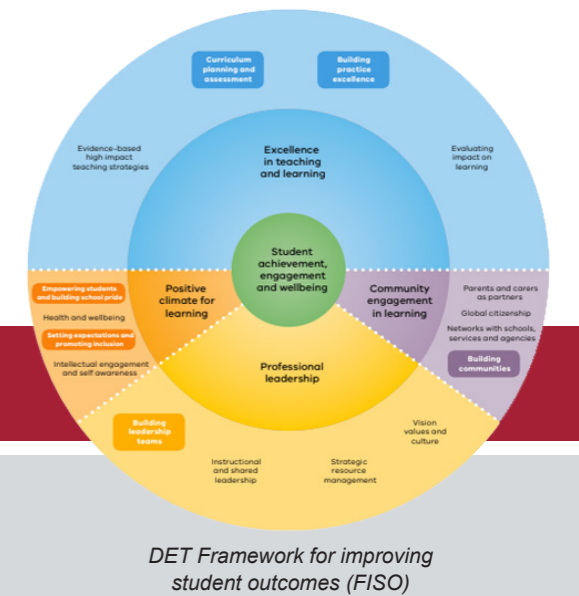


# School Strategic Plan

## 2020 - 2024



### GOALS

### KEY IMPROVEMENT STRATEGIES

### 2024 TARGETS

**1. To maximise the achievement and learning growth of every student at every year level.**

1a. Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.  
**FISO Dimension - Evaluating impact on learning**

1b. Embed the agreed college IM, integrating the use of high impact teaching strategies (HITS), to enable consistent, high quality instruction in every classroom.  
**FISO Dimension - Evidence-based high impact teaching strategies**

1c. Build a professional learning community (PLC) culture which supports systematic and consistent feedback processes such as peer observation, to enable strengthened collective responsibility and shared accountability for improved student learning outcomes.  
**FISO Dimension - Building practice excellence**

**1.1 NAPLAN Year 7–9 benchmark growth**  
Increase the percentage of students meeting or above benchmark NAPLAN Growth

- Reading to 78+, Writing to 80+, Numeracy to 78+

**1.2 NAPLAN Year 9 participation rates and the percentage of students achieving in the top two bands**  
Increase the numbers of students participating in NAPLAN to 88 per cent (from average of 80 per cent in 2019)

Increase the percentage of Year 9 students in the top two NAPLAN bands for

- Reading to 20+, Writing to 12+, Numeracy to 18+

**1.3 VCE**  
Increase VCE All Study score mean to 30 or above

**1.4 Staff opinion as measured on the SSS**  
Positive endorsement in the following categories will be:

- Academic emphasis to 50+, Collective efficacy to 50+, Collective responsibility to 75+, Instructional leadership to 65+

**2. To improve student engagement across the whole College program.**

2a. Review the college vision and values to develop a more positive climate for aspirational learning.  
**FISO Dimension - Vision values and culture**

2b. Build teacher capacity to give students an authentic voice in their learning and to become more self-regulated learners, so students can act as partners in improving outcomes.  
**FISO Dimension - Intellectual engagement and self awareness**

2c. Review, develop and implement improved pathways and transitions processes for all students as they move through and beyond the College.  
**FISO Dimension - Empowering students and building school pride**

**2.1 Student opinion as shown in the AToSS**  
Positive endorsement for Years 7-12 will be:

- Student voice and agency to 70+, Self-regulation and goal setting to 80+, Motivation & interest to 75+, Differentiated learning challenge to 75+, Stimulated learning to 75+

**2.2 Student attendance**

- - By 2024, percentage of students with 20 or more absence days will reduce from 36% (2019) to 25% or lower
- Average absence days per FTE will be less than 19 days
- Reduce the percentage of students with over 20 absence days to 25% or lower.

**3. To improve student wellbeing and connectedness to school.**

3a. Embed the whole college SWPBS framework to support improved social and emotional wellbeing and increased use by students of good learning behaviours and skills.  
**FISO Dimension - Setting expectations and promoting inclusion**

3b. Develop and implement a whole college plan to enhance the effectiveness of home/college/community partnerships, particularly in relation to improving student wellbeing and connectedness.  
**FISO Dimension - Building communities**

**3.1 Student opinion as shown in the AToSS**  
Positive endorsement for Years 7-12 will be:

- Sense of connectedness to 70+, Teacher concern to 70+, Self-regulation and goal setting to 80+, Respect for diversity to 70+

**3.2 Staff opinion as shown on SSS**  
Positive endorsement in the following category will be:

- Parent & community involvement to 70+