

Kerang Technical High School 7945 Strategic Plan 2017-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Dean Rogers [date]	.....[name].....	[date]	.....[name].....	[date]
School Council	Travis Collier [date]	.....[name].....	[date]	.....[name].....	[date]
Delegate of the Secretary:	[name] [date]	.....[name].....	[date]	.....[name].....	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
'Developing the citizens of tomorrow.'	<p>Achieve our potential by striving for personal excellence in a wide range of learning experiences.</p> <p>Build quality relationships in a safe, secure and respectful environment.</p> <p>Cater for individual differences whilst demonstrating tolerance and pride in our diverse community.</p>	<p>Context</p> <ul style="list-style-type: none"> The school has traditionally been a farming area encompassing dairy and dryland farming. Retains the Technical High School name to associate the school with trade and academic subjects. The school is currently classified as renew in school performance report 2017. Enrolment numbers are trending down. Unemployment in the community is high, particularly for young people. Community has experienced severe flooding and drought. SFO 0.5455 and receiving significant equity funding. SFOE 0.5027 Recently local Christian school expanded to year 12. School is currently undergoing a major rebuild. <p>Challenges</p> <ul style="list-style-type: none"> Declining numbers NAPLAN trend data at Year 9 indicates a stagnation in student literacy and numeracy achievement. Attracting staff 	<p>Intent – To improve student academic results by focusing on the development of an instructional model that is collaborative, embedded and supportive.</p> <p>Rationale – Schools that approach learning in a collaborative and consistent consistent way foster school connectedness and engagement with learning. In particular, schools that use high impact strategies to develop a shared curriculum and assessment regime, re-engage staff with students to bridge the gap between what students are capable of doing and the desired student outcomes.</p> <p>Focus – Building Teacher Practice – setting expectations and promoting inclusion.</p> <p>Intent – To enhance the learning climate by fostering school connectedness and engagement with learning through teacher understanding of positive classroom behaviour and student management.</p> <p>Rationale – Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital.</p> <p>Focus – Positive climate for learning – setting expectations and promoting inclusion.</p>

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)
Design a collaborative instructional teaching model for staff that focuses on bridging the gap between what students are capable of doing and the desired student outcomes	<p>Excellence in teaching and learning -</p> <p>Building practice excellence</p>	<ul style="list-style-type: none"> By term 4 2018 have develop and implement an agreed instructional model/teaching & learning framework 	<p>The school's efforts at building teacher practice (FISO Ver. 5) by 2020 will be rated at the level of embedding in</p> <ul style="list-style-type: none"> Focus on student outcomes Collaboration involving reflection and feedback Collection and analysis and evaluation of student data Evidence based school improvement Ongoing, supported and fully integrated into the culture of the school. <p>That the School Staff Survey, teaching and learning summary of module component means overall score will be above 75 for whole school. The following individual components are also targeted:</p>

	<p>Curriculum planning and assessment</p>	<ul style="list-style-type: none"> • Develop & document curriculum scope and sequence 	<ul style="list-style-type: none"> • Summarising and note taking above 80 • Cooperative learning above 75 • Setting objectives and providing feedback above 80 • Cues, questions and advance organisers above 80. <ul style="list-style-type: none"> • By 2020, the percentage of Year 9 students assessed in NAPLAN literacy and numeracy above the national minimum standard will increase by 10 percentage points from 75% to 85%. • All students will demonstrate one year's growth for one year of instruction across all learning domains. <p>By 2020, the proportion of study scores above 40 will be 15%. Targets to indicate improved student achievement.</p> <ul style="list-style-type: none"> • VCE. 90per cent of all VCE Unit 3/4 subjects are at or above the adjusted score of 0 according to Selected VCE Studies (Adjusted) VASS Report 10 • Median All-study score of 26 in 2018 leading to 27 in 2018 • End of Year 10 Teacher Judgment 80 per cent at or above the expected level in each subject • School Staff Survey: Collective focus of student learning mean score 75, Academic emphasis mean score 75. <ul style="list-style-type: none"> • There is a commitment to establishment of agreed curriculum documentation (scope and sequence) and evidence-based models of instructional practice, including peer observation and moderation. <ul style="list-style-type: none"> ➢ Scope and sequence in place for continual review over the life of the strategic plan ➢ 15 week planner developed for VCE VET and VCAL subjects by end of 2018 and used for continual review. ➢ Assessment schedules documented for all subjects 7-12 <p>That the School Staff Survey professional learning summary of module component means overall score will be above 75 for whole school. The following individual components are also targeted:</p> <table border="1" data-bbox="1917 1188 2712 1402"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>School level support</td> <td></td> <td></td> <td>>70</td> </tr> <tr> <td>Renewal of knowledge and skills</td> <td></td> <td></td> <td>>75</td> </tr> <tr> <td>Applicability of professional learning</td> <td></td> <td></td> <td>>75</td> </tr> <tr> <td>Collective participation</td> <td></td> <td></td> <td>>70</td> </tr> <tr> <td>Active participation</td> <td></td> <td></td> <td>>70</td> </tr> <tr> <td>Feedback</td> <td></td> <td></td> <td>>65</td> </tr> </tbody> </table> <p>By 2020 the school's efforts at curriculum planning and assessment (FISO Ver. 5) will be rated at the level of embedding in</p> <ul style="list-style-type: none"> • Development and documentation of the school's curriculum plan • A holistic approach to curriculum and pedagogy and assessment. 		2017	2018	2019	School level support			>70	Renewal of knowledge and skills			>75	Applicability of professional learning			>75	Collective participation			>70	Active participation			>70	Feedback			>65
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		<ul style="list-style-type: none"> • Develop a Data culture <ul style="list-style-type: none"> ➢ Published data timelines for all standardized data ➢ Improved understanding and interpretation of NAPLAN, Ondemand data to inform teaching practices. 	<p>The school efforts at supporting teachers evaluating impact on learning (FISO Ver. 5) will be rated at the level of embedding in:</p> <ul style="list-style-type: none"> • Building assessment literacy • Connecting assessment with learning • Evaluating and modifying teacher practice 																												

		<ul style="list-style-type: none"> ➤ Establishment of central data repository containing ATSS, Parent opinion, reports MDI etc. 																													
<p>By 2020 have fostered school connectedness and engagement with learning through building practices of positive classroom behaviour and student management.</p>	<p>Positive climate for learning - Setting expectations and promoting inclusion</p>	<ul style="list-style-type: none"> • Develop and document an agreed approach to practices of fostering positive classroom behaviour to enhance the climate of learning. 	<ul style="list-style-type: none"> • AtoSS: Stimulating Learning and Teacher Effectiveness Table 9. <table border="1" data-bbox="2006 352 2487 464"> <thead> <tr> <th>AtoSS Targets (percentile)</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Stimulating learning</td> <td>40</td> <td>45</td> <td>50</td> </tr> <tr> <td>Teacher effectiveness</td> <td>30</td> <td>37</td> <td>45</td> </tr> </tbody> </table> <p>Table 9. AtoSS Targets</p> • That the following Domain Performance Groups in the school Annual Report are achieved <table border="1" data-bbox="1947 569 2644 680"> <thead> <tr> <th>Domain</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>School Climate</td> <td>renew</td> <td>stretch</td> <td></td> </tr> <tr> <td>Attitudes to school</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Engagement</td> <td>influence</td> <td></td> <td></td> </tr> </tbody> </table> <p>The school efforts at supporting teachers using evidence based high impact strategies (FISO Ver. 5) will be rated at the level of embedding in:</p> <ul style="list-style-type: none"> • High expectations for learning progress • Knowledge of high impact teaching strategies • Consistent and sustained high impact teaching strategies • Monitoring and evaluation. 	AtoSS Targets (percentile)	2017	2018	2019	Stimulating learning	40	45	50	Teacher effectiveness	30	37	45	Domain	2017	2018	2019	School Climate	renew	stretch		Attitudes to school				Engagement	influence		
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