School Strategic Plan for Korumburra Secondary College
7960

2015-2019

Purpose

A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes.

It is informed by extensive consultation with students, staff, parents and carers, and engagement with the broader community including relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Principal, School Council President, and the delegate of the Secretary of the Department of Education and Early Childhood Development.

Legislative context

The development of the School Strategic Plan is required under the *Education Training and Reform Act 2006 Section 2.3.24, subsection (1.)* The Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

Effective planning

There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These includes:

- Engaging the whole school community in the development process
- Defining the school's vision, purpose and values
- Focusing on a 'desired future' for the school, its students and the community more broadly.
- Agreeing on a discrete set of outcomes to be achieved over the next four years
- Selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes.
- Planning the implementation of each strategy, with clear allocation of resources, roles and responsibilities to the achievement of each step
- Identifying, in the form of milestones and targets, what success will look like when it has been achieved.

Endorsements

Endorsement by School Principal	Signed…………………………………… Name: Abigail Graham Date……………………………………
Endorsement by School Council	Signed…………………………………… Name: Stuart Jenkin 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……………………………………
Legislative context for endorsement Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order." Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.	

Purpose	
The concept of a vision for a school has been demonstrated to be an essential characteristic in the school improvement and effectiveness research over several decades and across a wide range of education systems. Such a statement provides a foundation for the school's strategic planning decisions and for ongoing performance against the school's stated objectives and values.	
Regulatory context	
In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community.	

Purpose	The purpose of Korumburra Secondary College is *"Developing lifelong learners who are respectful, resilient, strive for excellence and are productive members of the community"*
Values	Korumburra Secondary school values are Respect for Self, Respect for Others & Respect for the Environment.
Environmental Context	Korumburra Secondary College is a 7-12 co-educational government school, situated about 140km to the South East of Melbourne. The school's student catchment stretches from Kooweerup, Nyora, Loch, Kongwak to the Korumburra township. In 2013 the school had approximately 380 students, the equivalent of 28 full time teaching staff and 8 support staff, a leadership team of 6 including a Principal and Assistant Principal.
	The College is located in a beautiful rural setting with large grounds, surrounded by agricultural industry in an established community. Korumburra is a regional town with a range of services and businesses which support the local area. Korumburra Secondary College has a long standing partnership with a significant employer in the town that manufactures milk products for the local and overseas market together with strong links to community service organisations.
	The school has a strong academic and applied learning program and is building on the strengths of these programs to create a vibrant learning community that develops our students' capabilities to be successful, lifelong learners and active local and global citizens.
Service Standards	- The school fosters close links with parents and the broader school community through its commitment to open and regular communications. - The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. - The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. - The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. - All students will receive instruction that is adapted to their individual needs.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
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.	1. Increase the learning growth of all students by ensuring a consistent, highly effective, student-centred approach to teaching and learning in every classroom.	School Staff Survey: *Collective Focus on Student Learning* **above** Secondary School mean NAPLAN Relative Gain: At state growth distribution across each performance group. NAPLAN School means equal or exceed State mean in reading and number VCE Study Score mean exceeds State mean AusVELS Teacher judgments: Demonstrate at least one year's learning growth in the academic year for capable students and appropriate growth as defined for students with an ILP.	1.1 Develop a common instructional model that promotes quality teaching practice and high expectations for all learners. 1.2 Build the capacity of all staff to use data and evidence to inquire into practice, learn together and implement high quality, engaging instructional practice that ensures challenge and progress for every student.
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 school and beyond into further education and work.	2. Increase student engagement in learning through developing student confidence and ability to be self-directed, inquiring learners.	Student Attitudes to School Survey: Increase mean of all Teaching and Learning variables to above State mean. Attendance can also indicate engagement – Maintain mean rate of student absence 7-12 below the State mean	2.1 Build staff capacity to inquire into and apply pedagogical approaches that promote greater student engagement and ownership of their learning. 2.2 Increase student ownership of their role as productive members of the Korumburra and wider community

Wellbeing			
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.	3. Increase the social/emotional wellbeing of students and improve student teacher relationships.	Student Attitudes to School Survey: Student Morale, Student Distress and Teacher Empathy superior to State mean Increase the student rated benchmark for classroom relationships each year of the strategic plan	3.1 Build staff capacity to inquire into and apply pedagogical and curricular approaches that promote greater student wellbeing. 3.2 Strengthen the provision of support and intervention for students with additional academic or social/emotional needs
Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.	4. Increase the ability of Korumburra Secondary College to function effectively as a strategic organisation to enable its purpose.	School Staff Survey: : *Collective Responsibility* & *Collective Efficacy* **above** secondary school mean	4.1 Establish a high performance culture characterised by effective teamwork, strong internal accountability and commitment to school purpose, vision and values. 4.2 Build the capacity of the leadership team to inquire into practice, learn together and lead the implementation of high quality, engaging instructional practice across the school. 4.3 Develop the capacity of teacher leaders (Domain and Year Level) to lead and implement high quality practice in both learning and wellbeing domains.

Key Improvement Strategies		Actions	Achievement Milestone
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ACHIEVEMENT 1.1 Develop a common instructional model that promotes high expectations for all learners.	Year 1	• Examine suitable instructional models and identify key characteristics (AITSL Standard 1) • Develop a shared understanding of effective learning with teacher teams • Establish a process for the Teacher Teams to learn together and test instructional models in practice • Engage all staff and stakeholders in refining and contributing to a final model • Teams trial and reflect on whole school instructional model designed to deliver on school purpose.	Agreed KSC Instructional Model Agreed PLT inquiry cycle Guaranteed and viable curriculum overviews and cohort plans documented.
	Year 2	• Teacher Domain teams develop, refine and review practice in relation to the whole school instructional model (AITSL Standard 3) • Teacher teams conduct peer observations of team members to support professional growth. • College observational rounds used to provide evidence of patterns of practice and refine next level of improvement. • Learning sequences documented and aligned with instructional model.	Curriculum review for viability and changes documented Observational rounds identify patterns of practice congruent with KSC Instructional model
	Year 3	Embed strategies	Targets met for Achievement Goal
	Year 4	Review and evaluate strategies	
1.2 Build the capacity of all staff to use data and evidence to inquire into practice, learn together and implement high quality, engaging instructional practice that ensures challenge and progress for every student.	Year 1	• Develop Leadership Team capacity to use multiple sources of data/evidence to inform practice in their classrooms (AITSL Standard 5) • Establish a process for the Leadership Team to learn together and test evidence based instruction in practice • Develop leadership team members capacity to facilitate data driven PLTs	Leadership Team PLT Log includes moderation of formative assessment tasks and collaborative planning for intervention.
	Year 2	• Develop a shared understanding of evidence based practice with teachers • Refine process for the Teacher Teams to learn together and explore evidence based practice within the instructional model. • Teams trial and reflect on whole school instructional model designed to deliver on mission • Implement monthly GPA reporting to parents that reflects learner dispositions and the school purpose	Student learner profiles include growth data Monthly GPA – Learning Power reporting to parents & students PLT Logs include moderation of formative assessment tasks and collaborative planning for intervention.
	Year 3	• Connect Year Level PLT focus on engagement and connectedness with Domain focus on instructional model to leverage the explicit teaching of the dispositions into all classrooms and across all domains • Implement continuous online assessment reporting to parents	Continuous assessment reporting to parents online across all elements of AusVels. Targets met for Achievement Goal
	Year 4	Review and evaluate strategies	

ENGAGEMENT 2.1 Build staff capacity to inquire into and apply pedagogical approaches that promote greater student engagement and ownership of their learning.	Year 1	• Develop with the Leadership team and the Year 7 Team a shared understanding of pedagogical approaches that promote student engagement and ownership of learning (AITSL Standard 2) • Engage all stakeholders to use the progression of the 5 key dispositions in the school purpose statement to define a year level focus for each year level cohort.	Year level focus identified Cohort curriculum overviews align with year level focus.
	Year 2	• Develop a shared understanding of engagement pedagogies with teachers • Refine processes for the Year Level Teams to learn together and explore engagement pedagogies and student agency within the instructional model. • Teams trial and reflect on whole school instructional model and the extent to which the practice enables the school purpose.	
	Year 3	Embed strategies	Targets met for Engagement goal
	Year 4	Review and evaluate strategies	
2.2 Increase student ownership of their role as productive members of the Korumburra and wider community	Year 1	● Establish new and extend current partnerships to enable students to engage with learning and development beyond the current school context. ● Develop a shared understanding with stakeholders of productive and active citizenship. ● Initiate with Year Level Teams and Learning Area Domains the development of curriculum and co- curriculum based opportunities for students to solve problems in and engage with their local and global communities.	Learning sequences at Year 7, 8 and 10 include engagement with local and global community partners. Definition of productive and active citizenship
	Year 2	• Review and refine partnerships and curriculum progression to enable productive and active citizenship.	
	Year 3	Embed strategies	Targets met for Engagement goal
	Year 4	Review and evaluate strategies	

WELLBEING	Year 1	• Develop a shared understanding of effective strategies and routines to create and maintaining a safe and supportive learning environment (AITSL Standard 4) and embed in team practice and performance and development arrangements. • Document and implement the ACE-SEL curriculum explicitly teaching the skills and dispositions outlined in the school purpose statement. • Review and ensure guaranteed and viable curriculum for ACE • Develop role and practice of mentors to promote student connectedness • Engage staff to develop and implement feedback tool to benchmark data for classroom relationships.	Whole staff professional learning plan developed for 2015 ACE curriculum documented Role description developed and reviewed for mentors Individual teacher feedback relating to classroom relationships
	Year 2	• Develop a shared understanding of effective strategies and routines to create and maintaining a safe and supportive learning environment (AITSL Standard 4) and embed in team practice and performance and development arrangements. • Implement reporting against ACE standards for all subjects including GPA • Further development and implementation of ACE curriculum • Development and implementation of processes for feedback to students around key dispositions and promotion of awareness/mindfulness in relation to these. • Teachers develop strategy in P&D plan to improve classroom relationships.	Whole staff professional learning plan developed for 2016 Student reports showing reporting from all subject on 5 key dispositions ACE curriculum revised and developed Student data for classroom relationships included in evidence for P&D plans.
	Year 3	Embed strategies	Targets met for Wellbeing goal
	Year 4	Review and evaluate strategies	
3.2 Strengthen the provision of support and intervention for students with additional academic or social/emotional needs	Year 1	• Develop profile for each student across school • Develop processes and capacity for year level teams to develop Individual Learning Plans • Processes developed and documented for responding to students with tier 3 wellbeing needs	Learner profile template developed and implemented for each students Processes documented for responding to students with tier 3 wellbeing needs
	Year 2	• Individual Learning Plans developed for all students within specified range at top and bottom of scale • Develop ability for all staff to respond to Individual Learning Plans to meet the needs of every student	Criteria for application of ILP developed ILP developed for all relevant students
	Year 3	Embed strategies	Targets met for Wellbeing goal
	Year 4	Review and evaluate strategies	

PRODUCTIVITY 4.1 Build the capacity of the leadership team to inquire into practice, learn together and lead the implementation of high quality, engaging instructional practice across the school.	Year 1	• Define team purpose and function. Articulate role descriptions for team members that deliver on purpose • Establish a process for the Leadership Team to learn together and inquire into practice • As a Leadership Team develop a shared understanding of deep learning • Actively apply practice in classrooms, observe, reflect and refine professional learning as a Leadership team • Support Leadership Team learning with appropriate coaching and time to undertake learning and facilitation of inclusive change management processes with staff.	LT Team Charter documented and aligned with AITSL standards and school purpose. LT Professional Learning Plan
	Year 2	• Develop a shared and deep understanding of high quality, engaging instructional practice through explicit teaching, co-construction of concepts, coaching and mentoring. • Collaboratively develop team processes to provide feedback and support to teachers in relation to instructional practice.	Staff Professional Learning Plan
	Year 3	Embed strategies	Targets met for Productivity goal
	Year 4	Review and evaluate strategies	
4.2 Establish a high performance culture characterised by effective teamwork, strong internal accountability and commitment to school purpose, vision and values.	Year 1	• All staff engaged in using the school purpose and vision statement to identify agreed values and ways of being • Examine organisational structures that support the achievement of school purpose, vision and goals. • Review roles and responsibilities for leaders and clearly articulate. • Practices that hold one another to account for high expectations are in place • Performance and Development goals and practice align with school purpose, vision and values • Evidence based PLT practice clearly defined and ready to adopt • Curriculum overviews documented using Understanding by Design template.	System map completed Team charters aligned to AITSL standards and school purpose Roles and responsibilities for leaders aligned with AITSL standards and school purpose P&D Goals align with Intervention plan & SSP Curriculum overviews documented
	Year 2	Review organisational structures and their alignment to purpose statement together with progression of holistic approach to student learning. Review and refine strategies	
	Year 3	Embed strategies	Targets met for Productivity goal
	Year 4	Review and evaluate strategies	

4.3	Develop the capacity of teacher leaders to lead and implement high quality practice in both learning and wellbeing	Year 1	• Leadership team to discuss their new learning with teacher leaders. • Leadership team to develop professional learning program with teacher leaders and develop feedback processes relating to identified practices. • External consultancy provided to support leadership and teaching practice development – specifically PLC model & UbD model	Team charters Teacher leader reflection on professional growth & P&D evidence
		Year 2	Refine strategies	
		Year 3	Embed strategies	Targets met for Productivity goal
		Year 4	Review and evaluate strategies	