


7757 Croydon Community School Strategic Plan 2016-2019

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: ..... Bronwyn Harcourt [date]	.....[name] ..... [date]	.....[name] ..... [date]
School council: ..... [name] [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>Croydon CS provides a rich curriculum program which sets the highest of aspirations for all members of its community to be creative and critical thinkers. This includes having a strong set of social morals which enrich their lives and the lives of those around them. We will graduate young people with the skills necessary to be successful throughout their lives. They are confident, compassionate, reliable and resilient, with a positive personal philosophy and a focus on continued growth. We pursue the Big Picture Education distinguishers as a model of school excellence, working from the premise of 'one student at a time in a community of learners'.</p>	<p>The school values equity and strong personal qualities equally with the pursuit of academic success. These are embodied in the Big Picture Education principle of:</p> <ul style="list-style-type: none"> <li>• Head</li> <li>• Honesty</li> <li>• Excellence</li> <li>• Accountability</li> <li>• Respect</li> <li>• Tolerance</li> <li>• Hand</li> </ul> <p>These values are defined in greater depth in supporting materials.</p>	<p>The key challenges as identified in the 2015 Priority Review are:</p> <ol style="list-style-type: none"> <li>1. Big Picture Distinguishers are not fully embedded across the school</li> <li>2. A documented, viable and guaranteed curriculum is not currently implemented</li> <li>3. Teachers do not have a deep understanding of the content and intent of AusVELS</li> <li>4. There is no agreed and fully implemented instructional model</li> <li>5. Staff understanding of the role of assessments, moderation and data literacy in improving student outcomes is limited</li> <li>6. High expectations and collective efficacy have not guided the work of all staff across the school</li> <li>7. A comprehensive professional learning program is not in place for all staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Excellence in teaching and learning – a. Building practice excellence and b. Curriculum planning and assessment</li> <li>2. Community engagement in learning – Setting expectations and promoting inclusion.</li> </ol> <p>Embedding the Big Picture Education distinguishers is of critical importance to the school. They define clearly the school's philosophy, upon which all other aspects of Croydon CS organisation and educational provision are based. There is also the strongest desire to build the quality and consistency of educational delivery to all students, with the development of a shared language and understanding of our philosophy not only held by staff but displayed in all interactions, both in academic and relationship interactions. Developing a strong understanding and use of the Victorian Curriculum ahead of AusVELS is also the school's intention as Victorian Curriculum implementation is a DET requirement from 2017. This will be comprehensively mapped to the Big Picture Education organisational model adopted at the school. As a base to achieve the school's aim of a minimum one year's growth for one year's input, regardless of starting point there will be a strong focus on the development of data literacy with all teachers and ES.</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)																																																						
<p>Embed high quality teaching practices as defined by the AITSL teaching standards.</p>	<p>Student Achievement</p> <p>Excellence in teaching and learning – Building practice excellence</p>	<p>Build consistency and quality of Big Picture Education teaching practice</p> <p>Year 1:</p> <ul style="list-style-type: none"> <li>• Develop and document what constitutes high quality BPE teaching and learning at CCS</li> <li>• Develop and document a whole school BPE assessment schedule</li> <li>• Review current reporting structures and modify to reflect Victorian Curriculum descriptors</li> <li>• Develop and implement a mechanism for tracking individual student learning growth against KTEA, On Demand, NAPLAN, Teacher narrative, Exhibitions and BPE Learning Cycle</li> <li>• Develop staff understanding of the AITSL standards and establish baseline data for 100% of teachers</li> <li>• Develop staff understanding and use of Learning Intentions, Success Criteria and BPE Learning Goals</li> <li>• Develop, document and implement a robust P&amp;D process with clear expectations, including mandated CCS evidence requirements</li> <li>• As part of the Deakin Teaching Alliance commence curation of BPE digital learning tasks</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Develop, document and implement an agreed approach and understanding of how to respond when a learner has not mastered essential learning concepts.</li> <li>• Implement whole school BPE assessment schedule agreed to in Year 1</li> <li>• Implement the use of multiple sources of data to inform all teachers of individual student learning needs for planning in a BPE Advisory</li> </ul>	<p>Student Achievement:</p> <p>Target 1: For all students to demonstrate a minimum of 1 years growth for 1 year input (enrolment)</p> <table border="1"> <thead> <tr> <th></th> <th>2015 KTEA Benchmark Data</th> <th>2019 KTEA Target</th> </tr> </thead> <tbody> <tr> <td>Reading comprehension</td> <td>81%</td> <td>100%</td> </tr> <tr> <td>Spelling</td> <td>54%</td> <td>100%</td> </tr> <tr> <td>Mathematics</td> <td>63%</td> <td>100%</td> </tr> </tbody> </table> <p>Target 2: For 100% of Year 7 and 9 children to complete the NAPLAN assessment tasks</p> <table border="1"> <thead> <tr> <th colspan="2">2015 Benchmark Data</th> <th colspan="2">2019 Target</th> </tr> <tr> <th>Year 7</th> <th>Year 9</th> <th>Year 7</th> <th>Year 9</th> </tr> </thead> <tbody> <tr> <td>50%</td> <td>Approx. 50%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>Target 3: Parent Opinion Survey:</p> <table border="1"> <thead> <tr> <th>Variable</th> <th>2015 Benchmark Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Learning Focus</td> <td>5.76</td> <td>6.5</td> </tr> <tr> <td>Stimulated Learning</td> <td>6.39</td> <td>6.8</td> </tr> <tr> <td>General Satisfaction</td> <td>6.27</td> <td>6.8</td> </tr> <tr> <td>School Improvement</td> <td>6.24</td> <td>6.8</td> </tr> </tbody> </table> <p>Target 4: Attitude to School Survey:</p> <table border="1"> <thead> <tr> <th>Variable</th> <th>2015 Benchmark Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>3.29</td> <td>5.20</td> </tr> <tr> <td>Stimulated Learning</td> <td>3.19</td> <td>5.20</td> </tr> <tr> <td>Student Motivation</td> <td>3.72</td> <td>5.20</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>3.75</td> <td>5.20</td> </tr> </tbody> </table>		2015 KTEA Benchmark Data	2019 KTEA Target	Reading comprehension	81%	100%	Spelling	54%	100%	Mathematics	63%	100%	2015 Benchmark Data		2019 Target		Year 7	Year 9	Year 7	Year 9	50%	Approx. 50%	100%	100%	Variable	2015 Benchmark Data	2019 Target	Learning Focus	5.76	6.5	Stimulated Learning	6.39	6.8	General Satisfaction	6.27	6.8	School Improvement	6.24	6.8	Variable	2015 Benchmark Data	2019 Target	Learning Confidence	3.29	5.20	Stimulated Learning	3.19	5.20	Student Motivation	3.72	5.20	Teacher Effectiveness	3.75	5.20
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<p><b>Develop agreed and documented curriculum to map Big Picture Learning Goals to Victorian Curriculum</b></p>	<p><b>Student Engagement</b> Excellence in teaching and learning - Curriculum planning and assessment.</p>	<ol style="list-style-type: none"> <li>Ensure that Victorian Curriculum learning areas are delivered to students over a two-year period (Year 7-8, Year 9-10) through Big Picture Education</li> <li>Embed the Big Picture Learning model</li> </ol> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>Develop and document the agreed curriculum in Quantitative Reasoning – Thinking Like a Mathematician</li> <li>Develop and document the agreed curriculum in Communication – Writing</li> <li>Map Victorian Curriculum to ILP focus in Year 7-8</li> <li>Develop and document an agreed curriculum in explicitly teaching critical and creative thinking skills.</li> <li>Map critical and creative thinking skills to Victorian Curriculum</li> <li>Develop and document a four-year comprehensive professional learning program to all staff and deliver Year 1</li> </ul> <p><b>Year 2:</b></p>	<p><b>Target 1:</b> Curriculum mapping documents developed and are used in all Advisories.</p> <p><b>Target 2:</b> Parent Opinion Survey</p> <table border="1"> <thead> <tr> <th>Variable</th> <th>2015 Benchmark Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Learning Focus</td> <td>5.76</td> <td>6.5</td> </tr> <tr> <td>Stimulated Learning</td> <td>6.39</td> <td>6.8</td> </tr> <tr> <td>General Satisfaction</td> <td>6.27</td> <td>6.8</td> </tr> <tr> <td>School Improvement</td> <td>6.24</td> <td>6.8</td> </tr> <tr> <td>Student Motivation</td> <td>5.41</td> <td>6.0</td> </tr> </tbody> </table> <p><b>Target 3:</b> Attitude to School Survey:</p> <table border="1"> <thead> <tr> <th>Variable</th> <th>2015 Benchmark Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Stimulated Learning</td> <td>3.19</td> <td>5.20</td> </tr> <tr> <td>Student Motivation</td> <td>3.72</td> <td>5.20</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>3.78</td> <td>5.20</td> </tr> </tbody> </table>	Variable	2015 Benchmark Data	2019 Target	Learning Focus	5.76	6.5	Stimulated Learning	6.39	6.8	General Satisfaction	6.27	6.8	School Improvement	6.24	6.8	Student Motivation	5.41	6.0	Variable	2015 Benchmark Data	2019 Target	Stimulated Learning	3.19	5.20	Student Motivation	3.72	5.20	Teacher Effectiveness	3.78	5.20																											
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<p><b>Embed high expectations for safe, supportive and respectful relationships across the school and wider community as a base for learning.</b></p>	<p><b>Student Wellbeing</b> Positive climate for learning – setting expectations and promoting inclusion</p>	<p>Build consistency across Advisories to accommodate the needs of all learners by:</p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>Document school performance against the ACER School Performance Tool and establish benchmarks</li> <li>Establish and document agreed practices in giving and receiving feedback, development of Big Picture Education practices of ILPs, Personal Interest Projects and Leaving to Learn</li> <li>Establish as common practice the use of differentiation within the BPE model to suit student stages of learning and increase student engagement</li> <li>Teach and embed learning theory to staff</li> <li>Develop and document an agreed practice and response to student absences</li> <li>Develop teacher understanding of roll marking</li> <li>Continue to develop student voice at Town Hall (school assemblies)</li> <li>Explicitly model pro-social skills</li> <li>Pilot documented matrices for progression to the next stage of learning. Revise as necessary</li> <li>Revise student enrolment in age-appropriate VCAL levels and implement an expected level of Senior for Year 12 and Intermediate for Year 11</li> <li>Develop staff understanding of the function of behaviour as the basis for implementing student support</li> <li>Implement 'Leaving to Learn' through the introduction of a Learning Through Internship Coordinator to promote an agreed and understood staged approach across the school</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>Review and document school performance against ACER School Performance Tool and assess progress</li> </ul>	<p><b>Target 1:</b> <b>Parent Opinion Survey:</b></p> <table border="1"> <thead> <tr> <th>Variable</th> <th>2015 Benchmark Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Social Skills</td> <td>5.31</td> <td>6.0</td> </tr> <tr> <td>School Connectedness</td> <td>5.48</td> <td>6.5</td> </tr> <tr> <td>Classroom Behaviour Reporting</td> <td>4.50</td> <td>5.5</td> </tr> <tr> <td></td> <td>6.48</td> <td>6.5</td> </tr> </tbody> </table> <p><b>Target 2:</b> <b>Attitude to School Survey:</b></p> <table border="1"> <thead> <tr> <th>Variable</th> <th>2015 Benchmark Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Classroom behaviour</td> <td>3.02</td> <td>5.20</td> </tr> <tr> <td>Connectedness to peers</td> <td>3.47</td> <td>5.20</td> </tr> <tr> <td>Student safety</td> <td>4.36</td> <td>5.20</td> </tr> <tr> <td>Student Distress</td> <td>4.74</td> <td>5.20</td> </tr> <tr> <td>Teacher Empathy</td> <td>3.78</td> <td>5.20</td> </tr> </tbody> </table> <p><b>Target 3:</b> <b>School Staff Survey:</b></p> <table border="1"> <thead> <tr> <th>Variable</th> <th>2015 Benchmark Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Trust in Students and Parents</td> <td>403 (40%)</td> <td>700</td> </tr> <tr> <td>Teacher Collaboration</td> <td>488 (69%)</td> <td>700</td> </tr> <tr> <td>Staff trust in colleagues</td> <td>549 (70%)</td> <td>700</td> </tr> <tr> <td>Parent and Community Involvement</td> <td>576 (87%)</td> <td>700</td> </tr> </tbody> </table> <p><b>Target 4:</b> <b>To reduce the rate of student absences as follows:</b></p> <table border="1"> <thead> <tr> <th></th> <th>2015 Benchmark</th> <th>2019 Target</th> <th>2015 State Benchmark</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>53.30</td> <td>20.0</td> <td>16.15</td> </tr> <tr> <td>Year 8</td> <td>53.84</td> <td>20.0</td> <td>20.16</td> </tr> <tr> <td>Year 9</td> <td>61.81</td> <td>20.0</td> <td>21.30</td> </tr> <tr> <td>Year 10</td> <td>62.99</td> <td>20.0</td> <td>19.83</td> </tr> <tr> <td>Year 11</td> <td>66.92</td> <td>10.0</td> <td>18.13</td> </tr> <tr> <td>Year 12</td> <td>44.24</td> <td>10.0</td> <td>16.30</td> </tr> </tbody> </table>	Variable	2015 Benchmark Data	2019 Target	Social Skills	5.31	6.0	School Connectedness	5.48	6.5	Classroom Behaviour Reporting	4.50	5.5		6.48	6.5	Variable	2015 Benchmark Data	2019 Target	Classroom behaviour	3.02	5.20	Connectedness to peers	3.47	5.20	Student safety	4.36	5.20	Student Distress	4.74	5.20	Teacher Empathy	3.78	5.20	Variable	2015 Benchmark Data	2019 Target	Trust in Students and Parents	403 (40%)	700	Teacher Collaboration	488 (69%)	700	Staff trust in colleagues	549 (70%)	700	Parent and Community Involvement	576 (87%)	700		2015 Benchmark	2019 Target	2015 State Benchmark	Year 7	53.30	20.0	16.15	Year 8	53.84	20.0	20.16	Year 9	61.81	20.0	21.30	Year 10	62.99	20.0	19.83	Year 11	66.92	10.0	18.13	Year 12	44.24	10.0	16.30
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FRAMEWORK

