

**Suzanne Cory High School 8866
Strategic Plan 2017-2020**

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Colin Axup 18/04/2017[name] [date][name] [date]
School council: Joe Covelli 18/04/2017[name] [date][name] [date]
Delegate of the Secretary: Helen Hobley 18/04/2017[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>To develop academically able young people from a wide range of geographical and cultural backgrounds to be well rounded, intellectually curious, engaged citizens. As an academically select school we are committed to delivering outstanding academic outcomes across all curriculum areas. We encourage our students to access a broad curriculum and to maintain breadth in their studies.</p> <p>We equally commit ourselves to developing resilience, social skills and leadership skills in our students. We encourage student to follow their passion and note that there are many ways of being successful.</p>	<p>The school values are based around three key aspects Respect Aspiration Contribution As part of the SWPBS system a matrix has been developed based around these core values which guides staff and students on their behaviours around the school, in the community and online. This matrix of core values and expected behaviours is explicitly taught to students via the tutorial program.</p>	<p>Suzanne Cory High School is a selective entry co-educational Years 9-12 high school which opened at the beginning of the 2011 school year to serve the growth corridors of Melbourne's Western Region. Students are selected for entry via the Edutest and are well above average in both ability and aspirations. Despite being an academically selected cohort there is wide variation in the ability of the students both within and across subject areas. This presents a challenge for teachers to ensure all students are appropriately supported and extended in their learning.</p> <p>As the school enters its second strategic planning cycle our key challenges center around the pressures our cohort feel, placed upon them by their families and their internal drive to succeed. As students join us from mainstream schools many are accustomed to being at the top of their class and their learning confidence can be negatively impacted upon when they find that is no longer the case. In terms of aspirations many may have a very narrow view of appropriate career pathways and choose their subjects for VCE based on these preconceived ideas rather than their strengths and interests.</p>	<p>Our intent is to ensure the achievements of all students are valued whether those achievements be academic, on the sporting field, in student leadership or in the arts. We aim to ensure all students and families focus upon growth as their measure of success; considering not "what do I know" but "how much have I learnt, experienced, and grown in confidence" as their key indicator of success. This is important as it ensure that all students have an equal chance of achieving success, regardless of their starting point. By recognising the importance of learning we incentivise effort in our cohort and ensure the whole school focuses on the development of every student as an individual. This will also act as a disincentive to the normalising of the cohort that is sometimes evident in assessment. To achieve this we will ensure that staff skills in differentiation is developed first in a theoretical manner and then through the integration of practical skills and a differentiated approach to curriculum planning. A school wide model for measuring student growth in learning will be developed that will become our reportable index for student attainment.</p> <p>Concurrently with this focus upon curriculum we will ensure there is a sustained focus upon student wellbeing including engagement in the co-curricular, music, house and sports programs.</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)
By the end of the strategic plan cycle we will maximise the learning growth and academic achievement of students across all year levels by strengthening the efficacy of teaching staff in the areas of curriculum, practice and assessment.	<p><i>Excellence in teaching and learning</i> Building practice excellence</p>	<p><i>Excellence in teaching and learning will be supported by a focus on 'practice' which is common to all learning areas.</i></p>	<p>All staff will have engaged in professional learning activities, tied directly to their performance and development plans, that focus on integrating differentiation strategies into their practice. School wide approach to observations is embedded within the PLT structure and the performance and development process.</p>
		<p><i>Continue to improve the instructional capability of all the teachers and leaders and the collective endeavor of all staff to effectively support the learning of the specific SCHS cohort.</i></p>	<p>All staff will have engaged in professional development based on improving the instructional capability of all teachers and leaders to effectively support the learning of the specific SCHS cohort. Teachers will have ready access to detailed feedback that students have received on previous tasks (including previous years). They will use this information to plan for differentiation. The stimulating learning domain on the student attitudes to school survey will show a rise of 0.1 raising the score from the 2014-2016 school average of 3.08 to above the 2014-2016 region average of 3.17.</p>
	<p><i>Excellence in teaching and learning</i> Curriculum planning and assessment</p>	<p><i>Collective efficacy will be supported through the development of a positive approach to staff wellbeing.</i></p>	<p>An active staff wellbeing committee is embedded and active in the school. All staff new to the school are supported through a comprehensive induction program. A culture of positive language amongst staff is embedded in all interactions in the school.</p>
		<p><i>Enhance curriculum planning through a focus on differentiation and collaborative planning in Years 9 and 10, and available studies at senior level, so that all students are extended, and capabilities and interests are met.</i></p>	<p>All curriculum documentation will be in a consistent format that facilitates a guaranteed and viable curriculum for all students whilst allowing for individualisation by teachers. All curriculum documentation will be mapped to include differentiation strategies that allows for multiple points of access and attainment and will include provision for pre-assessment and formative assessment. All year 9 and 10 homegroups will work on at least 1 cross-curricular project in each year level.</p>
		<p><i>Increase the range of subjects on offer to senior students to support the achievement of all students.</i></p>	<p>All VCE students will be able to access a range of subjects across PLTs including options within each PLT for VCE as well as VCE(VET) and Higher Education studies.</p>



		<i>Develop a whole school assessment methodology to support understanding and the reporting of the learning growth of students over their 4 years at the school.</i>	The school will utilise assessments that give parents, students and teachers an understanding of the specific learning growth of each students in each subject. Student improvement in learning over a time period will be reported to parents and students as part of the reporting cycle. All written feedback on assessments will include an assessment of growth and suggestions for improvement strategies. Students will achieve outstanding results in end of schooling results. <ul style="list-style-type: none"> The Median all studies study score and ATAR study score will be 35. 75% of subjects will achieve a one point increase in median study score (based on the 2014-2016 average as a baseline). 25% of ATAR scaled study scores over 40. 90% of our students will receive a first round offer to one of their top 3 tertiary preferences.
<i>By the end of the strategic plan cycle we will have continued to build wellbeing and engagement by focussing on student confidence and resilience</i>	Positive Climate for Learning Empowering students and building school pride	<i>Develop a whole school approach to support mental health and integrate a policy that in consistent with SWPBS.</i>	A 0.1 point growth in the learning confidence domain will be evident on the student attitudes to school survey raising it from the 2014-2016 school average of 3.62 to above the state average of 3.71. A 0.3 point growth in the student distress domain will be evident on the student attitudes to school survey raising it from the 2014-2016 school average of 4.83 to above the state average of 5.09 At least 95% of students have an attendance rate above 90%.
		<i>Increase participation in co-curricular, music and sport across all 4 year levels to improve the balance of academic and non-academic pursuits in students daily program.</i>	The number of co-curricular offering is increased by 30% from the 2016 baseline of 30 programs. Attendance at Co-curricular sessions and sport improves by 25% from the 2016 baseline. A wider range of musical ensembles with an even distribution across all musical grouping and including chamber music.
		<i>Improve student engagement in co-curricular and extra curricular activities to improve student connectedness to peers beyond their home group.</i>	Regular musical performances will run at the school to showcase students in individual and ensemble pieces. The house program will be fully student led with guidance from specialist teachers. Late withdrawal by student from sport and extra curricular events will decrease by 10% (based on the 2014-2016 average as a baseline). Student leaders will be in place in all key extra curricular areas and will play an active role in the running of events each term. A range of local, interstate and international trips will be in place giving students opportunity to engage in music and volunteer work.
		<i>Improve transitions into the school and between year levels for students at all year levels to build student resilience as members of the school community.</i>	Primus program is embedded for year 9 students entering the school. Formal transition program embedded for students entering the school in years 10-12. Transition programs between year levels at the school includes a focus on academic work and supporting skills.
<i>By the end of the strategic plan cycle we will build ownership by the whole school community for the development of the whole person: the 'renaissance' graduate</i>	Professional Leadership Vision, values and culture	<i>Engage the whole school community in a discussion about the attributes a SCHS graduate should possess to develop their understanding of the importance of a broad based education.</i>	Cultural leadership module in the school staff survey will show a 10 point increase from the 2015-2016 baseline of 56.29 to above the state average of 64.52 over the same period. Students will be able to articulate the attributes of the 'renaissance' person and describe how they are working towards this. The profile of music will be increased through regular performance events in school and at parent information evenings.
		<i>Actively encourage breadth of studies at VCE to increase the breadth of student learning at the senior level.</i>	Student enrolments in ADT, LOTE and Humanities subjects will increase by 25% (based on the 2014-2016 average as a baseline). Parent engagement at annual subject expo will include equitably accessing a range of subject specialists
<i>By the end of the strategic plan cycle we will increase the involvement of parents/guardians and the wider community in the school</i>	Community engagement in learning Building Communities	<i>Improve communication with the whole school community to ensure parents and guardians are engaged in the life of the school.</i>	At least 50% of families will attend information sessions held on an annual basis All staff coordinating events will provide reports to parents by the end of that term. Information about the house program and curriculum will be published to parents at least once a term. Educational support staff are fully engaged in school life including attending camps and excursions.
		<i>Expand the range of opportunities for parental involvement by combining information sessions to incentivise attendance and increase parental engagement.</i>	Parents and community involvement module in the school staff survey will increase from the 2015-2016 baseline of 66.68 to above the state average of 72.10 from the same period. Attendance of parents/ guardians at parent teacher student interviews will increase by 10% from the 2016 baseline where 50.41% of all possible appointments were made. A well established Parents and Friends Association will coordinate regular social events. Parent with professional expertise will be incorporated into the school careers program as guest speakers.
		<i>Actively seek the involvement of community groups and local businesses in the school to increase our connectedness to our local community.</i>	School plays and musicals will be supported by sponsorship from local businesses. The number of external groups involved in the co-curricular program will increase from the 2016 baseline of 3% to greater than 10% of all offerings. School ensembles will perform regularly in local community events.

