

Kurunjang SC- 8718 Strategic Plan 2018-2021

| Endorsement | Re-Endorsement (if a Goal, KIS or Target is changed) | Re-endorsement (if a Goal, KIS or Target is changed) |
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| Principal: John Mitsinikos 16/11/17 |[name].....[date] |[name].....[date] |
| School council: Traci Bradley 16/11/17 |[name].....[date] |[name].....[date] |
| Delegate of the Secretary: Anne Fox 16/11/17 |[name].....[date] |[name].....[date] |

| School vision | School values | Context and challenges | Intent, rationale and focus |
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| <p>Our students are prepared for life and success. They are instilled with a love of learning through a supportive and challenging learning environment that strives for excellence. All students are motivated to develop their academic and social skills.</p> | <p>The college community has agreed on 3 values: High Expectations, Respect and Perseverance. Since 2015, when the college first began its School Wide Positive Behaviour (SWPB) initiative, these 3 values have underpinned the college's expectation of all its community.</p> | <p>Context</p> <p>Kurunjang Secondary College was founded in 1986 and is located in the township of Melton. The College sits on approximately 5 hectares with excellent facilities.</p> <p>It is a coeducational secondary college with a current student population of 772 which is predicted to grow over the next few years.</p> <p>Kurunjang's curriculum from Years 7 to 10 is designed around the new Victorian Curriculum (Vic Curric) and at Years 11 and 12 the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Vocational Education and Training (VET) programs are available from Year 10. The college has an extensive extracurricular program available for its students.</p> <p>The college's demographics reflect the growth that is occurring in the City of Melton with an increase in the diverse needs of our student population. The Student Family Occupation Index has increased slightly from 0.6537 in 2012 to 0.6648 in 2017. The college has focussed its resources in response and has in place strong foundations and programs to support its diverse community.</p> <p>Through sound financial management, the school has maintained appropriate funds to resource its initiatives..</p> <p>At a wider community level, Kurunjang Secondary College works cooperatively with other schools and the broader community.</p> <p>Key Challenges</p> <ul style="list-style-type: none"> To strengthen strategies for a safe & orderly learning environment To continue the focus on literacy and numeracy, and in particular extend the current literacy program and develop a similar numeracy initiative To review & redevelop the college's instructional model and T&L strategies to ensure consistency of practice with an emphasis on High Impact Teaching Strategies, use of data, high expectations, differentiation in line with the individual needs of the students and engagement | <p>Intent</p> <p>Completed recent Priority Review and its subsequent report identified a number of areas that need to be addressed to further improve the college's performance.</p> <p>Rationale</p> <p>Key areas for improvement identified in our Review include the need to:</p> <ul style="list-style-type: none"> Develop a new vision Redevelop the leadership structure with clarity around role statements Develop an overarching student wellbeing / student management framework Strengthen strategies for a safe & orderly learning environment Continue the focus on literacy and numeracy, and in particular extend the current literacy program and develop a similar numeracy initiative Review & redevelop the college's instructional model and T&L strategies to ensure consistency of practice with an emphasis on High Impact Teaching Strategies, use of data, high expectations, differentiation in line with the individual needs of the students and engagement Implement a student voice strategy to develop a feedback process from students about their learning Develop a parent/carer participation strategy to engage parents/carers in their children's education <p>All of these research based improvement strategies are known to make a difference.</p> <p>2018 will be the first year of the new School Strategic Plan. The school focus will be continuing to develop the following key FISO Improvement Priorities and their related High Impact Improvement Initiative:</p> <p><i>Excellence in teaching and learning- Building practice excellence</i> <i>Professional leadership- Building leadership teams</i> <i>Community engagement in learning- Parents and carers as partners</i></p> <ul style="list-style-type: none"> <i>Excellence in teaching and learning.</i> Areas of specific focus will include building practice excellence, curriculum planning and assessment, evidence based high impact teaching strategies and evaluating impact on learning. <i>Professional Leadership.</i> Areas of specific focus will include building leadership teams, instructional leadership, strategic resource management and vision, values and culture. 2018, will feature a continued focus on the development and implementation of the PLT Framework, continued focus on curriculum planning and assessment with an emphasis on differentiation and |



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| | | | <p>scaffolding. A major focus will be on the introduction of a new student management school structure that better supports student connectedness, wellbeing and the monitoring and intervention of student learning and pathways. A greater emphasis on organisational climate and developing professional leadership will also be implemented. This process will feature a greater focus on building leadership teams, promoting a collaborative culture, promoting professional learning, planning, coordinating, evaluating how instruction impacts student achievement and evaluating teaching and curriculum across the school.</p> <p><i>Community engagement in learning:</i> Areas of focus will include the embedding of the school wide positive behaviours consistently in each classroom and the school community. In early 2018, the college will revisit its mission, vision and values. The new vertical team structure, with an emphasis on consistency and sense of collective ownership by school community/stakeholders, will provide better opportunities to develop positive relationships and better communication, and the opportunity to celebrate success. It will also provide more opportunities for student leadership and student voice to influence their learning.</p> <p>Focus</p> <p>The college will work on the key improvement strategies that have been identified in the Review but it will prioritise the following in the new Strategic Plan:</p> <ul style="list-style-type: none"> • Improve student learning outcomes • Improve student engagement in their own learning with aspirational outcomes. • Improve the school's safe and orderly environment |
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| 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) |
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| Improve student learning outcomes | <i>Excellence in teaching and learning</i> Building practice excellence | Improve teacher capacity and consistency through the use of research-based instructional practice | <p>Targets</p> <ul style="list-style-type: none"> • By 2021, over the four year cycle, the Staff percentage of positive responses to Teacher Collaboration to have increased by 20%. • By 2021, over the four year cycle, the Staff percentage of positive responses to Collective Focus on Student Learning to have increased by 20%. |
| | | Fully Implement and embed a Guaranteed and Viable Curriculum | <p>Targets</p> <ul style="list-style-type: none"> • By 2021, over the four year cycle, the Staff percentage of positive responses to Guaranteed and Viable Curriculum to have increased by 20%. |
| | | Develop individual teachers and teams' capacity and use of data to inform instruction and measure impact. | |
| | | Improve literacy and numeracy outcomes for all students. | <p>Targets</p> <ul style="list-style-type: none"> • By 2021, the Percentage of students in the Top two bands in Year 9 to have increased by 20% over their Year 7 result in Reading and Numeracy. • By 2021, the Percentage of students in Bottom two bands in Year 9 to have decreased by 20% over their Year 7 result in Reading and Numeracy. • By 2021, the Percentage of students with high or medium gains in Year 9 to have increased by 20% over their Year 7 result in Reading and Numeracy. • By 2021, the Percentage of students with high gain in Year 9 to have increased by 20% over their Year 7 result in Reading and Numeracy. |



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| | | | <ul style="list-style-type: none"> By 2021, the Percentage of students with low gain in Year 9 to have decreased by 20% over their Year 7 result in Reading and Numeracy. |
| Improve student engagement in their own learning with aspirational outcomes. | <i>Professional leadership</i> <i>Building leadership teams</i> | Improve student attendance | Targets <ul style="list-style-type: none"> By 2021, the percentage of Student Attendance to be at 92%. By 2021, the percentage of students participating in Naplan to be at 90%. By 2021, the percentage of students completing the Student Survey to be at 90%. |
| | | Improve student outcomes, pathways and transitions in VCE and VCAL | Targets <ul style="list-style-type: none"> By 2021, the Mean VCE English score to be at 26. By 2021, the Mean VCE Further Maths score to be at 26. By 2021, the Mean VCE English score to be at 26. By 2021, the percentage of 37+ scores to be at 5%. By 2021, the percentage of Senior Secondary Completions (VCE and VCAL) to be at 91% By 2021, the Percentage of known students who begin Yr 11 and leave our school at the end of Year 12 to continue to either education, training or to a school assisted pathway to be at a minimum 90% |
| | | Increase use of learning technology to enhance collaboration around learning | |
| | | Explore and implement student and parent voice strategies to implement feedback on learning. | Targets <ul style="list-style-type: none"> By 2021, over the four year cycle, the Student percentage of positive responses to Student Voice and Agency to have increased by 20%. |
| Improve the school's safe and orderly environment | <i>Community engagement in learning</i> <i>Parents and carers as partners</i> | Embed vertical team structure with an emphasis on consistency and sense of collective ownership by school community/stakeholders | Targets <ul style="list-style-type: none"> By 2021, over the four year cycle, the Parent percentage of positive responses to School Connectedness to have increased by 20%. By 2021, over the four year cycle, the Parent percentage of positive responses to Parent participation and Involvement to have increased by 20%. By 2021, over the four year cycle, the Student percentage of positive responses to Stimulating Learning to have increased by 20%. By 2021, over the four year cycle, the Student percentage of positive responses to Learning Confidence to have increased by 20%. By 2021, over the four year cycle, the Student percentage of Student Agreement to Student Safety to have increased by 20%. By 2021, over the four year cycle, the Student percentage of positive responses to Student Connectedness to have increased by 20%. |
| | | Embed school wide positive behaviours consistently in each classroom | |
| | | Enhance teacher capacity in classroom/student management, including an understanding of student wellbeing research and policies, as well as employing an agreed, consistent process for engaging with students. | Targets <ul style="list-style-type: none"> By 2021, over the four year cycle, the Student percentage of positive responses to Classroom Behaviour to have increased by 20%. |
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