School Strategic Plan
2016-2019
Swan Hill College
01-8802

Endorsement

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>JULIE ROBERTSON</td>
<td>15-2-2016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endorsement by School Council</th>
<th>Signed</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PAUL SMITH</td>
<td>15-02-2016</td>
</tr>
</tbody>
</table>

School Council President’s endorsement represents endorsement of School Strategic Plan by School Council

<table>
<thead>
<tr>
<th>Endorsement by the delegate of the Secretary</th>
<th>Signed</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CRAEME SCOBERT</td>
<td>14-02-2016</td>
</tr>
</tbody>
</table>
School Profile

Swan Hill College is a co-educational secondary school with an enrolment of 903 students supported by 93.18 equivalent full time teaching and non-teaching staff (1 Principal, 2 Assistant Principals, 8 Leading Teachers, 56.54 teaching staff and 25.64 education support staff). We have 81 Koorie and 46 non English Speaking background students. The school receives equity funding based on the student family occupation and education index which is 0.5575.

The College continues to provide a broad comprehensive curriculum with an extensive number of extra curricula and student leadership programs. Senior students choose from both the VCE and VCAL programs and a large number integrate Certificate level studies from our extensive VET offerings. There is a strong Work Placement program with many students undertaking School Based Apprenticeships. At the Middle School a wide range of electives and VCE subjects are offered with both an engagement and career pathway focus. Junior school students undertake a standard curriculum with a focus on English, Mathematics and Science.

Swan Hill College continues its focus on Information Technology with a student computer ratio of 1:1, with all students leasing netbooks. The College has a well-developed and highly effective student wellbeing structure. The Student Wellbeing Team led by the Wellbeing Leading Teacher includes two Counsellors, two Chaplains and a College Nurse.

Staff work in Professional Learning Teams to continue to develop their expertise in teaching and learning and implement the College Instructional Learning Framework. Recent work has focused on differentiation, on line assessment and feedback.

Since 2012, the College has been running an alternate setting called FLO. This program offers flexible learning opportunities for students who are disengaged or challenged by structured learning. The program is very successful and has given many students the chance to continue their education. Twelve students achieved their Yr 12 Certificate in 2015.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Swan Hill College is a Supportive Community, Promoting Life Long Learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We value:</td>
<td>students realising their potential through commitment to Learning</td>
</tr>
<tr>
<td>We believe</td>
<td>All students can learn and Teachers make a difference</td>
</tr>
<tr>
<td>At Swan Hill College</td>
<td>Teachers know their students</td>
</tr>
<tr>
<td></td>
<td>Teachers know their content</td>
</tr>
<tr>
<td></td>
<td>Teachers use an Instructional Framework to ensure all students progress</td>
</tr>
<tr>
<td>Values</td>
<td>Swan Hill College Achieves Excellence through Respect, Responsibility, Belonging and High Expectations.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| Environmental Context | Swan Hill College is a large remote rural school servicing a Swan Hill Rural City Council Local Government Area. Enrolments have decreased in recent years due to a decline of Secondary Aged Students in this Local Government Area. Predictions indicate that enrolments will begin to increase within 3 years. 

The community has a strong emphasis on vocational pathways, hence we have 2 VCAL classes at each year level. These pathways are supported with a strong School Based Apprenticeship program and a wide range of VET options. 

The college promotes and supports further education through a strong careers program with many opportunities for university visits and connections. 

The FLO campus provides a VCAL program for students within the Local Government Area who are disengaged from education. This program continues to strengthen with the provision of a young parents program, |
| Service Standards (optional) | • The school fosters close links with parents and the broader school community through its commitment to open and regular communications.  
• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan.  
• The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.  
• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.  
• All students will receive instruction that is adapted to their individual needs.  
• Parents will be an active part of decision making around policies and programs  
• All teachers will provide timely and targeted feedback to students on their work. |
## Strategic Direction

### Achievement

#### Goals
- Improve the literacy and numeracy results of all students Year 7-12
- Improve the median VCE study score

#### Targets
- Decrease percentage of students with low growth to less than 25% for Reading and Writing at Year 9 by 2019 on NAPLAN
- Increase the percentage of students demonstrating high growth to be greater than 25% for Reading and Writing at Year 9 by 2019 on NAPLAN
- AusVELs levels to be at State levels for all domains by 2019

<table>
<thead>
<tr>
<th>Year</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>33.1%</td>
<td>43.5%</td>
<td>23.4%</td>
</tr>
<tr>
<td>2014</td>
<td>31.5%</td>
<td>49.1%</td>
<td>19.4%</td>
</tr>
<tr>
<td>2015</td>
<td>25.9%</td>
<td>51.8%</td>
<td>22.3%</td>
</tr>
<tr>
<td>2019</td>
<td>24%</td>
<td>50%</td>
<td>26%</td>
</tr>
</tbody>
</table>

#### Key improvement strategies
- To develop a whole school approach to literacy.
- To ensure teaching and learning practice is consistent and leads to improved VCE median scores particularly in English, Physics and Chemistry.
- To use a range of data to analyse and review performance.
- To embed curriculum differentiation to ensure higher learning gains for all students.
<table>
<thead>
<tr>
<th>Actions</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
</tr>
<tr>
<td>• Build the capacity of English Teachers in teaching reading and writing by running a professional development program for all English teachers</td>
<td>• PLT groups embedding English strategies into course documents</td>
</tr>
<tr>
<td><strong>Build Capacity of staff and establish programs</strong></td>
<td></td>
</tr>
<tr>
<td>• Implementation of a reading program at Year 7 and 8</td>
<td>• All students tested and data analysed</td>
</tr>
<tr>
<td>• PAT Test all Year 7-9 students in reading and make recommendation for future assessment schedule.</td>
<td>• Students reading more</td>
</tr>
<tr>
<td>• Guest speakers and staff role modelling reading best practice</td>
<td></td>
</tr>
<tr>
<td>• Research testing models</td>
<td></td>
</tr>
<tr>
<td>• Implementation of college literacy intervention programs including EAL, D &amp; I and Koorie programs, ensuring appropriate testing is completed and teaching strategies are implemented</td>
<td>• At risk students identified</td>
</tr>
<tr>
<td>• Provide Professional Development to increase teacher capacity to implement our Teaching Framework with a focus on</td>
<td>• Intervention Programs identified and resourced</td>
</tr>
<tr>
<td>o Engagement</td>
<td></td>
</tr>
<tr>
<td>o Differentiated lessons</td>
<td></td>
</tr>
<tr>
<td>o Feedback</td>
<td></td>
</tr>
<tr>
<td>• Develop assessment policy and ensure consistency of teacher judgements</td>
<td></td>
</tr>
<tr>
<td>• Implement a process to use data to identify students at risk, in all aspects</td>
<td></td>
</tr>
<tr>
<td>• Develop staff ownership and understanding in the use of VCE data service to inform their practice</td>
<td></td>
</tr>
<tr>
<td>• Build staff understanding of available data and its implication for individual teachers and at a whole school level</td>
<td></td>
</tr>
<tr>
<td>• Develop staff understanding of ZPD and how to use data</td>
<td></td>
</tr>
<tr>
<td>• Documentation of an engaging differentiated curriculum on Daymap</td>
<td>• Increased teacher capacity to implement our Teaching Framework</td>
</tr>
<tr>
<td>• Mentor Learning Leaders to build the capacity of their teams to develop differentiated curriculum</td>
<td>• 100% parents using Daymap portal</td>
</tr>
<tr>
<td>• Implementation of 21st Century learning strategies</td>
<td>• Teacher judgements consistent with external data.</td>
</tr>
<tr>
<td>• Develop a whole school professional learning program which targets resources to priorities</td>
<td>• Assessment tasks on Daymap</td>
</tr>
<tr>
<td>• Plan an innovative ICT learning space accessible to students at all times</td>
<td>• Collation and analysis of data</td>
</tr>
<tr>
<td>• 100% of Courses are documented on Daymap</td>
<td></td>
</tr>
</tbody>
</table>
### Year 2
**Implementation of Programs**
- Build the capacity of English Teachers in teaching reading and writing by running a professional development program for all English teachers
- Continue and extend a reading program at Year 7 and 8
- Review and refine testing models
- Analyse previous year’s results from testing
- Integrate boys’ education strategies
- Continue to role model reading best practice
- Document and continue implementation of college literacy intervention programs including EAL, D & I and Koorie programs.
- Development of the FLO and VCAL literacy programs through professional learning programs for staff in literacy intervention
- Provide Professional Development to Increase teacher capacity to implement our Teaching Framework with a focus on
  - Higher order questioning
- Ensure consistency of teacher judgements
- Continue to analyse VCE data to inform practice
- Continue to improve ICT integration into the curriculum.
- Incorporate Digital Technologies into the Year 7/8 Program
- All students have access to a 21st Century Curriculum which is sustainable in our local community based on the Victorian Curriculum.
- Establish an innovative ICT learning space accessible to students at all times

### Year 3
**Programs integrated into Teaching Practice**
- Test all Year 7-9 students in reading
- Continue to analyse VCE data to inform practice
- Continue implementation of Literacy and Numeracy intervention programs

### Year 4
**Review, Evaluate and Recommend**
- Finalise programs and evaluate to establish recommendations for next strategic plan.
- Test all Year 7-9 students in reading

### Results
- Students reading more
- Improved student Literacy and Numeracy data
- ICT learning space developed
- Victorian Curriculum implemented in 2017 including Digital Technologies
- Students and staff using library space for STEM type activities
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 transitions through school and beyond into further education and work.

**Goals**

To improve student engagement with teaching and learning

**Targets**

- Reduce student absence
- Improve classroom behaviour
- Improve student connectedness
- Improve student work ethic and engagement in learning

**Key improvement strategies**

To increase opportunities for student voice and leadership

To raise student expectations and aspirations and ensure they are engaged in challenging learning.

### Mean Factor Score

<table>
<thead>
<tr>
<th>Secondary Order Factor</th>
<th>Factor Name</th>
<th>School</th>
<th>State</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Relationships</td>
<td>Classroom Behaviour</td>
<td>2.70</td>
<td>2.72</td>
<td>2.64</td>
</tr>
<tr>
<td></td>
<td>School Connectedness</td>
<td>3.51</td>
<td>3.39</td>
<td>3.47</td>
</tr>
</tbody>
</table>

### Student Absences - Days per Full Time Equivalent by Year Level

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>State</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>24.64</td>
<td>22.30</td>
<td>19.02</td>
</tr>
<tr>
<td>2016</td>
<td>28.20</td>
<td>22.28</td>
<td>18.20</td>
</tr>
<tr>
<td>2018</td>
<td>17.11</td>
<td>16.27</td>
<td>18.38</td>
</tr>
<tr>
<td>2019</td>
<td>23.70</td>
<td>21.68</td>
<td>19.42</td>
</tr>
<tr>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Actions</strong></td>
<td><strong>Success criteria</strong></td>
<td><strong>Actions</strong></td>
<td><strong>Success criteria</strong></td>
</tr>
</tbody>
</table>
| - Implement programs that cultivate an environment that enables student communication/choice, student voice, leadership and high expectations and aspirations Increase student leadership opportunities  
- Implement Achieving Excellence club  
- Build the capacity of student leaders | - Some Student Leadership programs implemented  
- Minimum of 3 explicit PBS lessons delivered each term  
- Improved student attendance | - Continue to build student leadership program and document it.  
- Further build on the Achieving Excellence Club  
- Continue to build on and formalise the 7-10 enrichment program  
- Target at risk students to ensure they have strong realistic MIPs plans  
- Continue to promote work placement and work experience opportunities  
- Continue to promote School Based Apprenticeships  
- University visitation program internal and external | - Additional Leadership components implemented  
- Minimum of 3 explicit PBS lessons delivered each term  
- Improved student connectedness data  
- Increased students participating in Excellence Club  
- Improved student attendance | - Embed the 7-10 enrichment program within the house system Promote work placement and work experience opportunities  
- Promote School Based Apprenticeships  
- University visitation program internal and external  
- Continue to build student leadership program  
- Further build on the Achieving Excellence Club  
- Continue to build on and formalise the 7-10 enrichment program | - Minimum of 3 explicit PBS lessons delivered each term  
- Improved student connectedness data  
- Decrease in unknown student destination data  
- Improved student attendance | - Finalise programs and evaluate to establish recommendations for next strategic plan. | - Minimum of 3 explicit PBS lessons delivered each term  
- Improved student connectedness data  
- Decrease in unknown student destination data  
- Improved student attendance |
## 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.

### Goals

To improve wellbeing outcomes for students.

### Targets

- Increased school connectedness as per SATSS
- Improved Classroom behaviour as per SATSS

### Key improvement strategies

- To embed positive student behaviour and resilience within the college.
- To improve classroom behaviour
- To embed the college vision and values in all school activity.

<table>
<thead>
<tr>
<th>Secondary Order Factor</th>
<th>Factor Name</th>
<th>School</th>
<th>State</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom Behaviour</td>
<td>2.79</td>
<td>2.72</td>
<td>2.64</td>
</tr>
<tr>
<td></td>
<td>School Connectedness</td>
<td>3.51</td>
<td>3.39</td>
<td>3.47</td>
</tr>
</tbody>
</table>

### Actions

#### Year 1

- Develop a positive school environment using PBS framework and recognition system and restorative practices
- Development and implementation of explicit PBS lessons
- Include student voice in implementation of PBS
- Build the capacity of teachers in classroom management and challenging students
- Establish what high expectations look like at each year level
- Establish and advertise non negotiables
- Develop a homework policy from Year 7-12

#### Year 2

- Develop a culture of high aspirations and excellence across the college
- Implement strategies to support homework policy
- Develop a work completion and promotions policies
- Continue staff training in student management
- Analysis of impact of PBS implementation

#### Year 3

- PBS focus on high aspirations
- Implement strategies to support work completion policy
- Continue to imbed homework program

#### Year 4

- Finalise programs and evaluate to establish recommendations for next strategic plan.

### Success Criteria

- Staff experts trained in restorative practices
- Develop minor, major and consequences agreement
- Completed 3 tier structure
- Staff handbook section on PBS
- Improved opinion data on classroom behaviour
- Improved opinion data on learning confidence
- Homework policy
- Improved opinion data on classroom behaviour
- Work Completion policy
- Improved opinion data on learning confidence
- Improved opinion data on classroom behaviour
- Improved opinion data on learning confidence
- Improved opinion data on classroom behaviour
**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.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Key improvement strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To optimize community, leadership and teacher capacity in the college</td>
<td>• To optimize community, leadership and teacher capacity in the college</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targets</th>
<th></th>
</tr>
</thead>
</table>
| • Develop and implement a marketing plan  
Increase the number of community partnerships  
Improved Leadership team capacity  
2% of student destination unknown | • To increase retention |

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
</table>
| • Implement a leadership structure consistent with the key strategic directions in the college  
Build the capacity of the Leadership team  
Develop Community links and build strong communications and partnerships  
Implement transition programs  
Document processes for collecting exit data  
Develop marketing and promotions plan  
Provide relevant professional learning consistent with the key strategic directions in the college. | • Continue to build the capacity of the Leadership team with whole team PD program  
Continue to build marketing and promotions strategies  
Focus on student exit data | • Continue Marketing plan implementation  
Leadership team build the leadership capacity of other staff | • Finalise programs and evaluate to establish recommendations for next strategic plan. |

<table>
<thead>
<tr>
<th>Actions</th>
<th>Success criteria</th>
</tr>
</thead>
</table>
| • Year 1  
Implement a leadership structure consistent with the key strategic directions in the college  
Build the capacity of the Leadership team  
Develop Community links and build strong communications and partnerships  
Implement transition programs  
Document processes for collecting exit data  
Develop marketing and promotions plan  
Provide relevant professional learning consistent with the key strategic directions in the college.  
Leading teachers undertaking work as per action plans  
Documented transition program  
All staff following exit processes  
Marketing Plan Documented  
Incorporated into College PD plan |