Victoria State Government

Department of Education and Early Childhood Development

School Strategic Plan for Suzanne Cory High School South Western Victoria Region 2013-2016

Endorsement by School Principal	Signed…………………………………….. (Principal's signature)
	Name………………………………………..
	Date…………………………………………
Endorsement by School Council	Signed…………………………………….. (School Council President's signature)
	Name………………………………………..
	Date…………………………………………
Endorsement by Regional Director or nominee	Signed…………………………………….. (Regional Director or nominee's signature)
	Name……………………………………….
	Date…………………………………………

School Profile

Purpose	Values	Environmental Context
Our vision for Suzanne Cory High School is that it will be a school where students; • Thrive in a safe, stimulating and harmonious environment • Are excited by their learning • Enjoy positive and productive relationships with peers and teachers • Achieve outstanding academic outcomes • Learn and accept leadership • Are prepared to enter and succeed in a changing global environment • Become lifelong learners • Are supported by involved parents and caregivers Our goal is that Suzanne Cory High School will become a nationally and internationally recognised exemplar in the provision of highly successful educational programs for academically talented students and will lead in the contribution to state and national educational, economic, social, cultural and environmental goals through the delivery of high quality learning for students and teachers.	Suzanne Cory High School has adopted three core values which underpin school policies and practices. These values are: • Respect • Aspiration • Contribution We expect all members of the Suzanne Cory High School to learn and apply these values in all our behaviours and interactions	Suzanne Cory High School is located on a 6.6 ha site in Werribee. The school was established in 2011 and is a co-educational Years 9-12 selective entry high school. Enrolment will increase by 200 students each year until 2014 when the school will reach Year 9-12 capacity of 800 students. Of the current cohort, approximately 75% have a western suburbs residential address, with 25% residing in Wyndham. There are more than eighty different schools of origin, with government and non-government schools equally represented. At this stage there are slightly more boys than girls in the cohort. Of the 25% of students not living in the western suburbs, approximately 50% come from the northern suburbs and the remainder are widespread. Over half the cohort travels to school by public transport, with many students engaging in lengthy daily travel. The 2012 SFO was 0.37, with a LBOTE proportion of 0.79. CASES enrolment data indicates 25 family languages with Vietnamese, Sinhalese, Chinese and Bengali being the major non-English family background languages. The school building has been built in one stage. The design of the building has resulted in an iconic structure with an emphasis on environmental sustainability and clever use of form, materials and colour to meet the design intent to represent the geological environment of the west of Melbourne. The two storey structure has been designed to enable ubiquitous use of ICT through an extensive wireless

network. NSSCF funds were secured to provide all Year 9 and Year 10 students with a notebook computer. The environment and facilities are conducive to the development of a young adult learning environment. Specialist classrooms occupy each end of the downstairs of the building with a central agora adjacent to the cafeteria, student services, study centre and iCentre. All students have a locker. Upstairs are to be found general purpose teaching spaces, and a specialist LOTE laboratory, located in four learning commons. Two staff workroom are also located upstairs. Upstairs teaching spaces are more flexibly designed with many open or semi-open spaces. A 420 seat auditorium has been provided, enabling comprehensive assembly, student performance and speaker programs.

During the planning phase for the school, Victoria University, the University of Melbourne and the school signed a broad agreement to establish partnerships which would be of mutual benefit. In 2011 and 2012 this has been evidenced through school access to VU facilities, including 'be a chemist for a day' program allowing students to access chemistry laboratory facilities, gain VU library membership and a program of visits and on-site problem-based learning activities with undergraduate students from the University of Melbourne Clinical School. In 2012 a partnership was established with the Department of Astrophysics at the University of Melbourne to establish the telescopes in schools program.

Considerable work remains in fully equipping the school. At the time the school was occupied, there were limited on-site outdoor sports and recreation facilities, with no provision in the building budget for the construction of an oval or quality outdoor courts. Subsequently, School Council has approved the

funding and construction of a multi-purpose all-weather synthetic surface sports field which enables the playing of tennis, hockey, soccer and lacrosse from 2013.

2011 and 2012 school data associated with student learning demonstrates that, congruent with the selective entry school student selection process, all students are performing at an advanced academic level. The median NAPLAN scores for the school cohort across both years are significantly higher than both the state and national median scores. In 2012 all year nine students ranked above the state-wide 75th percentile in Numeracy. Furthermore, the inferred VELS scale, the school cohort data indicates that greater than 50% of students are at least one progression point above the expected level. The 2012 Student Attitudes To School Survey shows that Teacher Effectiveness, Stimulating Learning and Student Motivation, score very highly, with each in the fourth quartile. The area of Learning Confidence is slightly above the state mean. A school objective is to improve the Learning Confidence of all students.

Students at Suzanne Cory High School have a very positive attitude to school relative to other Victorian schools. This is demonstrated by data collected over 2011-2012. In reference to teaching and learning, students reported a high level of engagement with their schooling, motivation to learn and connectedness to their peers. Two categories were notably high across the two year levels: both how students felt about classroom behaviour and student motivation, which was particularly high for Year 10s. Some differences are apparent in learning confidence and distress between boys and girls and between students at the

		different year levels. Parent opinion regarding transition is positive and strengthened further between 2011 and 2012. The school has appointed an experienced Student Pathways Co-ordinator who has devoted considerable time to individual course counselling for all Year 10 students. Some Year 10 students have undertaken Work Experience. Parent Information sessions were held for parents at each year level to provide information about the structure and programs available. A comprehensive VCE policy and handbook have been developed and a Leading Teacher for VCE Programs and Development Co-ordinator has been appointed in preparation for the full implementation of the VCE during 2013-14.	

Strategic Intent

	Goals	Targets	Key Improvement Strategies

Student Learning	To support each and every student in achieving their academic potential	• All Year 9 students will achieve above the standard in NAPLAN in Literacy and Numeracy over the four-year period
		• The median result for all Year 9 students in Literacy and Numeracy will be at least two bands ahead of the state mean.
		• Median VCE study score will be 37
		• To achieve greater than 33% of individual study scores of 40+
		• That teacher judgments for all student outcomes be at the expected level and that teacher judgements for 50% of student outcomes be above the expected level
		• That every student progresses at the expected rate and that 50% of students progress at greater
			1. Improve Student Learning for the select entry cohort at SCHS through enhanced teacher capacity to:
			   • Implement pedagogy that reflects high expectations for students at a select entry school
			   • Provide explicit teaching of literacy skills appropriate for select entry students
			   • Develop high levels of student cognitive engagement
			   • Enable students to become independent learners
			
			2. Improve Student Learning by establishing

		than the expected rate. • That the student opinion survey data for Learning Confidence be within the fourth quartile.	a rigorous system of data collection and analysis by which student performance can be monitored and tracked and informs differentiated curriculum approaches to cater for individual learning needs which engages all students. 3. Improve Student Learning by continuing to build leadership capacity of middle level leaders within a distributed leadership model
Student Engagement and Wellbeing	To create a collaborative, supportive and stimulating learning community that promotes student well-being and uses engagement strategies that enable optimal student learning	Using 2012 results as a benchmark, show continuous improvement in each of the planning periods in opinion survey variables (staff, parents and students) related to student engagement and well-being	4. Improve Student Wellbeing and Engagement by continuing to develop and consistently implement the School Wide Positive Behaviour framework as the school's agreed approach to Student Wellbeing and Engagement, which includes a focus on enabling student voice and enhancing the partnership between the school, students and families.
Student Pathways and Transitions	To ensure that all students have a seamless, planned and logical progression into, through and out of the school with appropriate pathways developed to post school options	Achieve a score of 5.5 or above for the "Transition" variable in the Parent Opinion Survey 100% of students will exit the school to further education or employment	5. Improve Student Pathways and Transitions by continuing the development and refinement of student transitions and pathways programs, in order to broaden student aspirations and enable students to achieve their aspirations.

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)

Key Improvement Strategy 1
 	
Improve Student Learning for the select entry cohort at SCHS through enhanced teacher capacity to:
 	
• Implement pedagogy that reflects high expectations for students at a select entry school
• Provide explicit teaching of literacy skills appropriate for select entry students
• Develop high levels of student cognitive engagement
• Enable students to become independent learners
	Year 1	• Establish a baseline for enhancing teacher capacity in the following areas and provide opportunities to share this with the whole staff in order to build a shared understanding:
		   o Identify pedagogy in each Learning Area that reflects high expectations for *all* students (Years 9 & 10, and at VCE levels) at a select entry school, document and identify gaps.
		   o Each Learning Area identifies the explicit teaching that occurs which builds the literacy skills of learners.
		   o Each Learning Area identifies instructional strategies, curriculum content and learning tasks that develop high levels of student cognitive engagement. These are evaluated for rigour.
		   o Each Learning Area identifies and shares strategies which enable students to become independent learners.
		• Each Learning Area to identify professional learning that builds teacher pedagogical content knowledge (PCK) and pedagogical knowledge (PK) to address the needs of a select entry cohort, including the range of abilities, develop a 2 year PL Plan, and implement Year 1 of the Plan.
		• Evaluate research-based *high yield*
			• Baselines established, gaps for development identified and data shared with all staff :
			   o Preamble included in the Curriculum Unit Planning Template which documents how high expectations for a select entry cohort are addressed within the curriculum unit
			   o Learning Areas document processes used to explicitly build literacy skills of students in the Curriculum Unit Template
			   o Strategies for high levels of cognitive engagement in each Learning Area documented.
			   o Independent learning strategies added to the lesson template.
			• A 2 year PL plan developed for addressing the needs of a select entry cohort which incorporates PL on instructional strategies.
			• Year 1 of PL Plan delivered.
			• Select Entry teacher networks identified and a plan for joint activity developed.
			• Evaluation of curriculum planning processes completed and recommendations for improvement adopted.
			• Review of curriculum documentation access, storage and review processes for all Learning Areas completed and recommendations for improvement adopted.
			• Plan for building a culture of classroom

		instructional strategies for adoption at SCHS and include in PL Plan
		• PLT Leaders and others in positions of responsibility (PORs) engage with their colleagues at other Select Entry schools in order to establish teacher networks focused on student learning
		• Evaluate the extent to which the curriculum planning processes using the Teaching and Learning Model and assessment practices, including moderation, enhance teacher capacity to deliver a *guaranteed and viable curriculum* for the select entry students at SCHS
		• Review of curriculum documentation access, storage and evaluation processes for all Learning Areas
		• PLT leaders to build a staged plan for establishing a culture of classroom observations focused on student learning
		    o development of protocols about observation processes
		    o start small with a volunteer group.
			observation developed which includes protocols for observation, is linked to SSP and the process is started with a small group of volunteers
			• Inclusion of key elements of this KIS in the P&D process and individual teacher PD plans

	Year 2	▪ Within Learning Areas continue to address gaps related to high expectations, explicit teaching, high levels of cognitive engagement and building independent learners. ▪ Year 2 of PL Plan implemented related to PK for a select entry cohort and high yield instructional strategies ▪ Engagement of teachers and continued planning to build select entry networks continues ▪ Curriculum planning processes implemented in line with recommendations ▪ Stage 2 of the plan to establish a culture of classroom observation implemented with a target of 33% of staff	▪ Gaps related to high expectations, explicit teaching, high levels of cognitive engagement and independent learning addressed and shared with staff ▪ Year 2 of PL Plan implemented, evaluated and a new plan developed for Year 3 ▪ Select entry teacher networks established and planning for future growth ▪ Curriculum documentation in line with recommendations ▪ 33% participate in some form of classroom observation ▪ Inclusion of key elements of this KIS in the P&D process and individual teacher PD plans

	Year 3	• Year 3 PL Plan delivered • Classroom observation implemented with 66% of staff and links with PL program strengthened in order to ensure transition of PL into classroom practice • Links developed between classroom observation and the P&D process with a focus on teacher learning rather than evaluation • More mature select entry teacher networks continue	• PL delivered • Up to 66% of staff involved in classroom observations • P&D process focused on teacher learning and development • Record of activity of select entry networks
	Year 4	• PL continues • Classroom observation implemented with *all* staff and links with PL program and P&D processes are further developed • Review and evaluate actions, and achievement milestones in the context of School Review and development of a SSP 2017-2020	• PL delivered • 100% of staff involved in classroom observation • Review and development of new SSP

Key Improvement Strategy 2
 	
Improve Student Learning by establishing a rigorous system of data collection and analysis by which student performance can be monitored and tracked and informs differentiated curriculum approaches to cater for individual learning needs which engages all students.
	Year 1	• Develop understanding of the role of the PLT in using data to improve student learning for individual students and at the cohort level
		• Each Learning Area to analyse the assessment calendar to identify agreement about common data which is collected, moderated and analysed at the PLT level to inform instructional decisions, including those pertaining to differentiation.
		• PLT leaders to develop a plan to build staff assessment literacy within PLTs which includes:
		  o quality feedback to students, rubric development, moderation, and identifying student ability range.
		  o collaboration to develop strategies to accelerate learners at the bottom level, address issues in the mid-
			• Document role of PLT
			• Learning Areas identify common data sets for analysis and action and opportunities for moderation
			• Further data sets identified and incorporated into an Assessment Schedule
			• Plan for tracking and monitoring of learning growth data of all students is developed
			• Annual school-wide Assessment Schedule developed
			• All role statements include responsibility for an area of data collection and analysis
			• PL Plan for building assessment literacy
			• Documentation of approaches to differentiation in each Learning Area.
			• Repository of data sets pertaining to student learning in use
			• Data use protocols developed

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<tr><td></td><td></td><td colspan="2">range, and extend students at the top level.
o An understanding of what differentiation looks like in different Learning Areas.

• Identify additional data sets which can be used to build a clearer profile of student learning at SCHS including *value add*/ rate of learning growth at the cohort and individual student level, with the aim that all students make at least one year's learning growth in a 12 month period: NAPLAN, Online Adaptive, Edutest, Attitudes to School Survey, student surveys, VCE data service etc.
• Clarify what data sets each leadership role is responsible for and how this can be brought together to contribute to a more complete profile of student learning at the school in order to inform curriculum decision making</td></tr>
<tr><td></td><td>Year 2</td><td>• Implementation of annual Assessment Schedule
• Continue to develop assessment literacy at the school level and within PLTs.
• Ensure data is used within the PLT to support teachers to make collaborative decisions about how to differentiate teaching and learning within the classroom to address different learning needs for the select entry cohort</td><td>• Record of PL and agendas of PLTs
• Documentation of differentiation in Lesson Plan templates
• Documentation of differentiation in Learning Areas</td></tr>
<tr><td></td><td>Year 3</td><td>• Implementation of annual Assessment Schedule
• Continue to develop assessment literacy at the school level and within PLTs.
• Ensure data is used within the PLT to support teachers to make collaborative decisions about how to differentiate teaching and learning within the classroom to address</td><td>• Record of PL and agendas of PLTs
• Documentation of differentiation in Lesson Plan templates</td></tr>
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		• different learning needs for the select entry cohort • Share approaches to differentiation in different Learning Areas	
	Year 4	• Review and evaluate actions, and achievement milestones in the context of School Review and development of a SSP 2017-2020	• Review and development of new SSP
Key Improvement Strategy 3 Improve Student Learning by continuing to build leadership capacity of middle level leaders within a distributed leadership model	Year 1	• PLT leaders in conjunction with PCOs and LT develop a co-ordinated annual PL calendar and PLT agendas that are aligned with the improvement focuses within the SSP • PLT leaders to look at literature around Middle Level leadership within school and identify PL appropriate to build leadership skills, e.g. Bastow, McREL, coaching • PL plan developed for PLT leaders and other leaders, that includes coaching, mentoring , shadowing • PLT leaders develop and lead the P&D process which is linked to the SSP	• PL plan and calendar, and PLT agenda items • Leadership meetings look at role of Middle Level leadership within the context of distributed leadership • Middle level Leaders P&D Plans include relevant leadership PL • Participation of Middle Level Leaders in leadership development programs • P&D process documented
	Year 2	• Aligned PL and PLT Calendars implemented • PL plans for leaders implemented • P&D process implemented with a focus on learning and development	• PL plan and calendar, and PLT agenda items • Record of PL for leaders • Completion of P&D process for staff at all levels with a focus on learning and development
	Year 3	• Aligned PL and PLT Calendars implemented • PL plans for leaders implemented • P&D process implemented with a focus on learning and development with links to classroom observation	• PL plan and calendar, and PLT agenda items • Record of PL for leaders • Completion of P&D process for staff at all levels with a focus on learning and development and links to classroom observation
	Year 4	• Review and evaluate actions, and achievement milestones in the context of School Review and development of a SSP 2017-2020	• Review and development of new SSP

Key Improvement Strategy 4	Year 1	• Alignment of draft Student Engagement Policy with SWPB
		 • Collaborative implementation of Student Engagement Policy
		 • Ongoing PL to support staff in:
		    o Implementing SWPB
		    o Catering for emotional needs of students
		    o Understanding and applying processes, protocols and role requirements
		 • Development of clear processes and protocols for leaders and teachers in implementing the school *Student Wellbeing and Engagement Policy*
		 • Provide 1:1 coaching of staff to assist with the implementation of SWPS as required
		 • Analyse the responses to student, staff and parent surveys on responses to engagement, wellbeing and relationships and develop action plan to address student voice and parent engagement.
		 • Develop and trial student feedback strategies about student learning
		 • Establish training in leadership skills for identified student leaders, school captains and other leadership roles for 2014
		 • Establish a functioning SRC to build student agency and participation in school decision-making
		 • Investigate and adopt strategies to strengthen the 3 way partnership: school, parents and the broader community, which includes use of ICT in communication between the school and families
			• Completed and ratified Student Engagement Policy
			 • Collaborative implementation processes documented
			 • PL plan and record of delivery
			 • Documented role descriptions for class teacher, Home Group teacher, student wellbeing leader, and PLT leader of SWPB, with supporting professional learning
			 • Recommendations regarding coaching to support implementation of SWPB
			 • Documented processes, protocols and professional learning for people responsible for working with students and parents
			 • Analysis of opinion data and action plan
			 • Trial group of teachers undertake implementation, analysis and response to student surveys
			 • Training program for student leaders documented and implemented
			 • SRC established with a clear agenda demonstrating participation in school decision making
			 • Document partnership strategies
			 • Adoption of electronic communication mechanisms for easy and rapid communication and feedback regarding due dates and submission of work by students

Improve Student Wellbeing and Engagement by continuing to develop and consistently implement the School Wide Positive Behaviour framework as the school's agreed approach to Student Wellbeing and Engagement, which includes a focus on enabling student voice and enhancing the partnership between the school, students and families.			
	Year 2	• Investigate and adopt programs to build resilience, learning confidence and social skills of students	• Use of student survey data included in teachers' P&D Plans • Analysis of opinion data and revised action

	• All teachers collect, analyse and respond to student feedback data for at least one class
	• Ongoing PL to support staff in:
	    ○ Analysis of opinion data, use of parent focus groups and review of action plan to ensure alignment with data
	    ○ Implementing SWPB
	    ○ Understanding the data analysis and problem solving processes that underpin SWPB
	    ○ Catering for emotional needs of students
	• Further develop student leadership programs
	• Use SRC and the House system to enhance student participation and contribution
	• Research a parent engagement policies
	• Implement a structured program to build relationships with parents and families
		plan
		• Programs for students incorporated into Tutorial Program for Years 9 & 10
		• PL plan and record of delivery
		• Documentation of student leadership program and student participation and contribution through the SRC and House system
		• Parent engagement policy recommendations complete
		• Implementation of parent program which builds relationships with families

Year 3	• Analysis of opinion data, and review of action plan to ensure alignment with data • Teachers routinely include use of student feedback in P&D Plans • Continue refining Tutorial Program to address social, emotional, academic and organisational needs of students • Ongoing SWPB PL • Develop role statements and expectations for students who hold leadership roles • Acknowledge student opinion and decision-making and celebrate outcomes • Develop and implement a parent engagement policy	• Evidence of mature use of student survey data in P&D process • Analysis of opinion data and revised action plan • Review of Tutorial Program • PL program developed and delivered • Documented student leader role statements • Documentation of acknowledgment and celebration of student voice within the culture of the school such as assemblies, House system, Bulletin, Newsletter etc. • Parent Engagement policy completed and published
Year 4	• Review and evaluate actions, and achievement milestones in the context of School Review and development of a SSP 2017-2020	• Review and development of new SSP

Key Improvement Strategy 5 Improve Student Pathways and Transitions by continuing the development and refinement of student transitions and pathways programs, in order to broaden student aspirations and enable students to achieve their aspirations.	Year 1	• Undertake a benchmarking of career development learning programs at SCHS using the Career Development Quality Benchmarks for good practice (CEAV). • Develop 4 year Action Plan based on benchmarking • Continue to develop the Years 9-12 careers development curriculum mapped to the Victorian Careers Curriculum Framework (CCF), including strategies, student outcomes, resources and indicators of success • Develop and trial ePortfolio on eWorkspace to enable systematic reflection on progress at school, on careers and pathways learning, career action plans and to assist students in tertiary application processes. • Continue implementation of House Colours and Awards systems to acknowledge student progress. • Continue existing and initiate additional *in-school* transition activities and processes (into Year 9, 9 to 10, 10-11 & 11-12) in conjunction with a rich co-curricular program which expands students' horizons and contributes to building aspiration • Develop a professional learning program to support teachers' current understanding of Careers Education and provide VCE course counselling skills • Continue to develop formal links with key community and education stakeholders, particularly opportunities for students to explore a range of university options and university life: university visits, mentoring programs and enhancement studies • Review information provided to students, parents and teachers to ensure all relevant	• Benchmarking of career development programs documented. • Action Plan feeds into the Annual Implementation Plan • Documented careers development program for Years 9-11, including a Calendar of annual events • A template for a ePortfolio established on e-Workspace and review ePortfolio trial • House Colours, awards program and *in-school* transition activities and co-curricular programs documented and participation recorded • Parents and students report high rates of satisfaction with Transition activities into, through and out of the school • Document PL and course counselling programs • Partnerships with key community and education stakeholders documented • Review of information provision is documented along with recommendations for improvement • Opportunities for parent involvement documented and a parental engagement strategy is identified. • A school-based survey of Year 10 students shows that students are clear on a range of VCE, careers and tertiary options

		education and pathway options are presented, including VET studies • Investigate opportunities for parents to be involved in the career development program, including a parental engagement program • Extend the range of VCE subject offerings, including appropriate promotion of university enhancement studies.	
	Year 2	• Develop a Year 12 careers development program mapped to the Victorian CCF. • Implement the first year of University Enhancement Study programs, including a support program • Implement tertiary application processes and scholarship application processes for Year 12 students in planning post-school options. • Document in-school transition program, Years 9-12	• Documented careers development program for Years 9-12, including a Calendar of Annual events • Support program in place for students undertaking University Enhancement Study and documented. • Document tertiary and scholarship application process • A school-based survey of year 10 students shows that students are clear on a range of VCE, careers and tertiary options • Parents and students report high rates of satisfaction with Transition activities into, through and out of the school • High levels of parent participation in parent information evenings and other parent support programs.
	Year 3	• Review the range and appropriateness of VCE subjects offered and University Enhancement Study programs and implement recommendations. • Evaluate impact of acceleration programs on student achievement, and develop school policy • Review of *in-school* transition program, Years 9-12	▪ Review of University Enhancement Studies and VCE offerings completed and recommendations implemented ▪ School policy on acceleration ▪ Review of in-school transition documented and recommendations implemented ▪ A school-based survey of Year 10 students shows that students are clear on a range of VCE, careers and tertiary options ▪ Parents and students report high rates of satisfaction with Transition activities into, through and out of the school

				■ High levels of parent participation in parent information evenings and other parent support programs.
	Year 4	• Review and evaluate actions, and achievement milestones in the context of School Review and development of a SSP 2017-2020	• Review and development of new SSP