School Strategic Plan

2016-2019

Swan Hill College
01-8802

SWAN HILL COLLEGE

Endorsement

Endorsement by School Principal	Signed.... *J. Robertson* Name.... JULIE ROBERTSON Date.... 15-2-2016
Endorsement by School Council	Signed.... *[signature]* Name.... PAUL SMITH Date.... 15. 02. 2016 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed.... *G. Scoberg* Name.... GRAEME SCOBERG Date.... 14-02-2016

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.

Purpose	Swan Hill College is a Supportive Community, Promoting Life Long Learning. We value: • students realising their potential through commitment to Learning We believe • All students can learn and Teachers make a difference At Swan Hill College • Teachers know their students • Teachers know their content • Teachers use an Instructional Framework to ensure all students progress

Values	Swan Hill College Achieves Excellence through Respect, Responsibility, Belonging and High Expectations.
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		Key improvement strategies
Goals	Improve the literacy and numeracy results of all students Year 7-12 Improve the median VCE study score	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.
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	

		Percentage of Students		
	Year	Low	Medium	High
Reading	2013	33.1%	43.5%	23.4%
	2014	31.5%	49.1%	19.4%
	2015	25.9%	51.8%	22.3%
	2019	24%	50%	26%
Writing	2013	35.2%	39.3%	25.4%
	2014	42.6%	40.7%	16.7%
	2015	30.3%	51.4%	18.3%
	2019	24%	50%	26%

• AusVELs levels to be at State levels for all domains by 2019

	Actions	**Success criteria**
Year 1	• Build the capacity of English Teachers in teaching reading and writing by running a professional development program for all English teachers	• PLT groups embedding English strategies into course documents
Build Capacity of staff and establish programs	• Implementation of a reading program at Year 7 and 8 • PAT Test all Year 7-9students in reading and make recommendation for future assessment schedule. • Guest speakers and staff role modelling reading best practice • Research testing models	• All students tested and data analysed • Students reading more
	• Implementation of college literacy intervention programs including EAL, D & I and Koorie programs, ensuring appropriate testing is completed and teaching strategies are implemented	• At risk students identified • Intervention Programs identified and resourced

	• Provide Professional Development to increase teacher capacity to implement our Teaching Framework with a focus on
	   ○ Engagement
	   ○ Differentiated lessons
	   ○ Feedback
	• Develop assessment policy and ensure consistency of teacher judgements
	• Implement a process to use data to identify students at risk, in all aspects
	• Develop staff ownership and understanding in the use of VCE data service to inform their practice
	• Build staff understanding of available data and its implication for individual teachers and at a whole school level
	• Develop staff understanding of ZPD and how to use data
		• Increased teacher capacity to implement our Teaching Framework
		• 100% parents using Daymap portal
		
		• Teacher judgements consistent with external data.
		
		• Assessment tasks on Daymap
		
		• Collation and analysis of data

	• Documentation of an engaging differentiated curriculum on Daymap • Mentor Learning Leaders to build the capacity of their teams to develop differentiated curriculum	• 100% of Courses are documented on Daymap
	• Implementation of 21st Century learning strategies • Develop a whole school professional learning program which targets resources to priorities • Plan an innovative ICT learning space accessible to students at all times	

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 o 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	• 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
Year 3 **Programs** **integrated into** **Teaching Practice**	• Test all Year 7-9students in reading • Continue to analyse VCE data to inform practice • Continue implementation of Literacy and Numeracy intervention programs	• Students reading more • Improved student Literacy and Numeracy data
Year 4 **Review, Evaluate** **and Recommend**	• Finalise programs and evaluate to establish recommendations for next strategic plan. • Test all Year 7-9students in reading	• Students reading more • Improved student Literacy and Numeracy data

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.

Key improvement strategies

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

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								
		School			State			Region		
Secondary Order Factor	Factor Name	2013	2014	2015	2013	2014	2015	2013	2014	2015
Student Relationships	Classroom Behaviour	2.79	2.72	2.64	3.02	3.05	3.07	2.96	3.02	3.00
	School Connectedness	3.51	3.39	3.47	3.60	3.60	3.62	3.58	3.58	3.60

Student Absences - Days per Full Time Equivalent by Year Level

	School			State			School
	2013	2014	2015	2013	2014	2015	2019
Year 7	20.07	16.94	19.23	15.71	16.63	16.20	18
Year 8	24.64	22.30	19.02	19.26	20.09	20.23	20
Year 9	27.39	26.11	22.25	21.62	22.05	21.36	21
Year 10	28.20	22.28	18.20	19.70	20.08	19.91	20
Year 11	21.67	22.33	19.47	16.14	17.39	18.23	18
Year 12	17.11	16.27	18.38	14.50	15.06	16.36	17
Year 7 - Year 12	23.79	21.68	19.42	18.09	18.80	18.86	19

	Actions	Success criteria
Year 1	• 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
	• Lead the introduction of an enrichment program 7-10	• Increased student connectedness
	• Maximise post school options by providing pathways advice that gives students every opportunity to achieve their potential • Promote work placement and work experience opportunities • Promote School Based Apprenticeships • University visitation program internal and external	• Reduce unknown destinations in exit data • Reporting of student assessment on VASS and VETTrack
	• Work with Learning Leaders to map Careers Framework to KLA's	• Documented framework
Year 2	• 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
Year 3	• 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
Year 4	• 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.

Key improvement strategies

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.

Secondary Order Factor	Factor Name	School 2013	School 2014	School 2015	State 2013	State 2014	State 2015	Region 2013	Region 2014	Region 2015
		Mean Factor Score								
Student Relationships	Classroom Behaviour	2.79	2.72	2.64	3.02	3.05	3.07	2.96	3.02	3.00
	School Connectedness	3.51	3.39	3.47	3.60	3.60	3.62	3.58	3.58	3.60

	Actions	Success Criteria
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	• Staff experts trained in restorative practices • Develop minor, major and consequences agreement • Completed 3 tier structure • Staff handbook section on 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	• Improved opinion data on classroom behaviour • Improved opinion data on learning confidence
	• Develop a homework policy from Year 7-12	• Homework policy
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	• Improved opinion data on learning confidence • Improved opinion data on classroom behaviour • Work Completion policy
Year 3	• PBS focus on high aspirations • Implement strategies to support work completion policy • Continue to imbed homework program	• Improved opinion data on learning confidence • Improved opinion data on classroom behaviour
Year 4	• Finalise programs and evaluate to establish recommendations for next strategic plan.	• 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.

Key improvement strategies

Goals	• To optimize community, leadership and teacher capacity in the college	• To optimize community, leadership and teacher capacity in the college • To increase retention
Targets	• Develop and implement a marketing plan Increase the number of community partnerships • Improved Leadership team capacity • 2% of student destination unknown	
	• Actions	• Success criteria •
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	• Leading teachers undertaking work as per action plans
	• Implement transition programs • Document processes for collecting exit data	• Documented transition program • All staff following exit processes
	• Develop marketing and promotions plan	• Marketing Plan Documented
	• Provide relevant professional learning consistent with the key strategic directions in the college.	• Incorporated into College PD plan
Year 2	• 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	• Reduction in unknown destinations of students
Year 3	• Continue Marketing plan implementation • Leadership team build the leadership capacity of other staff	•
Year 4	• Finalise programs and evaluate to establish recommendations for next strategic plan.	• Increased retention and enrolments.