School Strategic Plan 2021-2025

Hawkesdale P12 College (5434)

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School vision	Hawkesdale P12 College is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning.
	Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked. We have high expectations for our students and deliver an intellectually rigorous curriculum with multiple pathways appropriate to adolescents in the 21st century. Our school motto is 'Dare to Achieve' which under pin by our school values Respect, Resilience and Responsibility. We explicitly teach social and emotional learning strategies across years F-10. At F to 6 we use the Bounce Back program (a wellbeing and resilience program) to supplement and support this learning. The key concepts of the program are core values, people bouncing back, courage, looking on the bright side, emotions, relationships, humour, no bullying and winners. At year 7 to 10 we use Respectful relationships and positive education model to teach the essential skills required in adolescent health classes. School Wide Positive Behaviour Support (SWPBS) is a focus of staff professional development and is being used across the school to reinforce expected positive behaviours.
	Hawkesdale P12 College strives to be a learning community where students, teachers, parents and the community can relate well to each other, and where different ideas and viewpoints are sought, valued and respected. We acknowledge that the three way partnership between students, teachers and parents is important to students' wellbeing and performance outcomes.
	It is fundamental to acknowledge that each teacher is influential as a vital source of support and a determinant in the success of their students. The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. We have a strong focus on supporting teachers to continue their professional growth and wellbeing. There is also a cohesive structure in place with many opportunities for teachers to take on significant areas of leadership and responsibility.
	This school recognises the need for education to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning styles and rates of learning, and intervening early to identify and respond to individual student needs. Hawkesdale P12 College acknowledges that in any given class, a range of student ability exists. Within this diversity, our school aims to challenge all students to become optimistic, resilient, creative and critical thinkers. An important aspect of this is a recognition that an authentic student voice is central to everything that we do.
School values	Respect, Responsibility and Resilience are the core values of this school.
	Respect for self, respect for others, respect for school and respect for the environment.

	Responsibility for behaviour and effort. Resilience to cope with the stresses of daily life and bounce back from difficulties faced.
Context challenges	Ensuring financial resources maintain the current level of support for our students, including appropriate physical resources, is and will continue to be a challenge during the next strategic plan cycle. Small cohorts of students in our feeder schools are having an impact on our overall enrolments, which impacts on the budget. Continued development of staff skills and the recruitment of quality staff to support our Key Improvement Strategies (KIS) will remain a focus. Professional Learning Community (PLC) structures will be further imbedded in school culture with a focus on the student at the centre and ensuring all students reach their full potential. The statement 'Fair is not everyone getting the same things, fair is everyone getting what they need in order to be successful' will be the philosophy of the support provided to students. As identified during the review, over the life of the next Strategic plan there will need to be a focus on student voice and agency, and access to quality and reliable support. This will be required to not only reduce the impact of social disadvantage (ATSI/Equity funded students) but to also lift the performance of students, identified through data analysis as high achievers, thereby meeting the needs of these student cohorts, improving attendance and maximising engagement and challenge in learning. Building student confidence, connectedness and resilience will be a focus of our School Wide Positive Behaviour Support (SWPBS) PLC, via initially unpacking Attitudes to School Survey data with students to better understand student perspective.
Intent, rationale and focus	Over the life of the 2021-2024 strategic plan Hawkesdale P12 College is endeavouring to maximise learning growth for all students and empower all students to be active partners in their learning. This will be achieved by building student connectedness to foster engagement and wellbeing. The findings from the school's self-evaluation and the review process identified a focus on further developing a culture of data analysis and evaluation of individual student learning growth over time. Hawkesdale P12 College has established a positive climate for learning through the previous strategic plan cycle. However, student confidence, connectedness and resilience and learning outcomes can be further enhanced through an explicit focus on student engagement, agency and voice in learning. Our school review highlighted the importance of developing practices around the important three way partnership (parent, student and teacher) to strengthen community engagement and building a positive school environment. Point of need teaching for each student has been identified, particularly in terms of data informed differentiation. Panel deliberations during the school review found that student voice in learning, teaching and assessment was not universally evident and variable between teachers/ classes. The building of authentic student agency in their learning will be a focus during the next strategic plan. The Panel also found that in some classes and stages of schooling, there was clear differentiation of the curriculum and the sharing of resources and planning documents, but this was not consistent across all classes. PLCs will work at ensuring that differentiation is clearly apparent across the curriculum, planning documents and all classrooms during the next strategic planning cycle.

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Goal 1	To maximise student learning growth in all areas of the curriculum.
Target 1.1	By 2025, the percentage of Year 3 students achieving in the top two bands of NAPLAN. • Reading - Increase from 50% in 2019 to 60%. • Writing - Increase from 50% in 2019 to 55%. • Numeracy - Increase from 14% in 2019 to 45%.
Target 1.2	By 2025, the percentage of Year 5 students achieving in the top two bands of NAPLAN. • Reading - Increase from 39% in 2019 to 50%. • Writing - Increase from 5% in 2019 to 20%. • Numeracy - Increase from 11% in 2019 to 30%.
Target 1.3	By 2025, the percentage of Year 7 students achieving in the top two bands of NAPLAN. • Reading - Increase from 13% in 2019 to 25%. • Writing - Increase from 12% in 2019 to 25%. • Numeracy - Increase from 12% in 2019 to 25%.

Target 1.4	By 2025, the percentage of Year 9 students achieving in the top two bands of NAPLAN. • Reading - Increase from 5% in 2019 to 25%. • Writing - Increase from 6% in 2019 to 25%. • Numeracy - Increase from 25% in 2019 to 30%.
Target 1.5	By 2025, reduce percentage of Year 5 students achieving low benchmark growth in NAPLAN Reading, Writing and Numeracy. • Reading - reduce from 8% in 2019 to 5% or less. • Writing - reduce from 36% in 2019 to 25%.or less. • Numeracy - reduce from 15% in 2019 to 10%.or less.
Target 1.6	By 2025, reduce percentage of Year 7 students achieving low benchmark growth in NAPLAN Reading, Writing and Numeracy • Reading - reduce from 14% in 2019 to 10% or less. • Writing - reduce from 0% in 2019 to 0%. • Numeracy - reduce from 0% in 2019 to 0%.
Target 1.7	By 2025, reduce percentage of Year 9 students achieving low benchmark growth in NAPLAN Reading, Writing and Numeracy. • Reading - reduce from 50% in 2019 to 25% or less. • Writing - reduce from 25% in 2019 to 20%.or less.

	• Numeracy - reduce from 11% in 2019 to 10%.or less.
Target 1.8	VCE • By 2025, the Allstudy mean to increase from the three-year weighted average of 26.9 in 2020 to a three-year weighted average of 29. • By 2025, the percentage of scores of 37 or more to increase from 0% in 2020 to 10%. • Completion rate of Year 12 - Maintain in 2025 from benchmarks of 100 % completion for VCAL in 2020 and 100% for VCE in 2020.
Target 1.9	School Staff Survey. • By 2025, increase the percentages of positive responses to Academic Emphasis from 46% in 2020 to 75% by 2025.
Target 1.10	By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Motivation and Interest factor. • At Years 4 to 6 from 79% in 2020 to 85%. • At years 7 to 9 from 46% in 2020 to 70%. • At years 10 to 12 from 52% in 2020 to 85%.

Target 1.11	By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Stimulated learning factor.
	
	    • At Years 4 to 6 from 81% in 2020 to 85%.
	    • At years 7 to 9 from 51% in 2020 to 70%.
	    • At years 10 to 12 from 62% in 2020 to 85%.

Key Improvement Strategy 1.a Building practice excellence	Create a dynamic teaching and learning model, informed by feedback that challenges all students to be successful.
Key Improvement Strategy 1.b Evaluating impact on learning	Build teacher capability to utilise evidence to plan, teach and evaluate a differentiated and stimulating curriculum.
Key Improvement Strategy 1.c Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff.
Goal 2	To empower all students to be active partners in their learning

Target 2.1	By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Self Regulation and Goal Setting factor.
	
	    • At Years 4 to 6 from 88% in 2020 to 90%.
	    • At years 7 to 9 from 46% in 2020 to 75%.
	    • At years 10 to 12 from 61% in 2020 to 75%.

Target 2.2	By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Student Voice and Agency factor.

	• At Years 4 to 6 from 65% in 2020 to 90%. • At years 7 to 9 from 38% in 2020 to 75%. • At years 10 to 12 from 49% in 2020 to 75%.
Target 2.3	By 2025, on the annual School Staff Survey increase the percentages of positive responses for:- • Seeks Feedback to Improve Practice from 47% in 2020 to 75%. • Professional Learning through Peer Observation from 47% in 2020 to 75%.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop, document and implement a whole school strategy to maximize student voice and learner agency.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Establish authentic learning partnerships that are responsive to student feedback.
Goal 3	To build student connectedness to foster engagement and wellbeing.
Target 3.1	By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Sense of Confidence factor. • At Years 4 to 6 from 74% in 2020 to 90%. • At years 7 to 9 from 46% in 2020 to 75%. • At years 10 to 12 from 49% in 2020 to 75%.

Target 3.2	By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Sense of Connectedness factor. • At Years 4 to 6 from 77% in 2020 to 90%. • At years 7 to 9 from 52% in 2020 to 75%. • At years 10 to 12 from 53% in 2020 to 75%.
Target 3.3	By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Teacher Concern factor. • At Years 4 to 6 from 66% in 2020 to 90%. • At years 7 to 9 from 38% in 2020 to 90%. • At years 10 to 12 from 54% in 2020 to 90%.
Target 3.4	By 2025, on the annual School Staff Survey increase the percentages of positive responses for:- • Trust in Students and Parents from 68% in 2020 to 85%. • School Climate from 70% in 2020 to 85%.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Strengthen and foster a consistent student engagement/wellbeing model across the school.
Key Improvement Strategy 3.b Building communities	Build and nurture the partnership between school, student, family and community to maximize student attendance.