

School Strategic Plan for
BERWICK COLLEGE
 7603
 2015 - 2017



Endorsements

Endorsement by School Principal	Signed:  Name: Ms Kerri Bolch Date: 21/04/2015
Endorsement by School Council	Signed..... Name: Mr Roger Hall Date: 21/04/2015 <i>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</i>
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

Purpose	Berwick College will provide: Excellence in learning, rich and varied pathways, promote personal growth and positive relationships for all our students.
Values 	<ul style="list-style-type: none"> • Pathways – Personal Achievement • Personal Growth – Resilience • Excellence in Learning – Perseverance • Orderly Learning Environment – Respect • Positive Relationships - Integrity
Environmental Context	<p>Berwick College is situated in the high growth corridor of south - eastern metropolitan Melbourne. In February 2015, student numbers were 1540. The College offers a broad range of curriculum programs with excellent facilities designed to cater for the needs of all students. We are strongly focussed on learning, strategically ensuring our teaching practices support the current and future needs of our students.</p> <p>In order to build strong relationships with the home and to personalize our operations, the College is organized into eight Learning Teams. Each team contains seven home groups. The Learning Team structure is designed to more purposefully build positive and quality relationships between students, teachers, parents and the community and to ensure that every student feels as though at least one staff member is taking an active interest in their social, emotional and academic development. The Home Group teacher’s role is to develop strong and positive relationships with both the student and their family.</p>
Service Standards	<p>At Berwick College we aim to provide a learning community through...</p> <p>EXCELLENCE IN LEARNING: Berwick College fosters the pursuit of knowledge and skills. We strive to do our best, we consider new ideas and encourage best practice, and we select our learning opportunities.</p> <p>RICH AND VARIED PATHWAYS: Berwick College aims to prepare each person for diverse pathway choices and to make a successful transition into further education, training and employment.</p> <p>POSITIVE RELATIONSHIPS: Berwick College uses democratic processes in its decision making and promotes social justice and equality of opportunity. We treat others with consideration and understanding, we are truthful and trustworthy, and we work with others.</p> <p>PERSONAL GROWTH: Berwick College values the unique qualities of each person and accepts their worth as individuals. We meet our expectations, we are accountable for our actions and we work with effort, energy and persistence.</p>

STRATEGIC DIRECTION

	Goals	Targets	Key Improvement Strategies
Student Achievement	To improve student learning by focusing on literacy and numeracy, where applicable, across all Domains.	<p>NAPLAN - Number, Reading and Writing</p> <ul style="list-style-type: none"> The average scaled score improvement from Year 7 to 9 for the matched cohort to be 2 points greater than the State average improvement <p>On-demand testing (ODT)</p> <ul style="list-style-type: none"> Value adding to Number & 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>Victorian Certificate of Education (VCE)</p> <ul style="list-style-type: none"> VCE 'All study' median score 32 6% of VCE scores ≥ 40 70% of Year 12 VCE classes to value add to at least 70% of students based on the GAT predicted student score (VCAA data) <p>Vocational Education & Training (VET)</p> <ul style="list-style-type: none"> VET completion rate 98% <p>Victorian Certificate of Applied Learning (VCAL)</p> <ul style="list-style-type: none"> VCAL participation at Year 12 to be at least 25% of the cohort VCAL completion rate 98% <p>School Staff Survey – (Prin/Teacher only)</p> <ul style="list-style-type: none"> Identified question "The curriculum is coherent across year levels and is delivered adequately in the time allocated" to be at or above 'All Secondary School' score 90% completion rate by staff of School Survey <p>Curriculum Documentation All Domains have current detailed curriculum, on line, for all year levels, in the College's agreed format – Scope & Sequence, Unit Plans, Assessment tasks (including Rubric).</p> <p>HAP students >1.0 growth</p>	<ol style="list-style-type: none"> To ensure that students are provided opportunities to engage in differentiated learning experiences that reflect their learning needs. To ensure curriculum documentation is underpinned by the AusVELS learning continuum and enables teachers to plot and discuss student progress. To build teacher capacity through a structure of Professional Learning Teams and Domains that are accountable and have collective responsibility for improving student outcomes To ensure staff use data to improve student learning outcomes

<p>Student Engagement</p>	<p>To improve student engagement with a specific focus on relationships, student attendance and behaviour.</p>	<p>Student Attendance Whole school mean absence rate < 14 days per student Year 7 13 Year 8 16 Year 9 19 Year 10 17 Year 11 12 Year 12 8 Based on days absent/student numbers at February census</p> <p>Relationships Attitude to School Survey scores in:</p> <ul style="list-style-type: none"> • Teacher Empathy to be greater than 3.9 across all year levels • Teacher Effectiveness to be greater than 3.9 across all year levels • School Connectedness to be greater than 3.8 across all year levels • Connectedness to Peers to be greater than 4.2 across all year levels <p>Parent Survey score to be greater than in: 5.70 - Connectedness to Peers 4.90– Connectedness to School</p> <p>School Staff Survey – (Principal/Teacher only)</p> <ul style="list-style-type: none"> • Identified Question - Staff trust and understand one another. • Identified Question - Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching. <p>Both targets to be at or above ‘All Secondary School’ score.</p> <p>Behaviour Attitude to School Survey scores in: Classroom Behaviour to be greater than 3.4 in all year levels</p> <p>Parent Survey score to be greater than: 3.70 Classroom Behaviour 4.80 Behaviour Management</p>	<ol style="list-style-type: none"> 1. Review and refine opportunities for students to give and receive feedback, to set individual goals, to reflect, and evaluate their learning. 2. Refine a school attendance strategy that articulates to students and families the vital connections between student wellbeing, regular punctual attendance and improved learning outcomes. 3. Continue a whole school approach to developing high expectations for classroom and school behaviour 4. To provide comprehensive and engaging programs that allow students to access rich and varied pathways
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Student Wellbeing	To improve student motivation, resilience and connectedness to the school community.	<p>Attitude to School Survey scores in: Student Motivation to be greater than 4.40 across all year levels Learning Confidence to be greater than 4.0 across all year levels Stimulating Learning to be greater than 3.30 across all year levels Student Safety to be greater than 4.60 across all year levels</p> <p>Parent Survey score to be greater than in: 4.80 – Student Motivation 4.90 – Stimulating Learning 5.90 – Student Safety 5.00 – Approachability</p> <p>Learning Teams All eight Learning Teams to contribute to the wellbeing of others via a service learning project.</p>	1. Strengthen student leadership opportunities across all year levels
		2. Continue a whole school approach to improving social skills and wellbeing that is regularly reviewed	
		3. Develop a parent engagement strategy that enhances home/school partnerships.	
Productivity	To ensure the allocation of resources is aimed at optimising student learning outcomes.	The College will continue to remain disciplined with regards to using and allocating resources to ensure student learning outcomes are prioritised.	1. Manage and align the allocation of the existing resources according to school goals and priorities and identified student needs.
			2. Ensure the allocation of resources is determined according to priorities in the Annual Implementation Plan (AIP).

School Strategic Plan 2015- 2017: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
<p>Student Achievement (Goal: To improve student learning by focusing on literacy and numeracy, where applicable, across all Domains.)</p> <p>1. To ensure that students are provided with opportunities to engage in differentiated learning experiences that reflect their learning needs.</p> <p>2. To ensure that curriculum documentation is underpinned by the AusVELS learning continuum and enables teachers to plot and discuss student progress.</p> <p>3. To build teacher capacity through a structure of Professional Learning Teams and Domains that are accountable and have collective responsibility for improving student outcomes</p> <p>4. To ensure staff use data to improve student learning outcomes</p>	<p>Year 1</p> <ul style="list-style-type: none"> ▪ All staff continue to use learning data to identify entry levels of students in their class. ▪ All staff have PD to enable them to teach to individual learning needs ▪ All Domains have current detailed curriculum, on line, for all year levels, in the College’s agreed format – Scope & sequence, Unit Plans, Assessment tasks (including Rubric) ▪ English and Maths Domains analyse data to a greater depth using the Data Management Plan and identify areas for improvement and appropriate strategies to address the learning needs ▪ Investigate practices other Colleges have implemented to improve VCE results ▪ Continue to promote VCAL as an equal pathway to VCE 	<ul style="list-style-type: none"> ▪ Year 7 - 12 staff use ODT/NAPLAN data for every class ▪ Effective PD on curriculum engagement & differentiation delivered to staff, specific to a Domain (investigate external provider) ▪ Exemplars of ways to differentiate in PLT’s and Domains ▪ Creation of a focus group from the English and Maths Domain to analyse the data depth ▪ English and Maths focus group present findings to the Domain ▪ English and Maths Domains develop strategies to address identified learning needs ▪ Report presented to Prin. Exec and Leadership Team. ▪ NAPLAN – at average state improvement level in Number, Reading & Writing. ▪ VCE all study median 31, 5% at / or above 40, 60% of VCE classes value add to 70% of students ▪ VCAL Participation of Yr12 Cohort– 20% ▪ VET & VCAL Completion rate 95% ▪ ODT Value Adding to at least 50% in Maths & English to an average of 0.8 AusVELS level ▪ All teachers teaching HAP to complete targeted PD to enhance learning
	<p>Year 2</p> <ul style="list-style-type: none"> ▪ Implement strategies in Maths and English to address the learning needs identified by the focus groups ▪ Strategies to differentiate learning that has worked with individual students to be documented and shared at Domain and PLT Meetings ▪ Collate best practice with differentiation strategies from each domain on line. ▪ All staff have PD to enable them to teach to individual learning needs 	<ul style="list-style-type: none"> ▪ Domains have documentation of implemented strategies to address the learning needs of students ▪ All staff can present data and the strategies they have used to address student learning needs ▪ Effective PD on curriculum engagement & differentiation delivered to staff, specific to a Domain (investigate external provider) <ul style="list-style-type: none"> ▪ NAPLAN – above state improvement level in Number, Reading & Writing by 1 point. ▪ VCE all study median 31, 5.5% at / or above 40, 65% of VCE classes value add to 70% of students ▪ VCAL Participation of Yr12 Cohort– 22% ▪ VET & VCAL Completion rate 96%

			<ul style="list-style-type: none"> ODT Value Adding to at least 70% in Maths & English to an average of 0.8 Ausvels level
	Year 3	<ul style="list-style-type: none"> Review actions and achievements for next strategic plan 	<ul style="list-style-type: none"> NAPLAN – above state improvement level in Number, Reading & Writing by 2 point. VCE all study median 32, 6% at / or above 40, 70% of VCE classes value add to 70% of students VCAL Participation of Yr12 Cohort– 25% VET & VCAL Completion rate 98% ODT Value Adding to at least 90% in Maths & English to an average of 0.8 Ausvels level

Key Improvement Strategies	Actions	Achievement Milestone
<p>Student Engagement (Goal: To improve student engagement with a specific focus on relationships, student attendance and behaviour.)</p> <p>1. Review and refine opportunities for students to give and receive feedback, to set individual goals, to reflect, and evaluate their learning.</p> <p>2. Refine a school attendance strategy that articulates to students and families the vital connections between student wellbeing, regular punctual attendance and improved learning outcomes.</p>	<p>Year 1</p> <ul style="list-style-type: none"> Provide opportunities for students to give and receive feedback i.e. focus groups formed Review the attendance strategy Investigate setting goals and feedback (online) so parents/students and teachers are all involved Investigate the implementation of Victorian Careers Curriculum Framework Continue to implement the use of Edmodo across Years 7-12 as tool for the engagement of students and parents. Staff embed rapid formative feedback in their teaching to improve student learning Ensure an orderly learning environment by conducting classroom visits, assisting staff to follow processes for student management Identify difficult classes and investigate Leading Teachers teaching these classes where possible Staff to continue to receive feedback on stimulating learning from students via the Classroom survey as part of the P& D process. Staff to discuss survey results with class. 	<ul style="list-style-type: none"> Focus Groups report on reviews and make recommendations Successfully implement iPad program and Edmodo in classrooms Every student will have a Career Action Plan that supports their transition <p>Student Attendance</p> <ul style="list-style-type: none"> Whole school mean absence rate < 15 days per student Year 7 15 Year 8 18 Year 9 19 Year 10 18 Year 11 13 Year 12 10 Based on days absent/student numbers a Feb census <p>Relationships</p> <ul style="list-style-type: none"> Attitude to School Survey scores in: Teacher Empathy to be greater than 3.8 across all year levels Teacher Effectiveness to be greater than 3.8 across all year

<p>3. Continue a whole school approach to developing high expectations for classroom, uniform and school behaviour</p> <p>4. To provide comprehensive and engaging programs that allow students to access rich and varied pathways</p>			<p>levels</p> <ul style="list-style-type: none"> ▪ School Connectedness to be greater than 3.8 across all year levels ▪ Connectedness to Peers to be greater than 4.15 across all year levels <p>Parent Survey score to be greater than in:</p> <ul style="list-style-type: none"> ▪ 5.60 - Connectedness to Peers ▪ 4.85– Connectedness to School <p>School Staff Survey – (Prin/Teacher only)</p> <ul style="list-style-type: none"> ▪ Identified Question - Staff Trust and understand one another. ▪ Identified Question - Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching ▪ Both targets to be within 5% of All Secondary School percent endorsement score. <p>Behaviour</p> <ul style="list-style-type: none"> ▪ Attitude to School Survey scores in: ▪ Classroom Behaviour to be greater than 3.25 in all year levels ▪ Parent Survey score to be greater than in: ▪ 3.50 - Classroom Behaviour ▪ 4.65 – Behaviour Management
	Year 2	<ul style="list-style-type: none"> ▪ Consider each of the recommendations of the focus groups or surveys ▪ Include setting goals and feedback (online) so parents/students and teachers are all involved ▪ Staff use Rapid Formative Feedback to give immediate guidance on task, process and self-regulation ▪ Investigate students use of Rapid Formative Feedback to give appropriate feedback to peers ▪ Consider the Implementation of Victorian Careers Curriculum Framework 	<ul style="list-style-type: none"> ▪ Adopt the approved recommendations of each focus group ▪ Rapid Formative Feedback in place and being used ▪ Students taught to use Rapid Formative Feedback for task, process and self-regulation to give feedback to peers ▪ Domains have evidence of Victorian Careers Curriculum Framework in the scope and sequence <p>Student Attendance</p> <ul style="list-style-type: none"> ▪ Whole school mean absence rate < 14.5 days per student ▪ Year 7 14 ▪ Year 8 17 ▪ Year 9 19 ▪ Year 10 17.5 ▪ Year 11 12.5

			<ul style="list-style-type: none"> ▪ Year 12 9 ▪ Based on days absent/student numbers at February census <p>Relationships</p> <p>Attitude to School Survey scores in:</p> <ul style="list-style-type: none"> ▪ Teacher Empathy to be greater than 3.85 across all year levels ▪ Teacher Effectiveness to be greater than 3.85 across all year levels ▪ School Connectedness to be greater than 3.85 across all year levels ▪ Connectedness to Peers to be greater than 4.2 across all year levels <p>Parent Survey score to be greater than in:</p> <ul style="list-style-type: none"> ▪ 5.65 - Connectedness to Peers ▪ 4.88 – Connectedness to School <p>School Staff Survey – (Principal/Teacher only)</p> <ul style="list-style-type: none"> ▪ Identified Question - Staff trust and understand one another. ▪ Identified Question - Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching ▪ Both targets to be within 2.5% of ‘All Secondary School’ percent endorsement score. <p>Behaviour</p> <p>Attitude to School Survey scores in:</p> <ul style="list-style-type: none"> ▪ Classroom Behaviour to be greater than 3.35 in all year levels ▪ Parent Survey score to be greater than in: ▪ 3.60 - Classroom Behaviour ▪ 4.70 – Behaviour Management
	Year 3	<ul style="list-style-type: none"> ▪ Review actions and achievements for next strategic plan 	<ul style="list-style-type: none"> ▪ Students use Rapid Formative Feedback to give feedback to peers ▪ Report and data results reflect improvement in student attendance, learning outcomes and breadth of career

			<ul style="list-style-type: none"> pathways accessed by students.
Key Improvement Strategies		Actions	Achievement Milestone
<p>Student Wellbeing <i>(Goal: To improve student motivation, resilience and connectedness to the school community.</i></p> <ol style="list-style-type: none"> Strengthen student leadership opportunities across all year levels Continue a whole school approach to improving social skills and wellbeing that is regularly reviewed Develop a parent engagement strategy that enhances home/school partnerships. 	Year 1	<ul style="list-style-type: none"> Review the student leadership opportunities, wellbeing, camps and transition programs offered in the College and according to College priorities Review the College strategies that enhance links with our parents and investigate ways to improve home/school partnerships Review and implement a sustainable “Senseability” program within the HG structure Investigate a student recognition program 	<ul style="list-style-type: none"> Focus groups formed for: student leadership, wellbeing, camps and transition and report delivered along with recommendations inclusive of student feedback. School Council Sub-Committee – Home/School Partnership formed and recommendations provided to College Principal Executive on findings <p>Attitude to School Survey scores in: Student Motivation to be greater than 3.35 across all year levels Learning Confidence to be greater than 3.90 across all year levels Stimulating Learning to be greater than 3.25 across all year levels Student Safety to be greater than 4.55 across all year levels</p> <p>Parent Survey score to be greater than in: 4.60 – Student Motivation 4.80 – Stimulating Learning 5.60 – Student Safety 4.95 – Approachability</p> <p>Learning Teams All eight Learning Teams to contribute to the wellbeing of others via a service learning project.</p>
	Year 2	<ul style="list-style-type: none"> Consider and implement recommendations of focus groups Consider the recommendations of School Council Sub-Committee – Home/School Partnership 	<ul style="list-style-type: none"> Adopt the approved recommendations of each focus group <p>Attitude to School Survey scores in: Student Motivation to be greater than 3.38 across all year levels Learning Confidence to be greater than 3.38 across all year levels Stimulating Learning to be greater than 3.28 across all year levels Student Safety to be greater than 4.58 across all year levels</p> <p>Parent Survey score to be greater than in: 4.70 – Student Motivation 4.85 – Stimulating Learning 5.75 – Student Safety 4.98 – Approachability</p> <ul style="list-style-type: none"> Learning Teams

			All eight learning teams to contribute to the wellbeing of others via a service learning project
	Year 3	<ul style="list-style-type: none"> Review actions and achievements for next strategic plan 	<ul style="list-style-type: none"> Reports and survey results reflect positive outcomes and connectedness to the school.
Key Improvement Strategies		Actions	Achievement Milestone
<p>Productivity (Goal: To ensure the allocation of resources is aimed at optimising student learning outcomes.)</p> <p>1. Manage and align the allocation of the existing resources according to school goals and priorities and identified student needs.</p> <p>2. Ensure the allocation of resources is determined according to priorities in the Annual Implementation Plan (AIP).</p>	Year 1	<ul style="list-style-type: none"> Meeting schedule content is reviewed to support the Key Improvement Strategies Review ICT infrastructure provision to ensure success and longevity of iPad program and associated software programs Resource audit for improvement of Literacy/Numeracy Staff Professional Development Plan to focus on building staff capacity in line with the strategic plan School finances, Human resources, facilities and timetabling are aligned to the targets within the strategic plan Investigate school structures that allow for increased professional collaboration within the school day. Review strategies for promoting pride in College environment including buildings and grounds 	<ul style="list-style-type: none"> Meeting Schedule reviewed and implemented. ICT Focus Group formed and operational Resource audit for improvement of Literacy/Numeracy prepared and recommendations submitted to Leadership Allocation of Professional Development in line with Strategic Plan
	Year 2	<ul style="list-style-type: none"> Consider and implement recommendations of resource audit Monitor and review targeted PD in line Strategic Plan 	<ul style="list-style-type: none"> Staff consulted regarding resource audit Adopt the approved recommendations of ICT Focus Group
	Year 3	<ul style="list-style-type: none"> Review actions and achievements for next strategic plan 	<ul style="list-style-type: none">