School Strategic Plan

Stawell Secondary College

Number: 8731

2016 - 2019

Final

## **Endorsements**

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| Endorsement by School Principal | Signed……………………………………….  Name Nicholas Lynch  Date…………………………………………… |
| Endorsement by School Council | Signed……………………………………….  Name Steve Walker  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. | |

## **School Profile**

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| **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** | We are committed to working with our school community to build the capacity of the community by providing the best possible education for each one of our students in a safe, positive and engaging environment so that they are adaptable and well prepared for productive and fulfilling lives in a changing society. |
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| **Values** | Respect, excellence, and community are our guiding values |
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| **Environmental Context** | The College serves Stawell and surrounding rural areas. Situated approximately 230 km west-north-west of Melbourne, on the Western Highway to Adelaide. The College works with five district primary schools providing Chinese to students in their schools. In addition the Student Ambassadors Program is delivered as an outreach model which provides support for these rural the schools in activities such as sports carnival days and cultural activities. This sphere of work reflects our Community value.  Stawell Secondary College provides a comprehensive curriculum with a range of pathways to meet the interests and needs of its students.  Year 7 students enrol from nine local primary schools and study a comprehensive AUSVELS curriculum. The Years 8 to 10 curriculum provision enables an increasing choice of subjects as student progress through the school.  Years 11 and 12 pathways options are tailored to meet student needs.  Social and emotional learning is provided through a vertical home group and student management structure.  The college has developed a system of sub-schools based on a house system which very effectively promotes engagement and through a restorative approach re-engages students when that is necessary.  Student leadership is integral to the success of the school.  The student leadership program has been further developed via the House system whereby students have additional leadership opportunities beyond the school captains, SRC, social justice committee and student ambassadors’ opportunities.  Sport, music and various forms of competition are offered within the curriculum and can also be pursued as extra-curricular activities.  Individuals and teams compete in a range of sports to state level, while several bands and ensembles perform for entertainment and competition.  Instrumental tuition is available and can lead to a number of music certificates.  The College successfully introduced a one to one provision of personal computers in 2012 and an individual device acquisition process is now embedded in the fabric of the college.  Progressive recruitment of graduates is enabling the College to develop a balance between new and experienced teachers allowing positive development of mentoring relationships and the infusion of new ideas. Stawell Secondary College provides a real opportunity for a teacher to play a leading role in school improvement. Teachers at Stawell Secondary College work in a staff team that is experienced, innovative and regularly renewed through the employment of new graduate teachers.  . |

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| **Strategic Direction** |  |
| **Purpose:** A school’s strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.  Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.  The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.  **Regulatory context**  Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of 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.” | |

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| **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. | | **Key improvement strategies**  Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process. |
| **Goals**  Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes. | * To improve the learning growth of all students in all domain areas with a focus on literacy and numeracy * To improve VCE study scores in all teaching domains over the life of the strategic plan | * Build and develop a ‘data culture’ within the school * Establish and embed the Professional Learning Community framework * Establish collective accountability for implementing school priorities involving whole of school progress meetings * Build teacher capacity to utilize student achievement data and make accurate teacher judgements * Develop and implement an agreed viable and guaranteed Victorian Curriculum (7-10) with a clear scope and sequence * Professional Learning Communities to implement a regular ‘review of progress’ cycle * Build the capacity of staff to plan and deliver explicit, purposeful teaching that caters for the learning needs of all students   **Specific:**  **VCE**   * Year 1   Stretch planning for enhanced learning  Focus on student feedback  Multiple sources of data –  Richardson analysis and VCAA data   * Year 2   Stretch planning for enhanced learning  Focus on student feedback  Multiple sources of data –  Richardson analysis and VCAA data   * Year 3   Stretch planning for enhanced learning  Focus on student feedback  Multiple sources of data –  Richardson analysis and VCAA data  Exam technique and method practice  learning   * Year 4   Stretch planning for enhanced learning  Focus on student feedback  Multiple sources of data –  Richardson analysis and VCAA data  Exam technique and method practice  Learning  Professional learning high achievement  learning  **Writing, Reading, Numeracy**   * Year 1   **Numeracy**: revised learning programs i.e.  Introduce new approaches 7 and 9.  **Literacy**: audit of practice and rigour in  Moderation at level and across levels   * Year 2   **Numeracy**: embed revised learning  programs with professional learning  support for teachers.  **Literacy**: consistent teacher reference to  PAT test data and stronger inclusion of  Learning growth in ILPs.   * Year 3   **Numeracy**: further embed revised learning  programs with professional learning  support for teachers. Review year 8  curriculum.  **Literacy**: Self-reported growth outcomes  (per Hattie) and continued consistent  teacher reference to PAT test data and  stronger reference to learning growth  in ILPs.   * Year 4   **Numeracy and Literacy**: consolidate  year 3 practices. In particular, self  reported growth outcomes |
| **Targets**  Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students. | **VCE**   * Year 1   + Median all study score of 29, 4.5% study scores over 40 * Year 2   + Median all study score of 29.5, 5% study scores over 40 * Year 3   + Median all study score of 30, 6% study scores over 40 * Year 4   + Median all study score of 30.5, 6% study scores over 40   **Teacher Judgements**  Writing  Triangulated Writing assessment data shows that 85% of students have made at least the equivalent of one year’s learning growth during every year of the Strategic Plan.  Reading  Triangulated Reading assessment data shows that 85% of students have made at least the equivalent of one year’s learning growth during every year of the Strategic Plan.  Numeracy  Triangulated Numeracy assessment data shows that 85% of students have made at least the equivalent of one year’s learning growth during every year of the Strategic Plan.  **PAT**  Student learning achievement will be mapped using PAT online assessment for Reading , Maths, Spelling, Writing, Punctuation and Grammar with the target being 90% of students at or above appropriate benchmark levels    **Naplan**  Over the four years of the Strategic Plan 75% of Year 7 and 9 students demonstrate medium to high growth as measured by NAPLAN, with a focus on Reading, Writing and Numeracy  **Student Attitudes**  Learning Confidence to be at or above 4.0  **Staff Survey**  The Guaranteed and Viable Curriculum variable to be positive over the life of the strategic plan |
| **Theory of action (optional)**  The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan. | A split or dual theory of action is proposed.  Regarding VCE, improvement will be achieved by aligning the teaching of VCE to formalized student feedback gathered by the VCE coordinator and discussed with staff for action at least three times per  term. In addition, teachers as specified in the school wide instructional framework will ‘stretch’ with a documented plan for an identified one or two students – ‘the top students’ – in each unit.  Regarding the improvement in NAPLAN, English and Mathematics (as identified by Reading, Writing, Numeracy components of the NAPLAN) will be improved by more closely monitored student progress – the application of PAT testing,  the introduction of revised curriculum delivery at years 7 and 9 in the initial years of the current strategic plan and enhanced moderation at all years to quality assure learning and teaching across the multiple classes at years 7, 8 and 9.  Review the annual staff survey and using HRS implement strategies to bring module component scores to the target levels. |
|  | **Actions**  Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail. | Success criteria  Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of success criteria should be set. |
| **Year 1** | * Planning instrument developed and documented before the commencement of each term including regular review of progress meetings * PLC agendas in ‘line of sight’ to the school’s AIP * Develop a peer observation cycle * VCE: professional learning: gathering and applying feedback and developing extension and enrichment within a   study design.   * NAPLAN: rigour in the collection and analysis of PAT data. Planned early intervention strategies. | * Achievement of targets * Documentation of stretch plans * PAT testing informing learning and teaching * Evidence of PLC agendas with a focus on teaching and learning |
| **Year 2** | * Planning instrument developed and documented before the commencement of each term including regular review of progress meetings * PLC agendas in ‘line of sight’ to the school’s AIP * Develop a peer observation cycle * VCE: application of student performance data to learning and teaching. * NAPLAN: whole school literacy and numeracy and more specific inclusion in ILPs of student’s learning targets or goals. | * Achievement of targets * Evidence of high level VCE data analysis applied to improving student outcomes * Evidence of PLC agendas with a focus on teaching and learning |
| **Year 3** | * Planning instrument developed and documented before the commencement of each term including regular review of progress meetings * PLC agendas in ‘line of sight’ to the school’s AIP * Develop a peer observation cycle * VCE: professional learning applied to teacher practice in exam performance. * NAPLAN: middle years audit and review of implementation of Victorian Curriculum. | * Achievement of targets * Student growth self-reported in ILPs * Evidence of PLC agendas with a focus on teaching and learning |
| **Year 4** | * Planning instrument developed and documented before the commencement of each term including regular review of progress meetings * PLC agendas in ‘line of sight’ to the school’s AIP * Develop a peer observation cycle * VCE: consolidate year 3 practice. * NAPLAN: consolidate year 3 practice and refine Victorian Curriculum. | * Achievement of targets * Evidence of reflection and improvement embedded in staff PLTs |

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| **Engagement** | | **Key improvement strategies** |
| **Goals** | Students demonstrate positive emotional, social and academic abilities and are confident, connected, motivated learners. | * Further develop a culture of high expectations throughout the school community. * Leadership Team to undertake a quality professional learning program with a goal of building a school culture of high expectations * Provide a learning environment that is tailored to the needs of each student. * Develop Individual Learning Plans for students well below or well above expected learning levels * Further strengthen authentic Student Voice in the school. (Per the Priority Review, 2015). * Improve the understanding by the parent and broader community of the activities and programs operating in the College. * All staff seeking formal / informal feedback from students about their learning. (Per the School Wide Instructional Framework). * Co-curricular activities are offered to all students with a range of interests catered for, such as sports, arts, citizenship and community engagement. * Further develop the student behaviour management processes that are consistently followed by all staff * Further embed the use of technology as a tool to assist learning, encourage engagement and improve communication |
| **Targets** | **Student Attitudes to School Survey**  The mean scores for Student Motivation, Learning Confidence, School Connectedness, Teaching Effectiveness and Stimulating Learning variable outcomes to improve throughout the life of the strategic plan from the 2015 baseline  **And the** data shows that the following indicators have increased to at least the state mean by 2019:   * Teacher Effectiveness from 3.42 (state mean 3.64) * Student motivation from 4.03 (state mean 4.24) * Connectedness to school from 3.38 (state mean 4.62) * Stimulating Learning 2.96 from (state mean 3.60) * Learning Confidence from 3.38 (state mean 3.71) * School Connectedness from 3.38 (state mean 3.62)  |  |  | | --- | --- | | **2015 BASELINE SCORES**  **SCHL / STATE** | | | **Student motivation** | **4.03 / 4.24** | | **Learning confidence** | **3.58 / 3.71** | | **School connectedness** | **3.38 / 3.62** | | **Teacher effectiveness** | **3.42 / 3.64** | | **Stimulating learning** | **2.96 / 3.60** |   **Parent Opinion Survey**  Parent Opinion Survey data shows improvement from 2015 to 2019 in:  • Stimulating learning from 5.00 to 6.00  • Student motivation from 4.65 to 5.00  • Learning focus from 5.40 to 5.80  • Classroom behaviour from 3.10 to 4.00  **School Staff Survey** variables to be at or above the secondary schools mean for  • School Climate – Collective Efficacy  • School Climate – Collective  • School Climate – Academic Emphasis  • School Climate – Collective Focus on Student Learning |
| **Theory of action (optional)** | Stawell Secondary College will utilise David Hopkin’s Powerful Learning strategies and John Hattie’s Visible Learning strategies, along with the work by Robert Marzano, A Handbook for High Reliability Schools… the Next Steps in School Reform (HRS) as the theory of action to support our improvement work. |
|  | **Actions**  Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail. | **Success criteria**  Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of success criteria should be set. |
| **Year 1** | * Leadership team to participate in a capacity building program * Teachers model and set high expectations for student work and behaviour. Professional learning teams (PLTs) function to moderate expectations against standards. * Student Feedback – an integrated component of the SWIF. * Feedback from year 12 students captured * Teachers provide a differentiated learning environment – an integrated component of the SWIF. * Develop a culture of teacher responsiveness to student voice * Review the roles of student leadership coordinators to ensure that structures are in place for student voice. Integrate student leadership with assistant house leader roles. * Establish and promote a school Facebook page. Professionalize web site. * Monitor student participation in extra-curricular activities. * Revised assessment procedures to mitigate ‘N’ assessments. * Demonstrate progress to level three of HRS * Establish an alumni association in partnership with VASSP. | * PDP (Performance and Development) roundtables to authenticate this. * Stretch plans celebrated at staff meetings. * Feedback presented at staff meetings for action / implementation. * PLTs operating as learning areas provide evidence that differentiation is taking place in all classes. * Celebrate examples of this at staff meetings * Document revised roles. Implement revised and effective structures. * Facebook page visits – school web site has professional and up-to-date appearance. * Establish a data team representative of learning areas and interested staff to gather and analyse data and to provide action items. * ‘N’ assessments reduced per 2015 baseline. * Staff survey data – short and long form * Relatable role models support engagement and learning. |
| **Year 2** | * ILPs revisited to create a more personal and better documented account of student learning. * Teachers refine their modelling and development of high expectations for student work and behaviour.   .   * Teachers continue to provide a differentiated learning environment.   .   * Monitor student participation in extra-curricular activities. * With students and parents on school council, review curriculum and investigate individualized pathways * Reach level five of HRS * Foster alumni links and community connections. | * Revised ILP in place for 90% of students * Data from students and staff collected as evidence to demonstrate this. * Reduced incident reports per 2015 baseline. * Increased ‘high gain’ in NAPLAN per 2015 baseline. * Teachers can provide (observations) evidence that differentiation is taking place in all classes. Differentiated tasks will be evident – documentary evidence. * Implement effective changes identified in the review * Identified appropriate communication channels within the school community. * Parent Information sessions are conducted. * Data on levels of participation is collected and analysed. * Review team established and prepares recommendations. * Staff survey data – short and long form * Demonstrated alumni links and community connections. |
| **Year 3** | * Implement review outcomes that individualize student learning programs. * Foster alumni links and community connections. | * Demonstrated individualized pathways * Demonstrated alumni links and community connections. |
| **Year 4** | * Internal and self-regulated review and evaluation. * Foster alumni links and community connections. | * Review conducted * Demonstrated alumni links and community connections. |

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| **Wellbeing** | | **Key improvement strategies** |
| **Goals** | To provide a safe, orderly, inclusive and stimulating learning environment that promotes student resilience, constructive relationships, risk taking in learning and positive student behaviour including improved attendance. | * Reinforce the inclusivity of Stawell Secondary College values. * Develop an effective whole school approach to student and staff wellbeing. * Develop induction strategies that cater for new students and improves staff understanding of the whole school approach. * Conduct a student resilience program * Investigate the School Wide Positive Behaviour Program |
| **Targets** | **Student Attitudes to School Survey**  The mean scores in Student Morale, Student Distress, Student Safety and Connectedness to Peers improve throughout the life of the strategic plan.  And By the end of the Strategic Plan the variables are equivalent to or greater than the state mean   |  |  | | --- | --- | | **2015 BASELINE SCORES**  SCHL / STATE | | | Student Relationships   * Connectedness to Peers | 3.88 / 3.98 | | * Student Safety | 4.20 / 4.32 | | Wellbeing   * Student Distress | 5.10 / 5.12 | | * Student Morale | 4.44 / 4.72 |   **Attendance**  **2015 Baseline Data**   |  |  |  | | --- | --- | --- | | Year level | Days Per FTE 2015 | State | | 7 | 27.42 | 16.00 | | 8 | 32.10 | 19.84 | | 9 | 40.75 | 20.87 | | 10 | 45.67 | 19.15 | | 11 | 32.19 | 17.27 | | 12 | 26.69 | 15.42 | | 7-12 | 35.20 | 18.26 |   Student absences to decline over the life of the strategic plan  And By the end of the Strategic Plan student absences to be at or below the state wide average over the life of the strategic plan  **Parent Opinion Survey**  Parent Opinion Survey data shows improvement from 2015 to 2019 in:  • Behaviour Management from 4.60 to 5.00  • Student motivation from 4.65 to 5.00  • Student Safety from 5.60 to 5.80  • Classroom behaviour from 3.10 to 4.00 |
| **Theory of action (optional)** | Well-being is an holistic involvement in learning and is most obviously expressed in actual or real attendance. The relevant theory of action is two fold: 1. to create an engaging school climate that promotes attendance and processes and procedures that track, monitor and address patterns of absence. The creation of an engaging school climate is predicated on meeting student needs and the recent priority review, in its findings, identified the need to sustain meaningful student voice and with respect to this priority area direct student voice to enhancing the learning environment to build engagement.  2. Stawell Secondary College will utilise David Hopkin’s Powerful Learning strategies and John Hattie’s Visible Learning strategies, along with the work by Robert Marzano, A Handbook for High Reliability Schools… the Next Steps in School Reform (HRS) as the theory of action to support our improvement work. |
|  | **Actions**  Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail. | **Success criteria**  Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of success criteria should be set. |
| **Year 1** | * Investigate attendance monitoring programs. * Investigate regular ‘Parent Choice’ absentees. * Professional Development on the use of the Restorative practices model throughout the school. * Review of the home groups program. * Investigate the use of external Agency support * Review the roles of the School Counsellor and School Nurse. * Staff Wellbeing agenda item for Staff Meetings. * Develop ‘points of contact’ for staff to seek advice. * Integrate RISE to the main campus * Establish a well-being component in each AP role | * Attendance monitoring program identified. * Monitor the change of behaviour induced by the kiosk. * Regular ‘Parent Choice’ absentees have been identified and their attendance monitored. * Data in the student Attitudes to School Survey is maintained or improved. * Professional Development on the Restorative Practices model has been undertaken. * House teams have reviewed the Home Groups program. * External agency support is sought when appropriate to provide advice or support students. * Role descriptions of the school counsellor and school nurse are developed. * Staff Wellbeing agenda item is introduced to Staff Meetings. * ‘Points of contact’ are introduced for staff to seek advice. * Regular RISE staff meetings with relevant AP * Regular feedback from APs (roundtable) regarding staff and student well-being |
| **Year 2** | * Implement attendance monitoring and improvement program. * Continue to identify regular ‘Parent Choice’ absentees. * Local work book completion of Student attitudes to School Survey * Continue Professional Development on the use of the Restorative practices model throughout the school. * Implement necessary changes to the home groups program. * Monitor the roles of student counsellor and school nurse * Continue to utilise the Staff Wellbeing agenda item for Staff Meetings * Continue to promote ‘points of contact’ for staff to seek advice. | * Attendance monitoring and improvement program implemented. * Regular ‘Parent Choice’ absentees have been identified and their attendance monitored. * Reference to data team * Data in the student Attitudes to School Survey is maintained or improved. * Professional Development on the Restorative practices model has been undertaken. * External agency support is sought when appropriate to provide * Any necessary changes to the home groups program are implemented. * Maintain the positions of the school counsellor and school nurse * Staff Wellbeing agenda item is maintained at Staff Meetings. * ‘Points of contact’ are continued for staff to seek advice. |
| **Year 3** | * Continue to identify regular ‘Parent Choice’ absentees. * Continue to utilise the staff wellbeing agenda item for staff meetings, as necessary. * Continue to promote ‘points of contact’ for staff to seek advice. * Maintain a relevant home groups program. | * Regular ‘Parent Choice’ absentees have been identified and their attendance monitored. * Data in the student Attitudes to School Survey is maintained or improved. * Staff Wellbeing agenda item is maintained at Staff Meetings. * ‘Points of contact’ are continued for staff to seek advice. * Year level teams continue with the development of the home groups program. |
| **Year 4** | * Review and evaluate. | * Regular ‘Parent Choice’ absentees have been identified and their attendance monitored. * Data in the student Attitudes to School Survey is maintained or improved. * Staff Wellbeing agenda item is maintained at Staff Meetings. * ‘Points of contact’ are continued for staff to seek advice. * Year level teams continue with the development of the home groups program. |

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| **Productivity** | | **Key improvement strategies** |
| **Goals** | To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing. | * Optimise the use of resources to efficiently provide programs for students and the school community. * Develop a coordinated succession planning strategy that develops the capacity of future leaders * Staff Professional Development Plans (PDP’s) are linked directly to the goals in the School Strategic Plan or Annual Implementation Plan * All special budget applications include specific reference to the goal areas in the SSP or AIP. |
| **Targets** | **Budget**  Over the life of the strategic plan the college will move towards a sustainable surplus position  **Parent Opinion Survey**   * By the end of the Strategic Plan ‘Approachability’ in the Parent Opinion Survey will be equivalent to or greater than the state mean. * By the end of the Strategic Plan General Satisfaction in the Parent Opinion Survey will be equivalent to or greater than the state mean   **School Staff Opinion Survey**  By the end of the Strategic Plan the following variables will be equivalent to or greater than the All Secondary School mean   * *School Climate – Teacher Collaboration* * *School Climate – Collective Efficacy* * *School Climate – Academic Emphasis* * *School Climate – Collective Focus on Student Learning* * *Professional Learning – Collective Participation* |
| **Theory of action (optional)** | Stawell Secondary College will utilise David Hopkin’s Powerful Learning strategies and John Hattie’s Visible Learning strategies, along with the work by Robert Marzano, A Handbook for High Reliability Schools… the Next Steps in School Reform (HRS) as the theory of action to support our improvement work. |
|  | **Actions**  Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail. | **Success criteria**  Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of success criteria should be set. |
| **Year 1** | * Ensure the efficient operation of the school budget. * Effectively allocate staffing for improved student outcomes. * Allocation of resources follows the program budgets. * Identify potential future leaders and are encouraged to complete Professional Development. * Equity funding in 2016 will be acquitted   through the introduction of a literacy program.   * Equity funding in 2016 will be acquitted through the introduction of a numeracy program. * Use of PD tracker and CAP team to align activities with AIP and SSP | * Minimize staffing deficit. * Staff are teaching within their areas of expertise where possible. * Resources are allocated to support programs. * Provide leadership roles within the College for emerging leaders. * Implementation of specialist Literacy program. * Implementation of a specialist numeracy program – years 7 and 9 * Documented use |
| **Year 2** | * Ensure the efficient operation of the school budget. * Effectively allocate staffing for improved student outcomes. * Allocation of resources follows the program budgets. * Continue to identify potential future leaders that are encouraged to complete Professional Development. * Improved use of PD tracker and CAP team to align activities with AIP and SSP | * Achieve a small surplus in the SRP budget * Staff are teaching within their areas of expertise where possible. * Resources are allocated to support programs. * Potential future leaders identified and developed. * Demonstrate improved procedures |
| **Year 3** | * Ensure the efficient operation of the school budget. * Effectively allocate staffing for improved student outcomes. * Allocation of resources follows the program budgets. * Continue to identify potential future leaders that are encouraged to complete Professional Development. * Improved use of PD tracker and CAP team to align activities with AIP and SSP | * A clear surplus in the SRP budget * Staff are teaching within their areas of expertise where possible. * Resources are allocated to support programs. * Leadership roles within the College are realigned * Demonstrate improved procedures |
| **Year 4** | * Review and evaluate | * A clear surplus in the SRP budget * Staff are teaching within their areas of expertise where possible. * Resources are allocated to support programs. * Leadership roles within the College are realigned * Demonstrate improved procedures |