

Strategic Plan for Staughton College 7247 2014 - 2017



Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

Purpose	
	Our aim is to educate young people for a different kind of future. The world is changing and we want our students to understand the environment in which they will work and to play an active role in shaping it. Our graduates will have high level skills in communication, teamwork, problem solving, perseverance and the use of technology
Values	
	The College has a strong commitment to maintaining our positive image in the local community. We set high performance expectations for students, parents and staff as enshrined in our motto <i>try. persevere. achieve</i> . The College is committed to the continuous improvement of outcomes for all our students. We recognise effective schools are characterised by high quality learning and that the most effective way to deliver improved student outcomes is for teachers to work together to improve their classroom practice. We offer a personal learning environment which is ideal for engaging students' interest. This is underpinned by rules and consequences strictly enforced and understood by all.
Environmental Context	
	At Staughton College our aim is to educate young people for their future. We want our students to understand the environment in which they will work and play an active role in shaping it. High academic expectations are set for students, parents and staff, underpinned by our motto: Try, Persevere and Achieve. The College has experienced rapid growth over the past four years with enrolments increasing to 1000 in 2012. Students are supported by 102 equivalent full time staff comprising: 3 Principal Class, 75 Teachers and 33 Education Support Staff. At Staughton College we are strategic in our thinking, planning and implementation of curriculum programs to ensure delivery of pathways for all students. We have a consistent and coherent whole-school approach to how we teach and ensure all students have access to a guaranteed and viable curriculum. Our teaching staff use data to track and improve all students learning. Staughton College is an accredited Select Entry Accelerated Learning (SEAL) school, delivering specialised pathways for highly able students. The College has excellent facilities including bright classrooms with excellent access to ICT, a 50-seat restaurant, 300-seat auditorium and a 4-room, state-of-the-art learning space
Service Standards	.
	At Staughton College we abide by all DEECD and relevant ministerial orders creating a workplace and environment that is future focused safe and open for students, parents staff and the wider community

Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To improve student achievement in years 7-12</p>	<p>NAPLAN: To have a 0.8 or more effect size in NAPLAN reading and numeracy between years 7 – 9</p> <p>VCE: Allstudy mean score to be at or above 28.0 Scores of 40 or above to be at least 5%</p>	<p>Teachers working collaboratively, using a school wide agreed pedagogy, to monitor and improve student learning including teaching students to be effective learners</p> <p>Build the capacity of teachers and students in relation to acheiving higher levels of VCE performance</p> <p>Build the capacity of teachers and students in using effective literacy and numeracy strategies</p>
<p>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</p>	<p>To have a high level of student engagement where students maximise their continuing education and training options, through a strong sense of connectedness to school, their peers and their teachers</p>	<p>Survey results (see below)</p> <p>Year 12 completion: 100% of VCE students successfully gain their VCE</p> <p>VCAL and VET completion: 100% of students undertaking VCAL or VET achieve satisfactory completion (excluding students who take up apprenticeships or traineeships).</p> <p>Tertiary education, training or full-time employment: 100% of students have a successful pathway on leaving secondary school into a tertiary education and training or full-time employment.</p> <p>Pathways into further education and training:</p>	<p>Implement programs and processes designed to improve the spread of student leadership skills across the College.</p> <p>Whole school teams and students work to improve communication and therefore engagement across the school community</p> <p>Assist students to make connections between careers/work options and education and training requirements.</p>

<p>school and beyond into further education and work.</p>		<p>At least 70% students continue into tertiary education or training upon exiting year 12</p>																											
<p>Wellbeing</p> <p>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.</p>	<p>To have a high level of student wellbeing where students feel welcome, safe, and encouraged to succeed in their learning.</p>	<p>Positive Behaviour No more than 4 students are sent through the buddy system each day</p> <p>Attendance: The average absence rates per student to be no more than 15</p> <p>Staff Survey Staff survey baseline with new survey</p> <p>Attitudes to School Survey (ATSc):</p> <table border="1" data-bbox="981 826 1637 1061"> <thead> <tr> <th>Variable</th> <th></th> </tr> </thead> <tbody> <tr> <td>Student Morale</td> <td>4.75 out of 7</td> </tr> <tr> <td>Connectedness to Peers</td> <td>4.00 out of 5</td> </tr> <tr> <td>Student Safety</td> <td>4.15 out of 5</td> </tr> <tr> <td>School Connectedness</td> <td>3.7 out of 5</td> </tr> <tr> <td>Learning Confidence</td> <td>3.7 out of 5</td> </tr> <tr> <td>Student Motivation</td> <td>4.15 out of 5</td> </tr> </tbody> </table> <p>Parent Opinion Survey (POS):</p> <table border="1" data-bbox="981 1093 1637 1326"> <thead> <tr> <th>Variable</th> <th></th> </tr> </thead> <tbody> <tr> <td>Extra Curricular</td> <td>4.56 out of 7</td> </tr> <tr> <td>Student Safety</td> <td>5.5 out of 7</td> </tr> <tr> <td>Connectedness to Peers</td> <td>5.65 out of 7</td> </tr> <tr> <td>Social Skills</td> <td>6.19 out of 7</td> </tr> <tr> <td>School Connectedness</td> <td>5.0 out of 7</td> </tr> </tbody> </table>	Variable		Student Morale	4.75 out of 7	Connectedness to Peers	4.00 out of 5	Student Safety	4.15 out of 5	School Connectedness	3.7 out of 5	Learning Confidence	3.7 out of 5	Student Motivation	4.15 out of 5	Variable		Extra Curricular	4.56 out of 7	Student Safety	5.5 out of 7	Connectedness to Peers	5.65 out of 7	Social Skills	6.19 out of 7	School Connectedness	5.0 out of 7	<p>Ensure that agreed college wide positive behaviours are explicitly and clearly taught, and consistently and fairly reinforced within the school community.</p>
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<p>Productivity</p>	<p>All SRP monies are budgeted and acquitted against the highest</p>	<p>School Connectedness 5.0 out of 7 VCAL completion</p>	<p>Effective audit and Excellent learning growth and</p>																										

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement Teachers working collaboratively, using a school wide agreed pedagogy, to monitor and improve student learning including teaching students to be effective learners	Year 1	<ul style="list-style-type: none"> ▪ Initiate Staughton effective learner ▪ PLT refinement through PL and practice ▪ LC process refined 	<ul style="list-style-type: none"> ▪ Rubrics in all UbDs ▪ Students describe active learning strategies ▪ PLT continuum at level C average ▪ 90% pass rate
	Year 2	<ul style="list-style-type: none"> ▪ Explicit teaching of Staughton Effective learner ▪ PLT refinement through PL and practice ▪ Staughton Lesson Plan ongoing PL ▪ LC process refined with a focus on improvement 	<ul style="list-style-type: none"> ▪ Rubrics in all UbDs ▪ Students describe active learning strategies and a process ▪ PLT continuum at level D average ▪ 90% pass rate
	Year 3	<ul style="list-style-type: none"> ▪ Develop continuums in selected learning areas ▪ Explicit teaching of Staughton Effective learner ▪ PLT refinement through PL and practice ▪ Staughton Lesson Plan ongoing PL ▪ LC process refined with a focus on improvement 	<ul style="list-style-type: none"> ▪ Rubrics in all UbDs ▪ Selected continuums developed ▪ Students describe active learning strategies and a process ▪ PLT continuum at level D average ▪ 92% pass rate
	Year 4	<ul style="list-style-type: none"> ▪ Continuums developed for all learning areas ▪ Explicit teaching of Staughton Effective learner ▪ PLT refinement through PL and practice ▪ Staughton Lesson Plan ongoing PL ▪ LC process refined with a focus on improvement 	<ul style="list-style-type: none"> ▪ Rubrics in all UbDs ▪ Selected continuums developed ▪ Students describe active learning strategies and a process ▪ PLT continuum at level C average ▪ 92% pass rate
Build the capacity of teachers and students in using effective literacy and numeracy strategies	Year 1	<ul style="list-style-type: none"> ▪ LiNC established ▪ Lit and Num strategies in UbDs ▪ NAPLAN action plan ▪ Tutorial Groups planned for 2015 	<ul style="list-style-type: none"> ▪ LiNC PL cycles run ▪ Lit and Num strategies in UbDs ▪ NAPLAN improvement above .6 ▪ Tutorial groups ready for 2015 including a scope and sequence

	Year 2	<ul style="list-style-type: none"> ▪ LiNC process embedded ▪ Lit and Num strategies in UbDs and taught ▪ Writing improvement trialed ▪ NAPLAN action plan ▪ Tutorial Groups 	<ul style="list-style-type: none"> ▪ LiNC PL cycles run ▪ Lit and Num strategies taught ▪ NAPLAN improvement above .6 ▪ Tutorial groups run effectively
	Year 3	<ul style="list-style-type: none"> ▪ LiNC process includes peer mentoring ▪ Lit and Num strategies in UbDs and taught including writing ▪ NAPLAN action plan ▪ Tutorial Groups refined 	<ul style="list-style-type: none"> ▪ LiNC PL cycles run including peer mentoring ▪ Lit and Num strategies taught ▪ NAPLAN improvement above .6 ▪ Tutorial groups run effectively
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Build the capacity of teachers and students in relation to achieving higher levels of VCE performance	Year 1	<ul style="list-style-type: none"> ▪ Fortnightly monitoring of student progress ▪ VCE leadership group actions ▪ PL for teachers (AP 5 week meetings, VCE meeting each term) ▪ PL for students 	<ul style="list-style-type: none"> ▪ Meetings held with clear improvement actions ▪ VCE leadership group events ▪ PL occurs for teachers and students ▪ VCE median study score 26
	Year 2	<ul style="list-style-type: none"> ▪ Fortnightly monitoring of student progress ▪ VCE leadership group actions ▪ PL for teachers (AP 5 week meetings, VCE meeting each term) ▪ PL for students ▪ Remodelling of the year 11 & 12 events for the year 	<ul style="list-style-type: none"> ▪ Meetings held with clear improvement actions ▪ VCE leadership group events ▪ PL occurs for teachers and students ▪ VCE median study score 27
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<p>Engagement</p> <p>Implement programs and processes designed to improve the spread of student leadership skills across the College.</p>	Year 1	<ul style="list-style-type: none"> Focus on co-curricular priorities of student leadership, performing arts, sport, debating, student voice, lunchtime activities Provide leadership training and development Initiate a senior leaders group Rebrand the school houses 	<ul style="list-style-type: none"> Student leaders begin to run co-curricular activities Leadership training occurs Senior leaders group organises activities Rebranded houses
	Year 2	<ul style="list-style-type: none"> Focus on co-curricular priorities of student leadership, performing arts, sport, debating, student voice, lunchtime activities Provide leadership training and development to a wider range of student leaders Continue with senior leaders group and initiate junior leaders group Initiate schoolwide house competitions 	<ul style="list-style-type: none"> Student leaders run co-curricular activities Leadership training occurs Senior and junior leaders group organises activities Leaders involved in school council House competitions
	Year 3	<ul style="list-style-type: none"> Focus on student led co-curricular priorities of student leadership, performing arts, sport, debating, student voice, lunchtime activities Provide leadership training and development to a wider range of student leaders Continue with senior leaders group and junior leaders group Review whole school house 	<ul style="list-style-type: none"> Student leaders run co-curricular activities Leadership training occurs Senior and junior leaders group organises activities Leaders involved in school council House competitions

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	Year 4	<ul style="list-style-type: none"> ▪ Focus on student led co-curricular priorities of student leadership, performing arts, sport, debating, student voice, lunchtime activities ▪ Provide leadership training and development to a wider range of student leaders ▪ Continue with senior leaders group and junior leaders group ▪ Review whole school house competitions 	<ul style="list-style-type: none"> ▪ Student leaders run co-curricular activities ▪ Leadership training occurs ▪ Senior and junior leaders group organises activities ▪ Leaders involved in school council ▪ House competitions
Whole school teams and students work to improve communication and therefore engagement across the school community	Year 1	<ul style="list-style-type: none"> ▪ Website and e newsletter Launched ▪ Team Leaders communication meetings established 	<ul style="list-style-type: none"> ▪ Website and e newsletter launched ▪ Communications meetings established
	Year 2	<ul style="list-style-type: none"> ▪ All communication vehicles refined ▪ Parent communication plan developed and trialled 	<ul style="list-style-type: none"> ▪ Baseline measures for successful communication developed ▪ Parent communication plan developed
	Year 3	<ul style="list-style-type: none"> ▪ All communication vehicles refined via Team Leaders communication meetings ▪ Parent communication plan initiated 	<ul style="list-style-type: none"> ▪ Measures for successful communication monitored ▪ Parent communication plan enacted
	Year 4	<ul style="list-style-type: none"> ▪ All communication vehicles refined via Team Leaders communication meetings ▪ Parent communication plan monitored and refined 	<ul style="list-style-type: none"> ▪ Measures for successful communication monitored
Assist students to make connections between careers/work options and education and training requirements.	Year 1	<ul style="list-style-type: none"> ▪ Career actions plans by all students 10-12 ▪ Year 11& 12 University visits ▪ Regular pathway meetings re senior school students ▪ Year 12 and SEAL individual counselling 	<ul style="list-style-type: none"> ▪ Career action plans ▪ University visits ▪ Pathways meetings and actions ▪ Counselling
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<p>Wellbeing</p> <p>Ensure that agreed college wide positive behaviours are explicitly and clearly taught, and consistently and fairly reinforced within the school community.</p>	Year 1	<ul style="list-style-type: none"> ▪ Behaviour matrix renewed ▪ Acknowledgement system initiated and reinforced by SWPBS team ▪ Behaviour and attendance plans formalised 	<ul style="list-style-type: none"> ▪ Students know the behaviours on the matrix ▪ 5% students get 100 acknowledgement points ▪ A process for student plans is followed ▪ 8 or less buddy students per day ▪ Absence is at 15 or less
	Year 2	<ul style="list-style-type: none"> ▪ Behaviour matrix renewed & taught via year level assemblies ▪ Acknowledgement system refined and reinforced by publicity from SWPBS team based on data ▪ Behaviour and attendance plans in action ▪ Staff PL positive classrooms/Bridges 	<ul style="list-style-type: none"> ▪ Students know the behaviours on the matrix ▪ 6% students get 100 acknowledgement points ▪ A process for student plans is followed ▪ 7 or less buddy students per day ▪ Staff in correct place for yard duty

		<ul style="list-style-type: none"> from poverty Active yard duty reinforced 	<ul style="list-style-type: none"> 99% Absence is at 15 or less
	Year 3	<ul style="list-style-type: none"> Behaviour matrix teaching refined Acknowledgement system refined and reinforced by publicity from SWPBS team based on data Behaviour and attendance plans in action Staff PL positive classrooms/Bridges from poverty Active yard duty reinforced 	<ul style="list-style-type: none"> Students know the behaviours on the matrix 7% students get 100 acknowledgement points A process for student plans is followed 6 or less buddy students per day Staff in correct place for yard duty 99% Absence is at 15 or less
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Productivity	Year 1	<ul style="list-style-type: none"> Annual SRP allocation priorities determined Annual Workforce plan published endorsed in PAT and College council Documented support for at risk students 	<ul style="list-style-type: none"> NAPLAN growth VCE results Student safety and connectedness Budget and audit compliance
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