

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Ms Kerri Bolch ..... [name] 20/02/2018 [date]	..... [name] ..... [date]	..... [name] ..... [date]
School Council: Mr Roger Hall ..... [name] 20/02/2018 [date]	..... [name] ..... [date]	..... [name] ..... [date]
Delegate of the Secretary: Mr Mark Anderson ..... [name] 28/02/2018 [date]	..... [name] ..... [date]	..... [name] ..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>In 1976 Parents and Friends chose the local Manuka flower as the Berwick College logo. It was accompanied by a single word; “Crescam”, Latin for ‘I Shall Grow, I shall increase, I shall prosper’. 40 years on this strong founding vision remains a touchstone for our learning community.</p> <p>Berwick College aims to provide a learning community through a structured focus on 'Excellence in Learning', 'Rich and Varied Pathways', 'Personal Growth', 'Orderly Learning Environment and 'Positive Relationships'.</p> <p>These areas reflect our focus on improving the learning and on gaining the best possible educational outcomes for every student.</p>	<p>Our values are Respect, Integrity, Perseverance, Personal Achievement and Resilience.</p> <p>A strong leadership and dedicated, professional staff ensure a clear focus on what is “in the best interests of our students” and “improving the learning”.</p> <p>Student Leadership is fostered through learning, guidance, role modelling and the leadership positions offered as part of learning teams and Year 12</p>	<p>Our inclusive education, broad range of curriculum programs and excellent facilities are designed to cater for the needs of all of our students and promote a positive climate for learning. Student numbers continue to grow, impacting provision and maintenance of facilities. Students can follow a variety of pathways including VCE, VCAL and VET and receive significant careers counselling.</p> <p>Mentoring is available for aspirant students in Senior School and for those students who are disengaged or facing challenging situations.</p> <p>Wellbeing programs are aimed at teaching life skills, improving engagement and resilience.</p> <p>At our College, we seek to upskill and educate the first respondents (friends and families) who then connect with our wellbeing team, who then connect them to the appropriate supports in the community but current facilities limit the service significantly.</p>	<p>The 2017 school review identified that the College had developed a strategy to improve learning outcomes across the College and had structures in place which ensured high levels of accountability for student achievement.</p> <p>The College had also provided a range of effective resources to support the wellbeing of its students, and implemented a school wide approach to student management.</p> <p>This suggests the intent of our next Strategic Plan should be demonstrating a commitment to continually review current practices and ensure all necessary elements that deepen and improve student learning, engagement and wellbeing, are in place and having a positive impact on student outcomes.</p> <p>Consequently the College will focus on:</p> <ul style="list-style-type: none"> <li>• Building the capability of all staff to implement consistent, highly effective practice in all classrooms</li> <li>• Engaging students through broad curriculum offerings, stimulating learning and activating student voice</li> <li>• Empowering staff students with the knowledge, skills and dispositions to respond to wellbeing challenges</li> </ul>

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)
Improve student learning and outcomes with a specific focus on Literacy and Numeracy	<p>Excellence in teaching and learning</p> <p><b>Building practice excellence</b></p> <p><b>Curriculum planning and assessment</b></p>	<ul style="list-style-type: none"> <li>• Embed Literacy for Learning</li> <li>• Build capacity &amp; confidence of staff to respond to student data to inform planning and effective instruction.</li> <li>• Build the capacity of all staff to implement highly effective teaching practices across all domains.</li> <li>• Document sequences of learning and assessment practices consistently across the College and ensure online access for students and parents.</li> </ul>	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• Improve NAPLAN Year 9 learning growth (reading, writing, numeracy, grammar and punctuation), high <math>\geq 25\%</math>.</li> <li>• Improve NAPLAN Year 9 learning growth (reading, writing, numeracy), low <math>\leq 25\%</math>.</li> <li>• That the percentage of students in the top two NAPLAN bands in Year 9 will match or exceed the percentage of students in the top two NAPLAN bands of similar schools.</li> <li>• Improve school performance reading and numeracy measures from Transform to Influence.</li> </ul> <p><b>ODT</b></p> <p>Value adding to Number &amp; Reading an average of 0.8 of an AusVELS rating from Feb to Nov ODT tests, to at least 90% of Years 7 to 9 Maths and English classes</p> <p><b>VCE</b></p> <ul style="list-style-type: none"> <li>• Increase the All Study School Median score to 31 or better by 2021.</li> <li>• Individual subject study median scores to be at or above 31 by 2021.</li> <li>• The proportion of 40+ scores in VCE to be 6%.</li> <li>• 70% of Year 12 VCE classes to value add to at least 70% of students based on the GAT predicted student score (VCAA data).</li> </ul> <p><b>VET/VCAL</b></p> <ul style="list-style-type: none"> <li>• Maintain satisfactory completion rates above State Mean levels.</li> </ul> <p><b>PROFESSIONAL PRACTICE</b></p> <ul style="list-style-type: none"> <li>• Increase the PO survey result for “The teachers are very good at making learning engaging” from 53% positive to 75%.</li> <li>• Teaching and Learning practices move from evolving to embedding or better based on the Continuum of Practice</li> <li>• Improve the SSS <i>Teaching &amp; Learning - Understand Curriculum</i> components to at or above State mean</li> <li>• Improve the SSS <i>Teaching &amp; Learning – Practice Improvement</i> components to at or above State mean</li> </ul>
To have a high level of student engagement both inside and outside the classroom.	<p>Positive Climate for Learning</p> <p><b>Empowering students and building school pride</b></p>	<ul style="list-style-type: none"> <li>• Engage students through positive and supported transition and provide opportunities to enter elite and varied pathways</li> <li>• Provide means by which teachers can activate student agency and improve student voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain levels of student satisfaction at or above the State mean on the Student AtoSS as measured by each of the mean factor scores related to <i>Excellence in Teaching and Learning</i>.</li> <li>• Improve the overall percentage of positive responses on Student AtoSS to each factor related to <i>Excellence in Teaching and Learning</i> by 10% based on 2017 Student AtoSS data.</li> <li>• Increase the overall percentage of positive responses on Student AtoSS in each factor related to Positive Climate for Learning (Student Voice and Agency &amp; School Stage Transitions Year 10 to 12) to 60%</li> <li>• Increase the overall percentage of positive responses on Student AtoSS in each factor related to Positive Climate for Learning (School Stage Transitions – Year 7 and new students only) by 10%</li> <li>• Improve PO survey result for “My child is taught organisational skills to help him/her with managing homework and school work load” relating to Student Agency and Voice by 10% each year</li> <li>• To increase the PO Survey Connection and Progression Target: I feel confident that this school prepares students for the next phase of their life/schooling by 10% based on 2017 PO Survey data</li> <li>• To move Stimulating Learning from Transform to Influence in the School Performance Report data</li> </ul>
To improve student wellbeing in resilience, perseverance and respect.	<p>Positive Climate for Learning</p> <p><b>Health and wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Build the capacity of and empower all staff to identify and respond effectively to wellbeing issues and take appropriate action for students including self-care strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain levels of student satisfaction at or above the State mean on the Student AtoSS Survey as measured by each of the mean factor scores related to Positive Climate for Learning.</li> <li>• Improve the overall percentage of positive responses on Student AtoSS to each factor related to Positive Climate for Learning by 10% based on 2017 Student AtoSS data.</li> <li>• Increase the PO survey % Positive overall result for Promoting Positive Behaviour from 77% to 85%</li> <li>• Maintain and improve current levels of overall attendance and reduce proportion of students with 20+ days absence to below that of similar schools.</li> <li>• Improve the mean factor scores related to the Safety and Wellbeing Module of the SSS to State mean or better</li> </ul>