

School Strategic Plan 2018-2022

Scoresby Secondary College (8307)



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Secondary
College**

Inspiring brilliance

Submitted for review by Gail Major (School Principal) on 29 November, 2018 at 08:32 AM

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School vision	<p>Our Vision Scoresby Secondary College's vision is to be the College of choice and to be respected by parents, community, tertiary providers and employers</p> <p>Our Purpose Scoresby Secondary College's core purpose is to provide a safe, supportive and challenging learning environment that focusses on nurturing the whole person in order to develop active and self-aware contributors to our global community.</p>
School values	<p>Our Values Underpinning our purpose is our strong desire for community connectedness and our genuine care for students' personal growth. These are embodied in our College values of I.N.S.P.I.R.E</p> <p>Integrity Nurture Success Pride Innovation Respect Excellence</p> <p>Inspiring brilliance Every child has a gift, a particular skill, a special something that can make a difference – to their own lives, to the lives of those around them and to the future of our world. And every child has the potential and the opportunity to be their brilliant best.</p> <p>At Scoresby Secondary College, we believe in providing a learning environment that appreciates and nurtures each and every child's individual brilliance and inspires them to make a difference in our global community. The symbolism of the coloured star without a defined border is in recognition that we do not want to limit our student's opportunities to develop to their individual brilliance. Inspiring confidence</p> <p>At Scoresby Secondary College, we're about inspiring confidence.</p>

	<p>Inspiring confidence in our parents Our parents knowing that their child is safe, happy and nurtured as a whole person</p> <p>Inspiring confidence in our community Our community knowing that we are building confident and capable citizens.</p> <p>Inspiring confidence in our tertiary providers and employers Tertiary providers and employers knowing that our students have the best foundations for life ahead.</p> <p>And most importantly, inspiring confidence in our students Our students confident to be the best they can be and make a difference in our global community.</p> <p>Learning & Teaching Values The following three values are essential to drive our commitment to our learning and teaching programs Our learning and teaching will be</p> <ul style="list-style-type: none"> • Responsive to globalisation, latest research and innovation • Relevant for the acquisition of skills, knowledge and attributes for the future • Rigorous to meet high expectations
<p>Context challenges</p>	<p>Scoresby Secondary College is a Year 7–12 coeducational school located in the City of Knox in the south-eastern suburbs of Melbourne approximately 35 kilometres from the Melbourne Central Business District. The school was founded in 1975. The College has an enrolment of close to 260 which is expected to rise significantly over the next few years.</p> <p>In 2017 the College commenced their International Students Program. This together with the changing demographics within the local community have moved the College from one which was predominantly Anglo-Saxon to the inclusion of a range of different nationalities and backgrounds, adding diversity and greater opportunities for cultural awareness.</p> <p>The College is structured around two sub schools with each sub school established to meet the age specific needs for the different stages of their journey from early adolescence into adulthood. Junior School (Years 7,8,9) Senior School (Years 10,11, 12). A strong Code of Conduct provides for a safe and orderly environment. The College sets high expectations and promotes active participation in learning with a belief that all students can develop and achieve success across a range of curricular and co-curricular activities. It is the setting of high expectations that the College believes empowers students to aim for their personal best and take on responsibility for their own behaviour and learning.</p>

	<p>The College provides an approved curriculum framework based upon the Victorian Curriculum differentiated to meet student needs with core studies in English, Mathematics, Science, Humanities, Chinese (Mandarin), Physical Education, Arts, Music, and Technology in the Junior School. In Senior School, students have an opportunity to specialise and make guided choices through an extensive careers and pathways program. Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) are both available. Vocational Education and Training (VET) subjects are available on and off site. The extra-curricular program includes an exceptional voice and instrumental program, performing arts production, camps and overseas sister school tours, student leadership and advocacy opportunities and sport.</p> <p>The College boasts a mix of traditional and purposeful teaching and learning spaces, separate Junior and Senior School facilities, Senior School study centre, music and drama studios, resource and careers centre, science and computer laboratories, multipurpose student centre extensive playing fields, including a four court synthetic surface, gymnasium and landscaped grounds.</p> <p>The College prides itself on the establishment of partnerships with business, industry and tertiary education providers, providing authentic learning experiences for student learning and greater opportunities for student pathways and transitions. The majority of the College's graduates are successful in obtaining places in tertiary studies after completing Year 12.</p>
<p>Intent, rationale and focus</p>	<p>The future focus for the period of this strategic plan will be on improving the learning outcomes and growth for every student. This includes the further embedding of the college's instructional framework and improvement processes. Associated with this the enhancement of collaborative approaches to data analysis and high-quality teaching practices. These are aimed at assisting staff to better coordinate and target strategies and activities to challenge every student to improve their learning.</p> <p>The intent is to also to improve student engagement in their learning. By developing and embedding a greater understanding of empowering students as learners, then student engagement and learning outcomes will improve.</p> <p>Transforming the College to become the College of Choice will be a four year priority. By building on the solid foundations established within the previous strategic plan period over the four year it will facilitate the embedding of a sustainable future for the College and community. The first two years will consolidate the key elements for excellence in teaching and learning by building teacher practice, continuous feedback and reflection and curriculum mapping processes, building of leadership teams, establishing a growth mindset and further development of student voice to student advocacy. The identification of future areas for continuous improvement using data informed decision making will frame the timing for the extension of community engagement in learning.</p>

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Goal 1	To improve the achievement and leaning growth of all students.
Target 1.1	By 2022 the percentages of high relative growth years 7-9 in reading will increase (from 17% in 2017 to 30%), writing (from 24% to 30%), and maintain numeracy (35% in 2017). The percentages of low growth in each domain to decrease to 15%.
Target 1.2	By 2022, the VCE mean study scores to increase each year to 28 or more (Benchmark 25).
Target 1.3	By 2022 the percentages of positive responses in the staff survey will increase for collective efficacy (from 60% to 77%), academic emphasis (from 62% to 75%), guaranteed and viable curriculum (from 65% to 80%), and understanding how to analyse data (to 80%)
Target 1.4	By 2022 the percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for effective teaching practice for differentiated learning challenge (from 50% to 70%),high expectations for success (50% to 70%) student motivation and interest (from 30% to 70%), and for sense of confidence (from 22% to 70%).
Key Improvement Strategy 1.a Building practice excellence	Embed the instructional framework for practice excellence (BPE)
Key Improvement Strategy 1.b	Develop staff capacity to utilise data to inform practice to teach to a student's point of learning (CPA)

Curriculum planning and assessment	
Key Improvement Strategy 1.c Instructional and shared leadership	Build the capabilities of all staff as leaders of and in learning (ISL).
Goal 2	To improve student engagement, voice and advocacy, inspiring students to be empowered learners.
Target 2.1	By 2022 the percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for teacher concern (from 65% to 75%), stimulated learning (from 55% to 60%), for learning confidence (from 22% to 70%) and student voice and agency (from 70% to 80%).
Target 2.2	By 2022 the percentages of positive responses in the parent survey will increase for parent participation and involvement (from 70% to 80%), student motivation and support (from 48% to 70%) and for student agency and voice (from 65% to 75%) Improve the percentages of attendance at academic-based events such as parent-teacher-student conferences to 75% or above
Target 2.3	By 2022 increase the positive response percentages on the ACER Student Voice and Advocacy survey using the 2019 data as the baseline data.
Target 2.4	By 2022 decrease the average absence rate from the 2014 – 2018 average of 24 days to 15 days
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Embed a culture of authentic learning within the school community (IES)

Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build student capacity to be active contributors to their own learning. (ES)
Key Improvement Strategy 2.c Networks with schools, services and agencies	Further develop partnerships with support agencies, health professionals and families to support student's with long term absences
Goal 3	To build leadership capacity to create high performing teams for whole school improvement
Target 3.1	By 2022 the team performance metric will be above 80% for adherence to team protocols, agreed behaviours and high performing team indicators
Target 3.2	By 2022 35% of staff will have participated in targeted leadership programs through Bastow Institute, ACEL, DET or other accredited leadership training including coaching and 80% of staff will have undertaking training as teacher leaders
Target 3.3	Staff opinion survey indicators for leading change, visibility and instructional leadership will average equal to or higher than than 70% over the four year period
Key Improvement Strategy 3.a Building leadership teams	Invest in targeted leadership development and staff professional learning to build high performing teams and to facilitate knowledge and skills transfer for succession training

<p>Key Improvement Strategy 3.b Building leadership teams</p>	<p>Review leadership structures, roles and responsibilities to a distributed leadership model to drive the goals and priorities for the next four years</p>
<p>Key Improvement Strategy 3.c Instructional and shared leadership</p>	<p>School leaders to be developed to lead teaching and learning, demonstrate high levels of pedagogical knowledge and skill, align instructional and curriculum planning with the goals of the school and integrate continuous evaluation and improvement of practice with performance and development processes.</p>