• continue to seek ways to improve the handover of students from year to year in order to achieve continuous improvement in post compulsory outcomes by reviewing and improving:
		   o the social transition and rigour of programs provided for students in LEEP as they transition into the senior school
		   o the rigour and relevance of the Years 7–10 programs;
		   o the effectiveness of the whole college literacy plan in supporting improved outcomes;
		   o the effectiveness of the learning programs supporting the needs of English as an Additional Language (EAL) students.
		
		In addition, the school will:
		• continue to press for a much-needed new sports facility, including two additional courts, change rooms and community facilities
		• review its Facilities Masterplan to identify further needs
		• develop a STEM program to make best use of the new Science facilities
		• develop targeted Learning Area action plans to address all targets
			VSC is proud of its status as a high-performing neighbourhood state school. The goal of VSC is to draw on the qualities of the young people at the college and allow them to flourish in areas of strength and to develop in areas of weakness. We strive to support all students to develop the ability to recognise and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, act creatively, engage fully with learning, contribute to community, develop high expectations for self, and handle challenging situations with resilience and respond effectively.
			
			VSC will maximise student achievement, engagement & wellbeing by developing:
			Excellence in teaching and learning - by Building practice excellence & judicious Curriculum planning and assessment
			Professional leadership - by Building leadership teams
			Positive climate for learning – by Empowering students and building school pride & Setting expectations and promoting inclusion
			Community engagement in learning - by Building communities
			
			VSC will maintain a strong focus on high achievement and strong outcomes for all students (including students in our International Program and Integration students), but with particular emphasis on lifting student performance in the middle and upper bands of outcomes, including for Naplan.

Framework for Improving Student Outcomes

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Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
Goal 1 - Over the life of this strategic plan, VSC will work to ensure every student achieves their potential and maximises their learning growth across all curriculum areas and year levels. *N.B. In conjunction with the development of the first (2017) Annual Implementation Plan (AIP), the college's Strategic Planning Team (SPT) will provide more depth to these goals and strategies, clarifying meaning and intent. Of particular note will be the strategies to be used to: maximise students' learning growth; tracking of student learning progress; collection and use of data; support mechanisms for staff and students; benchmarking practices.*	**Excellence in learning & teaching** Building practice excellence Curriculum planning & assessment **Positive climate for learning** Setting expectations & promoting inclusion	1. Review the College curriculum, to align with the Victorian and post–compulsory curriculum requirements, to continue to develop a high quality, innovative and engaging curriculum which guides effective and consistent teacher and team planning. 2. Strengthen data literacy and the ability to triangulate data to enhance the capacity of teachers and teams to differentiate the curriculum across all domains and levels to better target every individual's learning needs so that every student is challenged and achieves the expected progress or better than the expected progress. 3. Build teacher practice excellence and capacity to consistently employ evidence–based, high impact teaching strategies based on an agreed VSC instructional model/teaching and learning framework. 4. Fully implement the College's literacy across the curriculum plan, with particular but not exclusive focus on improving Reading and Writing and VCE English outcomes.	A) NAPLAN Relative Growth from Year 7 to 9. For example: numbers of students in the medium to high growth bands across the four English domains increases each year so that 80 per cent of students are achieving in the medium and high growth bands by 2020. Numeracy will be set at 85%.

NAPLAN Relative Growth from Year 7 to 9 2016 Data:

Grammar & Punctuation				Reading		
Med %	High %	Total %		Med %	High %	Total %
48.5	27.7	76.2		49.3	26.4	75.7
Spelling				**Writing**		
Med %	High %	Total %		Med %	High %	Total %
51.5	27.7	79.2		46	27.2	73.2
Numeracy						
Med %	High %	Total %				
45.5	35.6	81.1				

B) Victorian Curriculum Teacher Judgement data Years 7–10: Allocation of A's (well above standard) and B's (above standard) increases each year over the period of the SSP so that 30 per cent of students are achieving at the 'A' or 'B' level by 2020. 2016 Currently 20.61

2016 Data:

Entered Value	Number	Percentage
A	1245	3.52%
B	6051	17.09%
C	25338	71.54%
D	2296	6.48%
E	135	0.38%
NA	352	0.99%

C) Ensure student growth to be an average of one Victorian Curriculum level per year for one year's input for every student across Years 7–10 and all curriculum areas. Note: 2016 data for this area still being extracted:

D) VCE: Study scores— average 'all study', 'all English' * and 'all Mathematics' * studies equal or exceed 32; an improving trend in the number of scores over 40 so that there are 10 per cent or better of scores over 40 by 2020.

    2016 - All English: Mean Study Score 30.5   Scores 40 and above 3.6%
    2016 - All Maths: Mean Study Score 31   Scores 40 and above 9.6%

E) The whole school percentage endorsement of Collective Focus on Student Learning and Guaranteed and Viable Curriculum, in the 'School Climate' module of the Staff Opinion Survey (SOS), to reach 70 per cent or better by 2020.

2016 School Staff Survey results 'School Climate' module: Collective Focus on Student learning 62% and Guaranteed & Viable Curriculum 51.4%

F) Data yet to be collated for 2016, including PAT-R in English – consider introducing for Year 8 to aid tracking.

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Goal 2 – Over the life of the strategic plan, VSC will work to create a stimulating, 21st century learning environment where students are empowered to be intellectually engaged and have a sense of control over their learning.	**Positive climate for learning** Empowering students & building school pride Setting expectations & promoting inclusion	5. Develop a structure and process aligned with the College's instructional model to ensure learning is 'visible' for students and increase opportunities for students to practice good learning behaviours and become more intellectually engaged and self aware.	A) School means for the Attitudes to School (ATS) Survey measures of Stimulating Learning, Learning Confidence, Teacher Effectiveness and Teacher Empathy continuously improve across all year levels and for both males and females, reaching or exceeding the third quartile by 2020 and/or 4.0 or above. **2016 ATS VSC Survey results:** Stimulating Learning 3.19, Learning Confidence 3.74, Teacher Effectiveness 3.64 and Teacher Empathy 3.62
	Community engagement in learning Building communities	6. Build every teacher's capacity about how to increase student intellectual engagement and participation in learning by embedding 'visible' learning principles, the use of digital technologies across the curriculum and more student–centred approaches to teaching and learning in the College's instructional model.	B) School means for the Parent Opinion Survey of Stimulating Learning, Behaviour Management, Classroom Behaviour, and Student Motivation be 5.5 or better by 2020. **2016 VSC Parent Opinion Survey results**: Stimulating Learning 5.06, Behaviour Management 5.03, Classroom Behaviour 3.77, and Student Motivation 5.05
	Excellence in learning & teaching Building practice excellence	7. Provide more feedback to students about their opinion in the Student Attitudes to School Surveys (SATSS) and establish student action teams to seek their input into ways to improve, for example, Stimulating Learning, Student Motivation and Teacher Effectiveness.	**Note:** 2016 data used as the benchmark for improvement.
Goal 3 – Over the life of the Strategic Plan, VSC will work to build a learning community of reflective practitioners focused on continuous school improvement and on embedding the college's high performance culture.	**Positive climate for learning** Empowering students & building school pride **Professional Leadership** Building leadership teams	8. Build the instructional leadership capacity of all staff in leadership roles, including the knowledge and capabilities of emerging/aspirant leaders, so that all leaders are enabled to lead change and contribute their full potential to school improvement efforts and further support the development of the college's performance and development culture.	A) The whole school percentage endorsement of Teacher Collaboration, Collective Focus on Student Learning and Shielding and Buffering in the 'School Climate' module of the Staff Opinion Survey, to reach 65 per cent or better by 2020. **2016 School Staff Survey results 'School Climate' module:** Teacher Collaboration 43.1%, Collective Focus on Student Learning 62.0% and Shielding and Buffering 32.4%. **Note:** 2016 data used as the benchmark for improvement.
	Excellence in learning & teaching Building practice excellence Curriculum planning & assessment	9. Establish a community of reflective practitioners focused on continuous school improvement by: • ensuring teacher practice is focused on maximising the potential of every student and growing students' learning through the Performance and Development processes and developing a strengthened culture of collaboration, shared responsibility and collective accountability in teams and across the whole school • researching, developing and implementing a peer observational practice program to give staff more opportunities to learn from each other, share curriculum, assessment and teaching approaches, give and receive feedback and reflect on their practice.	B) The whole school percentage endorsement of Leading Change, Cultural Leadership, Instructional Leadership, Leaders' Support for Change and Visibility in the 'School Leadership' module of the Staff Opinion Survey, to reach 60 per cent or better by 2020. **2015 School Staff Survey results 'School Leadership' module:** Leading Change 49.5%, Cultural Leadership 41.8%, Instructional Leadership 29.8%, Leaders' Support for Change 38.6% and Visibility 35.0% **Note:** 2015 data used as the benchmark for improvement. C) School means for the Parent Opinion Survey of School Improvement, Approachability, Parent Input and General satisfaction to be 5.75 or better by 2020. **2016 VSC Parent Opinion Survey results**: School Improvement 5.37, Approachability 5.43, Parent Input 5.15 and General Satisfaction 5.66 D) Further surveys and school measures may be used such as the Resilience Australia survey once a benchmark is set in 2017 and beyond.