



Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: [Judi Benney] November 24, 2016[name] [date][name] [date]
School Council President [Michael Grogan][name] [date][name] [date]
Delegate of the Secretary: [Graham Stevenson][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>The College's vision is to create a safe, supportive and well-disciplined environment where every student is guided to achieve to the best of their ability.</p>	<p>Our values are exemplified in our promise to the community: Leadership Excellence Acceptance Respect Now! (LEARN!@WRSC), and explicitly reflect our commitment to:</p> <p>Leadership– encouraging students to see themselves as self-motivated, independent leaders in all aspects of their lives. Excellence- inspiring all members of the college community to pursue excellence and take responsibility for learning and achieving their full potential. Acceptance- all members of the college community valuing diversity as a strength and cultivating an openness of mind and the skills to solve new problems. Acceptance also builds on encouraging a safe, orderly learning environment based around positive relationships. Respect- all members of the college community cultivating mutual respect, responsibility, integrity and respect for learning.</p>	<p>Challenges surrounding the merger of the school in 2011 still pervade with buildings not appropriate for contemporary pedagogy. The school received \$10 million of funding for capital works in 2015, and building will commence for new modern education spaces for students in February 2017. This will be a challenge for staff as they prepare for new flexible teaching spaces and more collaborative learning.</p> <p>The school has experienced slight enrolment decline in the past few years, and was impacted upon by the opening of Coburg Junior High School nearby.</p> <p>The demographic of the community is one that is culturally and linguistically diverse, with a large proportion of students coming from non-English speaking backgrounds. As a result, improved literacy outcomes are vital and the current Effective Reading program will need to be redeveloped to achieve greater growth in this area. Student Voice has been highlighted as a need for future growth.</p> <p>Continuing to develop teacher confidence and capacity in the development and delivery of a high-quality and well documented curriculum will be central to our improvement measures. This also requires strong, well-informed leadership across the school, and the continuance and further development of the coaching of leaders.</p>	<p>Our focus will continue to be on improving the outcomes of all students in our college, irrespective of their starting level. We intend to focus on a growth model, to build the confidence of the student and the teacher in the improvement process.</p> <p>We acknowledge that to do so is complex, and influenced by a range of factors, including student well-being and engagement in their learning.</p> <p>To achieve this the focus of the Strategic Plan over the next four years will be around:</p> <ul style="list-style-type: none"> - Building practice excellence - Curriculum planning and assessment - Empowering students and building school pride.



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)
By the end of the four year cycle individual learning growth of students across all areas of the curriculum across all year levels will have been optimized.	Curriculum planning and assessment Building practice excellence	<ul style="list-style-type: none"> Develop a fully documented school curriculum content that: <ul style="list-style-type: none"> → is aligned with the Victorian Curriculum and VCE and VCAL study designs → is documented in sufficient detail to ensure it informs consistent and guaranteed teacher and team planning → can be covered in sufficient depth within available teaching and learning time. Establish agreed assessment practices and develop monitoring and accountability processes for these. Develop and embed the whole school explicit instructional model that includes agreed pedagogical approaches for Literacy and numeracy. Further build individual teacher and Professional Learning Teams (PLTs) knowledge of what constitutes differentiation. Improve teacher capacity to differentiate curriculum and teaching and learning practices based on analysis of data and evidence to ensure challenge and progress for every student. Develop the leadership capacity to lead the instructional practice. 	<p>NAPLAN Relative Growth (for example: in the medium to high growth bands across all domains increases each year so that 80 per cent of students are achieving in the medium to high growth bands by 2020).</p> <p>Teacher judgment data in Years 7–10: Increase percentages of students above expected levels; ensure one year's growth for each student.</p> <p>VCE data: The percentage of students achieving at or above expected levels in relation to the General Achievement Test (GAT) is at or above 85 per cent</p> <p>The whole-school percentage endorsement of Guaranteed and Viable Curriculum and Teacher Collaboration, in the School Climate module of the SO Survey, to reach 90 per cent by 2020.</p>
By the end of the four year cycle, the school will have embedded a culture which seeks and respond to student voice to provide maximum opportunities for engagement in relation to all elements of student school experience as seen through the eyes of the learner.	Empowering students and building school pride	<ul style="list-style-type: none"> Review and amend the current school developmental behaviour model consistent with research and the unique character of the school model. Review the assessment practices to enable student self assessment, peer assessment and student involvement in reporting procedures. Embed the school's values into all aspects of the student's experience. Develop methods to enable students in each classroom to provide feedback to their teacher on their learning and on the teaching. Investigate and implement curricular and co-curricular programs that will engage students and improve their connectedness with the school. Investigate and implement strategies to improve the outcomes for girls within the school. 	School means for the ATS Survey measures of Student Safety, Student Distress, Student Motivation and Stimulating Learning to improve steadily, reaching the fourth quartile by 2020.
By the end of the four year cycle, teacher and leadership practice to enhance the effectiveness of the school as a professional learning community will have improved as measured by the Staff Opinion Survey	Building practice excellence	<ul style="list-style-type: none"> Build instructional and shared leadership capacity through leadership visibility, coaching and giving more accurate and regular feedback Develop the knowledge and capabilities of emerging leaders to empower them to contribute their full potential to school improvement efforts Create a safe environment for staff to develop their practice with others. 	Principal/Teacher percentage endorsement of Instructional Leadership and Visibility on the School Leadership Module of the SO Survey to reach 80 per cent and 70 per cent respectively by 2020.

