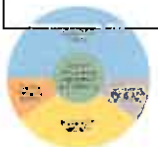


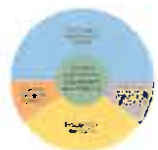
Carwatha College P-12
 School number 5435
 Strategic Plan 2017-2020

Endorsement	<i>B. Hamilton</i>	Re-Endorsement (If a Goal, KIS or Target is changed)	Re-endorsement (If a Goal, KIS or Target is changed)
Principal:	Bronwyn Hamilton [16/11/16]	[name] [date]	[name] [date]
School council:	Michele Coxhill [16/11/16]	[name] [date]	[name] [date]
Delegate of the Secretary:	<i>John Keyzers</i> John Keyzers	[name] [date]	[name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Carwatha College P-12 is committed to providing a safe and inclusive environment where all school members are empowered to achieve their personal best, to become independent and successful learners and to be productive members of the community.</p>	<p>The values which underpin the actions of the whole college community are:</p> <p>Respect Respect for ourselves, each other and the environment</p> <p>Commitment Persistence in achieving our goals</p> <p>Teamwork Learning together to achieve the best possible outcomes for all</p> <p>Excellence Achieving our best in everything we do</p>	<p>The P-12 nature of our school provides both opportunities and challenges. There are significant opportunities for staff to learn from each other and for students to benefit from enhanced learning opportunities. There are challenges in the complexity of the P-12 context and in ensuring a consistent approach, particularly to learning, across both sections of the school.</p> <p>The population of the school is highly multi-cultural. The rich cultural mix provides an exceptional environment for developing understanding and tolerance of others. Whilst there is disadvantage in our community, our parents are aspirational for better outcomes for their children and with the provision of wellbeing programs and Individual support, we are committed to equipping all of our students with the knowledge and skills to prepare them for successful futures.</p> <p>We personalise the learning for our students to ensure that we cater for their individual needs. Students with disabilities and impairments are successfully enrolled in the school and supported through our Inclusion Support Program.</p> <p>There is a strong commitment from staff to improve student outcomes. The major focus has been on personalising the learning for our students to improve achievement growth and this needs to continue. In primary, the major focus is on improving the literacy and numeracy skills of our students. We need to provide additional support for students who are performing below state averages. In addition, we need to ensure that we are catering better for the needs of students capable of higher achievement at all year levels.</p> <p>The demographics of the local area are aging, with low numbers of young families moving in to the neighbourhood and there has been a trend of declining enrolments over the last few years, providing significant challenges.</p>	<p>Intent To improve student learning outcomes through building teacher capacity. To enhance student learning through empowering them to own their own learning. To provide a safe learning environment for all students.</p> <p>Rationale If the school builds capacity for all teachers to build competence in explicit, high impact teaching strategies and to plan guaranteed and viable curriculum, then students' outcomes will improve.</p> <p>If students are empowered to build ownership of their learning, including increased opportunities for feedback, then student learning can be enhanced.</p> <p>If teachers present a cohesive and consistent approach to student wellbeing and deliberately build and maintain positive relationships with students, student social and emotional health will be significantly enhanced. This will increase the capacity of students to engage effectively with their learning.</p> <p>Priorities / focus Excellence in teaching and learning – building practice excellence and curriculum planning and assessment. Positive climate for learning –empowering students and intellectual engagement and self-awareness.</p> <p>Whilst there will be some work on all of the Key Improvement Strategies identified in our Strategic Plan each year, it is expected that we will have a greater focus on the following areas in year 1:</p> <ul style="list-style-type: none"> Developing strategies to further engage parents, carers and families on learning expectations and other strategies to improve learning. Building the capacity of teachers to embed consistent and explicit high impact teaching strategies <p>In year 2 greater focus will be placed on further developing the explicit and viable curriculum</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)
<p>Achievement</p> <p>To achieve improved learning growth in all areas of the curriculum.</p> <p><u>Rationale:</u> If the school builds capacity for all teachers to build competence in explicit, high impact teaching strategies and to plan guaranteed and viable curriculum, then students' outcomes will improve.</p>	<p>Improvement priority: Excellence in teaching and learning</p> <p>Improvement initiatives:</p> <ul style="list-style-type: none"> • Building practice excellence • Curriculum planning and assessment 	<ol style="list-style-type: none"> 1. Build capacity to embed consistent and explicit high impact teaching strategies. 2. Develop a shared understanding of the purpose and use of data across teaching teams and how it is used to inform teaching and improve student learning growth. 3. Continue to develop an explicit and viable curriculum. 	<p>Trend improvement in the percentage of students achieving above the expected achievement levels in literacy and numeracy in Victorian Curriculum and school based assessments.</p> <p>Trend improvement in the percentage of students achieving medium and high growth on NAPLAN relative growth assessments and/or criteria based school assessment of growth in literacy and numeracy.</p> <p>Trend improvement in the average mean study score at VCE.</p>
<p>Engagement</p> <p>To increase the engagement in and ownership of learning for all students</p> <p><u>Rationale:</u> If students are empowered to build ownership of their learning, including increased opportunities for feedback, then student learning can be enhanced.</p>	<p>Improvement priority: Positive climate for learning</p> <p>Improvement initiatives:</p> <ul style="list-style-type: none"> • Empowering students • Intellectual engagement and self-awareness. 	<ol style="list-style-type: none"> 1. Build teacher capacity to work with students to use assessment data to provide effective feedback and to develop challenging learning goals. 2. Ensure that the curriculum is structured to enable students to be provided with regular opportunities to engage in differentiated learning experiences that reflect their point of learning needs. 	<p>Trend improvement in the percentage of students achieving medium and high growth on NAPLAN relative growth assessments and/or criteria based school assessment of growth in literacy and numeracy (as for goal 1).</p> <p><u>Attitudes to School Survey</u> Trend improvement in in student feedback in the following indicators:</p> <ul style="list-style-type: none"> • stimulating learning, • learning confidence • student motivation • teacher effectiveness • teacher empathy. <p>Trend improvement in in school attendance means.</p>
<p>Wellbeing</p> <p>To enhance the social and emotional health of all students.</p> <p><u>Rationale:</u> If teachers present a cohesive and consistent approach to student wellbeing and deliberately build and maintain positive relationships with students, then student social and emotional health will be significantly enhanced.</p>	<p>Improvement priority: Community engagement in learning</p> <p>Improvement Initiatives: Building communities</p>	<ol style="list-style-type: none"> 1. Develop strategies to further engage parents, carers and families on learning expectations and other strategies to improve learning. 	<p><u>Attitudes to School Survey</u> Trend improvement in student feedback in the following indicators:</p> <ul style="list-style-type: none"> • connectedness to peers • student safety • student distress • student morale • student motivation. <p>Trend improvement in the following Parent Opinion survey factors:</p> <ul style="list-style-type: none"> • student safety • connectedness to peers • student motivation • social skills • school connectedness.



Addendum		
The following data sets will be used to measure progress against targets		
Achievement	Targets	Data Sets
	Trend Improvement in the percentage of students achieving above the expected achievement levels in literacy and numeracy in Victorian Curriculum and school based assessments.	School Based Assessments <ul style="list-style-type: none"> • Fountas & Pinnell Data (Primary) - Proportion of students (prep – 6) achieving at or above expected reading levels. • PAT data - Proportion of students (Grade 3 – Year 9) achieving at or above expected outcomes • Teacher Judgement (Victorian Curriculum) - Proportion of student achieving at or above expect achievement level in Reading and Number & Algebra according to the Victorian Curriculum.
	Trend improvement in the percentage of students achieving medium and high growth on NAPLAN relative growth assessments and/or criteria based school assessment of growth in literacy and numeracy.	<ul style="list-style-type: none"> • Proportion of students at years 3, 5, 7, and 9 achieving above the National Minimum Standards (NMS) and at or above the State Mean in NAPLAN Reading, Writing and Numeracy. • Proportion of students achieving medium and high relative growth in NAPLAN Reading, Writing and Numeracy.
	Trend improvement in the average mean study score at VCE.	<ul style="list-style-type: none"> • VCE average mean study scores
Engagement	Trend improvement in the percentage of students achieving medium and high growth on NAPLAN relative growth assessments and/or criteria based school assessment of growth in literacy and numeracy (as for goal 1).	<ul style="list-style-type: none"> • Proportion of students at years 3, 5, 7, and 9 achieving above the National Minimum Standards (NMS) and at or above the State Mean in NAPLAN Reading, Writing and Numeracy. • Proportion of students achieving medium and high relative growth in NAPLAN Reading, Writing and Numeracy
	Trend improvement in in student feedback in attitude to school surveys in the following indicators: <ul style="list-style-type: none"> • stimulating learning, • learning confidence • student motivation • teacher effectiveness • teacher empathy. 	<ul style="list-style-type: none"> • Trend improvement in student feedback in attitude to school surveys in stimulating learning, learning confidence, student motivation, teacher effectiveness and teacher empathy.
	Trend improvement in in school attendance means.	<ul style="list-style-type: none"> • School attendance mean data
Wellbeing	Trend improvement in attitude to school surveys in student feedback in the following indicators: <ul style="list-style-type: none"> • connectedness to peers • student safety • student distress • student morale • student motivation. 	<ul style="list-style-type: none"> • Trend improvement in student feedback in attitude to school surveys in connectedness to peers, student safety, student distress, student morale and student motivation.
	Trend improvement in the following Parent Opinion survey factors: <ul style="list-style-type: none"> • student safety • connectedness to peers • student motivation • social skills • school connectedness. 	<ul style="list-style-type: none"> • Trend Improvement in Parent Opinion survey factors, such as student safety, connectedness to peers, student motivation, social skills and school connectedness.

