School Strategic Plan 2020-2024

Swan Hill College (8802)

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School vision	Swan Hill Colleges vision is to encourage staff and students to "Achieve Excellence Together". At Swan Hill College our mission is to provide a "supportive community which encourages life long learning."

School values	At Swan Hill College value Respect, Responsibility, Belonging and High Expectations.
	  - We will respect all people, places and property in the school and the wider community
	  - We take responsibility for our actions and model expected behaviours.
	  - We model Belonging by creating a safe environment and by being inclusive to all.
	  - We model High Expectations by aiming high and challenging ourselves.

Context challenges	The Review Panel found that the instability of leadership over the previous SSP was a barrier to the impact on the level of importance of the implementation of PBS as a priority. This was evident as it was at the end of the SSP that this was fully implemented. Alongside this was that some staff were still developing confidence in managing behaviours in classrooms, beside the introduction of PBS to maintain a consistent approach in implementing college policies. The Panel also found that the level of transitional students that impacted on attendance data was identified as a barrier to achieving the student attendance target.
Intent, rationale and focus	The Panel recommended further development for improvement in Literacy and Numeracy in the next SSP period. The Panel also thought that developing the capacity of teachers to accurately assess student achievement and growth should be incorporated into future planning. It was noted that NAPLAN and Teacher Judgement data was not consistent during the previous Strategic Plan. It was decided that we would endeavour to increase our high benchmark growth between Years 7 and 9 for NAPLAN and to increase the proportion of Years 7 to 10 students achieving above the expected level according to teacher judgements of the Victorian Curriculum. With regard to VCE the Panel identified a need to improve VCE results in English and Further Mathematics. These goals will be achieved over the next four years through our Professional Learning Communities which will focus on improving teaching practices throughout all subject areas. We will also focus on the literacy teaching in the school through intensive professional development of

our English and Humanities staff. We will continue to add additional staff to reading classes at Years 7 and 8. A range of literacy programs will be in place for students in Years 7 to 10 including STEPS, HoLS, Junior Literacy and MYLNS. These programs will be allocated resources through Equity and MYLNS funding. At Swan Hill College our Curriculum team will work towards building consistency with assessment and moderation of school work.

Panel members observed students engaging with tasks in classrooms however, student input into goal setting and developing strategies to achieve goals was not clear, therefore the Panel recommended that a goal about increasing students' responsibility for their own learning should be included in the next Strategic Plan. Our Professional Learning Communities will focus on getting the most out of classroom time for both students and staff. Over the next four years we will build on our educators' skills to enable them to be more efficient classroom practitioners through the use of our Learning Framework. Sub schools and Year Level Managers will work towards increasing attendance through the implementation of our newly developed attendance policy. At Swan Hill College we will focus on building student pathways usinga range of programs implemented through our Careers Department programs including Morrisby Testing, Subject Selection and Individual Pathways for students.

Students, staff and parents communicated to the Panel positively about the development of the College culture, but indicated more universal ownership and demonstration of values could be established. The Panel recognised the College's progress in developing a positive culture and recommended that a goal to consolidate this should be included in the next Strategic Plan. PBS will be a major driver to continue to improve the culture at Swan Hill College. In this SSP we will move into dealing with Tier 2 and 3 behaviours using PBS as the foundation for the responses to these behaviours. Wellbeing at Swan Hill College will focus on building students' resilience and respect for others through a series of proactive programs which will be implemented by our Wellbeing team. Wellbeing will also build on the Individual Learning Programs for "At Risk" and vulnerable students. We will also use our learning management system (DayMap) to build on our communication with parents to increase involvement in their students' education.

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Goal 1	To improve Literacy and Numeracy outcomes for all students
Target 1.1	Increase the number of students in the NAPLAN high benchmark growth: • Years 7 – 9 Reading from 23 per cent (2019) to 27 per cent (2023) • Years 7 – 9 Writing from 19 per cent (2019) to 25 per cent (2023) • Years 7 – 9 Numeracy from 14 per cent (2019) to 20 per cent (2023)
Target 1.2	Increase the proportion of students achieving above the expected level in the Victorian Curriculum from Years 7 - 10: • Reading and Viewing from 23 per cent (2019) to 27 per cent (2023) • Writing from 20 per cent (2019) to 25 per cent (2023) • Number and Algebra from 7 per cent (2019) to 20 per cent (2023)
Target 1.3	VCE Mean Study Scores: • Increase the VCE English mean study score from 25.68 (2019) to 28 (2023) • Increase the VCE Further Mathematics mean study score from 24.57 (2019) to 28 (2023)
Target 1.4	To increase the proportion of students who have completed Intermediate VCAL from 54 per cent (2019) to 65 per cent (2023).

Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	To build upon teacher capacity to use evidence based strategies to enhance student learning
Key Improvement Strategy 1.b Evaluating impact on learning	To enhance teacher capacity to consistently use a range of data and assessment strategies to differentiate instruction at the students' point of need
Key Improvement Strategy 1.c Building practice excellence	To consolidate the Instructional Model, ensuring that consistency and more effective pedagogical practices occur
Goal 2	To strengthen students' engagement in learning and connectedness to school and peers
Target 2.1	By 2023, the percentage of Years 7 - 12 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase: • in the Effective Teaching Practice for Cognitive Engagement domain; • Effective Teaching Time factor from 53 per cent (2019) to 60 per cent • Stimulated Learning factor from 48 per cent (2019) to 58 per cent • in the Learner Characteristics and Disposition domain; • Self-regulation and goal setting factor from 53 per cent (2019) to 60 per cent • High Expectations for Success factor from 64 per cent (2019) to 72per cent
Target 2.2	By 2023, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase: • in the Student Cognitive Engagement domain; • Student motivation and support factor from 54 per cent in 2019 to 64 per cent • Effective Teaching factor from 60 per cent in 2019 to 70 per cent

Target 2.3	By 2023, the percentage of 20+ days of absence for the following cohort will decrease: • Year 7 students from 39 per cent in 2019 to at or below 35 per cent
Key Improvement Strategy 2.a Empowering students and building school pride	To strengthen students' understanding of their own learning to ensure students are engaged in appropriately challenging learning
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	To instill high expectations in order to maximise student success
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	To embed a culture of reflection and feedback to inform classroom practice
Goal 3	To Improve student resilience and wellbeing.
Target 3.1	By 2023, the percentage of Years 9 - 12 students reporting positive endorsement to the AtoSS measures will increase: • in the Effective Teaching Practice for Cognitive Engagement domain; • Classroom Behaviour factor from 50 per cent (2019) to 60 per cent. • in the Learner Characteristics and disposition domain; • Resilience factor from 50 per cent (2019) to 60 per cent. • in the Student Safety domain; • Respect for Diversity factor from 38 per cent (2019) to 50 per cent. • Advocate at School factor from 58 per cent (2019) to 68 per cent.

Target 3.2	By 2023, the percentage of parents reporting positive endorsement to the POS measures will increase:
	
	- in the Student Development domain;
	
	    • Confidence and Resiliency skills from 70 per cent (2019) to 80 per cent.
	
	- in the Safety domain;
	
	    • Respect for Diversity from 77 per cent (2019) to 85 per cent.

Key Improvement Strategy 3.a Health and wellbeing	To embed PBS across the school community
Key Improvement Strategy 3.b Health and wellbeing	To enhance the health, wellbeing and inclusion of all students
Key Improvement Strategy 3.c Empowering students and building school pride	To embed a culture of high expectations and respectful relationships for all staff and students