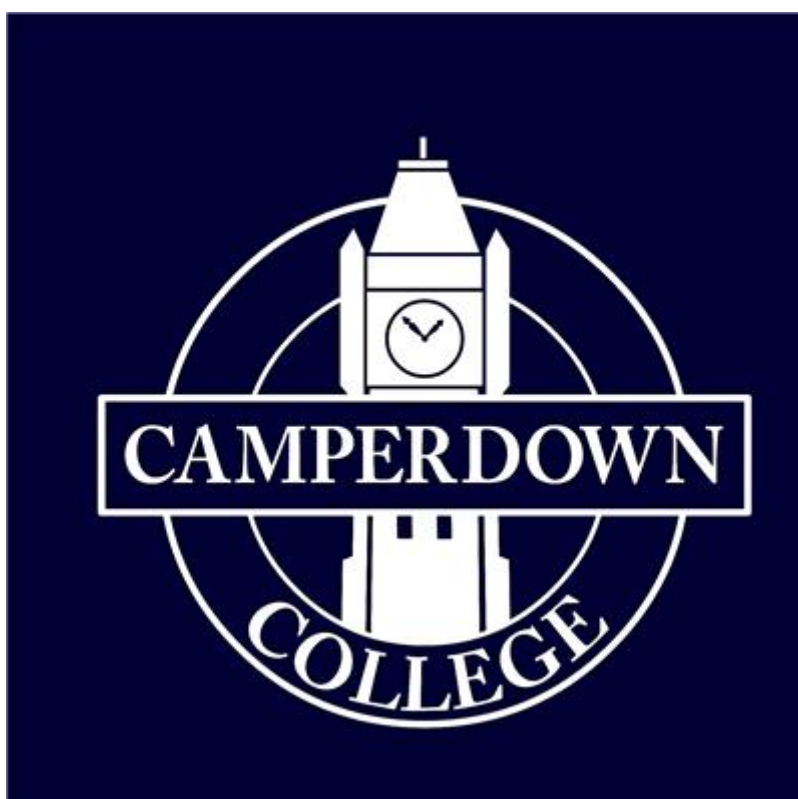


# School Strategic Plan 2018-2022

Camperdown College (6259)



Submitted for review by Cherie Kilpatrick (School Principal) on 04 February, 2019 at 09:38 AM

Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 04 February, 2019 at 04:15 PM

Endorsed by Darren Maskell (School Council President) on 06 February, 2019 at 10:27 AM

# School Strategic Plan - 2018-2022

Camperdown College (6259)

<b>School vision</b>	<p><b>Our Mission:</b> Camperdown College will provide exemplary teaching and learning programs within excellent facilities which foster school pride, aspiration and persistence to achieve high levels of learning for all students.</p> <p><b>Our Vision:</b> Camperdown College will be a high performing school that produces graduates well equipped to succeed beyond school and contribute actively to the community.</p>
<b>School values</b>	<p><b>Our Values:</b></p> <p><b>Excellence:</b> The classroom is a place where we actively participate and strive for personal best. The way we behave shows we are proud of our school, ourselves and our family.</p> <p><b>Respect:</b> We treat others as we would like to be treated. We value individuality and cultural diversity.</p> <p><b>Responsibility:</b> We take responsibility for our own behaviour and understand the logical consequences that follow. We are accountable for our learning and the learning of others.</p> <p><b>Caring:</b> We care for self and others. We take care of our own and others' personal property and space, playing and working safely at all times.</p> <p><b>Honesty:</b> We are honest, sincere and seek the truth. We give and seek fair and constructive feedback.</p>

## Context challenges

The previous strategic plan provided a way forward in achieving a cohesive staff team, seamless student transitions, and positive community perceptions of Camperdown College as an educational identity and leader. Significantly improved community perceptions of government schooling and Camperdown College are evident in changed behavioural and enrolment patterns over the previous strategic plan period. The Prep and Year 7 transition programs are now well attended by children and families not previously engaged in the government sector and retention of Year 6 students into Year 7 is consistently high. Maintaining community confidence through consistently high quality teaching and student outcomes is a challenge driving the new strategic plan.

The Professional Learning Communities framework is well established across the school, evident in the adult learning culture of reflective inquiry and shared accountability for student learning. The 'simplicity' of the four critical questions (What do students need to learn? How will we know if they've learnt it? What will we do if they haven't learnt it? What will we do if already know it?) has given teaching teams a consistent and unrelenting focus for their collaborative efforts. With new staff and students entering the College, it will be important to maintain implementation rigour through sophisticated induction and mentoring processes.

Processes to track individual students and cohorts in English and Maths evolved significantly over the previous strategic plan period, with teams now working with a high level of precision to inform planning and teaching decisions. A challenge in the new strategic plan is achieve a steady trajectory of improvement and greater consistency of outcomes, particularly in writing where there is less evidence of impact.

While the school's VCE data has remained strong, with the All Study mean typically exceeding the state and the median score placing Camperdown College amongst the region's high achieving schools, the goal of minimising variation between subjects has not yet been achieved and will continue to be a focus in this new strategic plan. Similarly, supporting high achieving students to maximise their performance in Year 12 will be a priority. Students can develop a distorted perception of their performance due to the school's relatively small Year 12 cohorts and class sizes, and some teachers are working in relative isolation in their subject areas. These are situational challenges to address through strategic planning and innovative practice.

With a high level of behavioural compliance and a calm, orderly environment evidenced in the 2018 self-evaluation and school review, the new strategic plan will focus on strengthening the student-teacher learning partnership to further enhance engagement and accelerate student progress. The new strategic plan also provides an opportunity to build upon trusting home-school relationships to support parents as partners in their children's learning, and to leverage feedback tools such as Compass to influence learning growth.

Student attitude data and attendance rates indicate that efforts to strengthen support for vulnerable students and provide supportive pathways through school have been partially successful. There has been increased attention to building an inclusive school environment, increasing wellbeing support, expanding programs to build student capacity and create new opportunities for success, cementing expectations amongst students and families that Year 12 completion is possible and expected. Efforts to connect students with diverse and engaging programs within and beyond the school have succeeded in keeping many vulnerable students at school, attending regularly, and moving forward in their learning. However, strategies to improve the attendance and school experience of a

	<p>small number of chronic absentees have not been successful and this new strategic plan will continue to address this challenge.</p> <p>Staff opinion data indicates a high level of engagement, optimism and trust, and in this climate it has been possible to introduce feedback tools to inform ongoing reflection and build on this work annually to increase the level of professional stretch. Using the high levels of relational trust and collective efficacy to drive further improvement in student outcomes is a challenge of the new strategic plan.</p> <p>A successful application for the Our School government schools' alumni pilot brought additional resources into the school to link current students with Camperdown College graduates, to lift aspirations and help students to appreciate their own contribution to the school's rich history. Rituals and programs that provide a platform for role modelling and cross age relationships, and workforce planning and organisational changes to bring the whole staff together, have also played a part in building a strong sense of unity and school pride. Again, leveraging off this positive foundation to achieve consistently high learning outcomes is an exciting challenge moving forward.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The new strategic plan is built around the dual goals of maximising students' engagement in their learning across all areas of the curriculum and improving literacy outcomes for all students. An increase in students' confidence and commitment is anticipated through a strengthened student-teacher learning partnership, leading to accelerated learning growth. Building the capacity of all teachers as teachers of literacy is seen as key to improving students' literacy learning. With student achievement in writing not rating highly on external measures such as NAPLAN, the strategic plan aims to embed consistent, high-impact teaching practice through evidence-based professional learning. Creating authentic opportunities and support for students to be critical evaluators and influential communicators is a related improvement strategy, along with developing school-wide teaching and learning protocols to meaningfully enact the Camperdown College instructional model.</p> <p>The FISO cycle along with the school's commitment to 'learning by doing' will provide the methodology for strategic plan implementation. The relevant indicators of the staff and student attitudinal survey (Teaching and Learning - Implementation module, and Learner Characteristics and Social Engagement) will inform action plans as well as providing evidence of impact over the four years. Building teacher and student capacity to set, own and evaluate achievement against individual stretch goals is seen as core work in the new strategic plan.</p> <p>Goal 1: To maximise students' engagement in their learning across all areas of the curriculum.</p> <p>The FISO element 'Evidence based high-impact teaching strategies' and Practice Principle 7 'Evidence-based strategies drive professional practice improvement' will inform the development of whole school teaching and learning protocols in Year 1 of the strategic plan, with full implementation occurring in Years 2 and 3, and evaluation in Year 4. Moving from 'embedding' to 'excelling' is the goal over four years.</p>

The FISO element 'Empowering students and building school pride' and Practice Principle 3 'Student voice, agency and leadership empower students and build school pride' will inform the action plan to develop the capacity students and teachers as partners in learning in Year 1 of the strategic plan, with full implementation occurring in Years 2 and 3, and evaluation in Year 4. A network Community of Practice and the use of Amplify as a key resource will strengthen this work. Moving from 'evolving' to 'embedding' by Year 3, and 'excelling' by Year 4' is the goal.

Goal 2: To improve literacy outcomes for all students.

The FISO element 'Building Practice Excellence' and Practice Principle 6 'Rigorous assessment practices and feedback inform teaching and learning' will inform evidence-based professional learning in Year 1 of the strategic plan, with full implementation of agreed practice occurring in Years 2 and 3, and evaluation in Year 4. Moving from 'embedding' to 'excelling' is the goal over four years. Leveraging off the school's embedded PLC framework, professional learning will continue to be collaborative, data-responsive, and informed by recognised best practice. Building teacher capacity and school-wide accountabilities with regards to explicit teaching, academic vocabulary and high quality feedback will be key elements of the four year implementation plan.

The FISO element 'Intellectual Engagement and Self-awareness' and Practice Principles 1, 5 and 8 ( 'High expectations for every student promote intellectual engagement and self-awareness', 'Deep learning challenges students to construct and apply new knowledge' and 'Global citizenship is fostered through real world contexts for learning') will inform teacher professional learning and the development of an action plan in Year 1 of the strategic plan, with full implementation occurring in Years 2 and 3, and evaluation in Year 4. Moving from 'evolving' to 'embedding' by Year 3, and 'excelling' by Year 4' is the goal.

# School Strategic Plan - 2018-2022

Camperdown College (6259)

<b>Goal 1</b>	To maximise students' engagement in their learning across all areas of the curriculum.
<b>Target 1.1</b>	<p>Students' Attitudes to School survey to indicate an improvement in the factor areas Learner Characteristics &amp; Disposition, and Social Engagement as a rolling 3 year average from the 2017-18 average.</p> <p><u>Benchmark 2017-18 (Source: School Information Portal):</u> Year 4-6: average percentile ranking LC&amp;D 56.7, SE 39.8 Year 7-12: average percentile ranking LC%D 77.8, SE 77.7</p> <ul style="list-style-type: none"><li>• Year 1 SSP: 2017, 2018, 2019</li><li>• Year 2 SSP: 2018, 2019, 2020</li><li>• Year 3 SSP: 2019, 2020, 2021</li><li>• Year 4 SSP: 2020, 2021, 2022</li></ul>
<b>Target 1.2</b>	<p>Staff opinion survey to indicate an improvement in the Teaching and Learning - Implementation module as a rolling 3 year average from the 2016–18 average.</p> <p><u>Benchmark 2017-18 (Source: Panorama Dashboard)</u> Average percentage endorsement: 92%</p> <ul style="list-style-type: none"><li>• Year 1 SSP: 2017, 2018, 2019</li><li>• Year 2 SSP: 2018, 2019, 2020</li></ul>

	<ul style="list-style-type: none"> <li>• Year 3 SSP: 2019, 2020, 2021</li> <li>• Year 4 SSP: 2020, 2021, 2022</li> </ul>
<b>Target 1.3</b>	<p>Attendance data to indicate an improvement in the days absent per student as a rolling 3 year average from the 2016-18 average.</p> <p><u>Benchmark 2016-18 (Source: School Information Portal):</u></p> <p>Prep-Year 6: average days absent 12.34</p> <p>Year 7-12: average days absent 18.7</p> <ul style="list-style-type: none"> <li>• Year 1 SSP: 2017, 2018, 2019</li> <li>• Year 2 SSP: 2018, 2019, 2020</li> <li>• Year 3 SSP: 2019, 2020, 2021</li> <li>• Year 4 SSP: 2020, 2021, 2022</li> </ul>
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Develop whole school teaching protocols and learning protocols to meaningfully enact the Camperdown College Instructional Model.
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Implement the teaching protocols and learning protocols with fidelity and rigour.
<b>Key Improvement Strategy 1.c</b> Empowering students and building school pride	Develop the capacity of students and teachers as partners in learning.

<b>Goal 2</b>	To improve literacy outcomes for all students.
<b>Target 2.1</b>	<p>NAPLAN percentage of students achieving high gain in Years 5, 7 and 9 in reading and writing to indicate an improvement as a rolling 3 year average from the 2016–18 average, up to 25 per cent.</p> <p><u>2016-2018 benchmarks (source: School Information Portal):</u>  Year 3-5 reading 17.5%, Year 5 writing 12%  Year 5-7 reading 30.4%, Year 7 writing 27.2%  Year 7-9 reading 27.5%, Year 9 writing 18.1%</p> <ul style="list-style-type: none"> <li>• Year 1 SSP: 2017, 2018, 2019</li> <li>• Year 2 SSP: 2018, 2019, 2020</li> <li>• Year 3 SSP: 2019, 2020, 2021</li> <li>• Year 4 SSP: 2020, 2021, 2022</li> </ul>
<b>Target 2.2</b>	<p>NAPLAN per cent of students in the top two bands to indicate an improvement as a rolling 3 year average from the 2016–18 average.</p> <p><u>2016-2018 benchmarks (source: School Information Portal):</u>  Year 3 reading 43.4%, Year 3 writing 58.9%  Year 5 reading 28.9%, Year 5 writing 9.5%  Year 7 reading 24.8%, Year 7 writing 11.8%  Year 9 reading 15.7%, Year 9 writing 7.5%</p> <ul style="list-style-type: none"> <li>• Year 1 SSP: 2017, 2018, 2019</li> <li>• Year 2 SSP: 2018, 2019, 2020</li> <li>• Year 3 SSP: 2019, 2020, 2021</li> <li>• Year 4 SSP: 2020, 2021, 2022</li> </ul>



<p><b>Target 2.3</b></p>	<p>Percentage of VCE scores over 40 to indicate an improvement as a rolling 3 year average from the 2016–18 average.</p> <p><u>2016-2018 benchmark (source: VCE data service): TBC%</u></p> <ul style="list-style-type: none"> <li>• Year 1 SSP: 2017, 2018, 2019</li> <li>• Year 2 SSP: 2018, 2019, 2020</li> <li>• Year 3 SSP: 2019, 2020, 2021</li> <li>• Year 4 SSP: 2020, 2021, 2022</li> </ul>
<p><b>Target 2.4</b></p>	<p>Average study score in the study groups of Business Studies, Humanities, Mathematics and Science to indicate an improvement as a rolling 3 year average from the 2016–18 average.</p> <p><u>2016-2018 benchmarks (source: School Information Portal):</u></p> <p>Business Studies: 27.1 (Accounting, Business Management, Legal)</p> <p>Humanities: 30.9 (History, Geography)</p> <p>Mathematics: 24.2 (Further, Methods)</p> <p>Science: 25.7 (Biology, Chemistry, Psychology)</p> <ul style="list-style-type: none"> <li>• Year 1 SSP: 2017, 2018, 2019</li> </ul>

	<ul style="list-style-type: none"> <li>• Year 2 SSP: 2018, 2019, 2020</li> <li>• Year 3 SSP: 2019, 2020, 2021</li> <li>• Year 4 SSP: 2020, 2021, 2022</li> </ul>
<b>Target 2.5</b>	VCAL completion rates to be maintained or improved.
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Strengthen the capacity of all teachers as teachers of literacy, through evidence-based professional learning and adopting agreed practice.
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Build the capacity and create authentic opportunities for students to be critical evaluators and influential communicators.