

HAWKESDALE P12 Strategic Plan 2018-2021

Endorsement			Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Colan Distel	[date]	[name]	[date]	[name]	[date]
School council:	Elise Dell	[date]	[name]	[date]	[name]	[date]
Delegate of the Secretary:	[name]	[date]	[name]	[date]	[name]	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our school 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.</p>	<p>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.</p> <p>We seek to promote these values throughout the curriculum, in co-curricular activities, and in our daily operations. We explicitly teach social and emotional learning strategies across years F-9 and 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.</p>	<p>Over the last ten years, like many rural schools, there has been a gradual reduction in overall enrolment. This is largely due to a changing demographic profile, but competition from independent schools is a growing challenge. Over the last five years, there has been a gradual reduction in SFO, 0.5333 (2012) 0.4986 (2016) and an increase in English as an Alternate Language (EAL) students, 4% (2013) 7% (2016). This change in demographic has been supported with a strong welfare team and the use of technology to connect students who require additional assistance with English to the language school.</p> <p>The school offers a comprehensive curriculum across 13 years of schooling that aims to address the learning needs of students in a stimulating and supportive environment. The specialist programs including the Hands on Learning Program, WILD program, CFA volunteering program and an extensive work experience program broaden student experiences. In the later years, the senior school offers students vocational and academic pathways including VCAL, RIST, VET, and VCE. Despite small cohorts of senior students, the school is able to offer a broad range of subjects at VCE level as well as meaningful alternatives for students not wishing to follow the VCE pathway.</p> <p>The school has established a reputation for their ability to recognise the individualised needs of students and provide appropriate pathways beyond school. A very capable and dedicated student wellbeing team work strategically to provide the best possible support to students.</p> <p>Mandarin is offered from F to 12 and the school has a long-standing sister school relationship with Number 27 Middle School in Beijing. There are regular visits between the two schools, which enriches the language program. There have been many other relationships built with other schools around the world using online technologies. This helps build a more multicultural view of the world amongst the students.</p>	<p>Our focus is very much on building the capacity (Building Practice Excellence) of our staff to cater for the individual needs of all our students. We will continue to focus on embedding our school wide instructional model (Gradual Release of Responsibility) to a consistent teaching approach across the school. DET High Impact Teaching Strategies will be a focus of staff professional development as directed by an authentic student voice. Building an authentic student voice in the school will be a focus of this strategic plan (Empowering Students and Building School Pride) this will occur by providing opportunities for formal and informal student feedback from and to their teachers. This feedback will in conjunction with the High Impact Teaching Strategies direct professional development needs and individual staff professional development plans (PDP). Teaching staff will be involved in Professional Learning Teams (PLT), which will engage in peer observations to support each other in building instructional practice. We will strategically manage resources, both personnel and programs in a way that builds staff and student capability.</p> <p>We will focus on Building Leadership Teams including opportunities to work with colleagues from other schools to form active Professional Learning Communities.</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)																																																																	
Build the capability of all teachers to consistently implement an agreed pedagogical model so that all students achieve appropriate learning growth.	FISO Priority: Excellence in teaching and learning: FISO Initiative(s): Evidence-based high impact teaching strategies; Evaluating impact on learning.	Consolidate and universally embed the Gradual Release of Responsibility pedagogical model that incorporates instructional practices high impact teaching strategies.	Maintain or increase % of student-matched cohort in top two NAPLAN bands. <table border="1" data-bbox="2027 258 2887 611"> <thead> <tr> <th rowspan="2">Growth</th> <th colspan="2">Reading</th> <th colspan="2">Numeracy</th> <th colspan="2">Writing</th> <th colspan="2">Spelling</th> <th colspan="2">G&P</th> </tr> <tr> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> <th>Low</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Year 3 to 5 2017</td> <td>20%</td> <td>30%</td> <td>27.3%</td> <td>0%</td> <td>45.5%</td> <td>0%</td> <td>20%</td> <td>20%</td> <td>30%</td> <td>20%</td> </tr> <tr> <td>Year 5 to 7 2017</td> <td>35%</td> <td>25%</td> <td>15%</td> <td>25%</td> <td>25%</td> <td>15%</td> <td>9.5%</td> <td>42.9%</td> <td>19%</td> <td>28.6%</td> </tr> <tr> <td>Year 7 to 9 2017</td> <td>30.8%</td> <td>15.4%</td> <td>7.1%</td> <td>71.4%</td> <td>35.7%</td> <td>35.7%</td> <td>35.7%</td> <td>21.4%</td> <td>35.7%</td> <td>21.4%</td> </tr> <tr> <td>Target 4 year average</td> <td>25%</td> </tr> </tbody> </table> VCE Achieve and sustain a 5-year average all study score of 29. Exit Year 12 students 100% of exit year 12 students have a positive pathway of full time employment or further study.	Growth	Reading		Numeracy		Writing		Spelling		G&P		Low	High	Year 3 to 5 2017	20%	30%	27.3%	0%	45.5%	0%	20%	20%	30%	20%	Year 5 to 7 2017	35%	25%	15%	25%	25%	15%	9.5%	42.9%	19%	28.6%	Year 7 to 9 2017	30.8%	15.4%	7.1%	71.4%	35.7%	35.7%	35.7%	21.4%	35.7%	21.4%	Target 4 year average	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%								
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		Develop Professional Learning Community (PLC) culture and practices across the school.	Student survey Effective teaching practice for cognitive engagement measures at least in the third quartile. Teacher student relationships measures at least in the third quartile. Student, staff and parent perspectives from panorama report: Students felt connected to school measure 40% 2016 to 60% 2020 Staff were positive about school climate 63% 2016 to 75% 2020 Parents were satisfied with the school overall 72% 2016 to 80% 2020																																																																	
Enhance the partnership between the school, families and community to improve student achievement, engagement and wellbeing.	FISO Priority: Community engagement in learning FISO Initiative(s): Build communities Global citizenship Networks with schools, services and agencies. Parents and carers as partners.	Explore student attendance to deepen understanding of underlying issues and opportunities to redefine teaching and learning at Hawkesdale P12 college.	Student survey Effective teaching practice for cognitive engagement measures at least in the third quartile. Teacher student relationships measures positive % endorsement at least in the third quartile. Student, staff and parent perspectives from panorama report: Students felt connected to school measure 40% 2016 to 60% 2020 Staff were positive about school climate 63% 2016 to 75% 2020 Parents were satisfied with the school overall 72% 2016 to 80% 2020 Number of unexplained absences near zero. Four-year average for % of students with 20 or more days absent as reported in panorama at or below similar schools.																																																																	
		Build authentic opportunities for student leadership, community involvement and responsibility for learning.	Student survey Effective teaching practice for cognitive engagement measures at least in the third quartile. Teacher student relationships measures at least in the third quartile.																																																																	