

School Strategic Plan 2020-2024

Grovedale College (7183)



GROVEDALE
COLLEGE

Submitted for review by Janet Matthews (School Principal) on 02 December, 2020 at 12:38 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 10 December, 2020 at 02:50 PM
Awaiting endorsement by School Council President

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School vision	<p>Grovedale College will provide an Outstanding Education for all students; students will strive for their personal best, graduating as responsible, resilient and resourceful young adults, well prepared to take charge of their future as involved and productive members of a rapidly changing community. Grovedale College students will be optimistic, autonomous, adaptive people, able to be resourceful, lateral and decisive in problem solving and who aim to excel in all endeavors.</p> <p>Grovedale College will establish a sound foundation for a life of learning, independence and responsibility, nurturing essential thinking and leadership skills needed for students to successfully take charge of their future.</p> <p>The education and maturation of this responsible, active citizen will be cultivated in a school with a strong emphasis on the total learning experience. Discovery with mastery in a range of curriculum and extra curricula activities will be fostered. Programs will be stimulating, rewarding and forward looking. Grovedale College will focus on whole student development by embracing academic progress, the building of character, self determination and a sense of self worth.</p> <p>Grovedale College's high academic expectations will provide students with the confidence and skills to establish goals and priorities and achieve these. The discovery, pursuit and fulfillment of individual interests and personal achievement will be promoted.</p> <p>Reciprocal Rights</p> <p>The Charter of Human Rights and Responsibilities Act (2006) outlines human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasizes the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. The Four Basic Principles include FREEDOM, RESPECT, EQUALITY and DIGNITY. These principles are applied to all members of the school community. Grovedale College is committed to these principles for all members of the College Community.</p> <p>In accordance with the Education and Training Reform Act 2006 the programs and teaching at Grovedale College support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none">• elected government• the rule of law• equal rights for all before the law• freedom of religion• freedom of speech and association• the values of openness and tolerance.
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<p>School values</p>	<p>Grovedale College is a school that values: Responsibility and Leadership Achievement and Excellence Citizenship and Community Initiative Commitment Respect Dedication, Teamwork, Persistence</p> <p>Grovedale College's high performing staff will operate as teams to be at the forefront in developing education programs which create an academically challenging, enjoyable education environment with an emphasis on learning. These will support student ownership of all components of their College, their community, their learning, and their future.</p> <p>The Grovedale College community will model positive behavior and qualities, forging caring, cooperative relationships between and among peers and adults, where all encourage the best and applaud success. Grovedale College will be the center of learning in the Grovedale Community, with its members providing vision, direction and initiative.</p> <p>Grovedale College commits to providing eLearning opportunities for students allowing them to be creative and competent users of technology for the 21century. We will provide relevant, stimulating and visionary opportunities for student to engage in ICT safely. Grovedale College is committed to the eSmart standards for ICT use.</p> <p>Grovedale College will provide a learning environment that has academic success at the for front of our education programs supporting every child to achieve their best incorporate a strong connection to school community, high quality welfare and support service and a safe and secure working environment that supports and celebrates all. The College is committed to the Child Safe Standards set by the Department of Human Services.</p>
<p>Context challenges</p>	<p>The challenges for Grovedale College focus on all students achieving at or above their best.</p> <p>The recognition of our diverse range of learners will focus on addressing students sense of achievement and will target the culture of underachievement within the College.</p> <p>Growth and Challenge continue to be the keystone to improvement and the challenge for staff and students at the College is to ensure all learners are achieving best growth and are challenged at their levels of learning. Understanding the complexities of differentiation, students love of learning and aspiration are keys to unlocking the potential in this area. Developing consistent practices of quality pedagogy as a school wide focus is also a challenge as we endeavor to work together to engage students to achieve their best.</p>
<p>Intent, rationale and focus</p>	<p>Our richly diverse learning community has many wonderful opportunities available for students, staff and our wider community. Capturing this potential we will work with a wider focus to increase the aspirations of our families and students, alongside our teaching staff to refine the educational opportunities for each and every student. Opening opportunities for all members of our school we will work to develop an interest and engagement with the world outside of our local community. Raising the importance of the value of education is key to our success over the next four years as we learn to engage our students to reach and exceed their</p>

	potential. Focusing on differentiation and student voice and agency we will work with and alongside students, parents and teachers to build our capacity to further deliver and Outstanding Education.
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Goal 1	Develop independent learners to maximise learning growth
Target 1.1	<p>By 2024, the percentage of Year 9 students assessed at meeting or above NAPLAN benchmark growth to increase in:</p> <ul style="list-style-type: none"> • Reading from 71.3 per cent in 2019 to 78 percent • Writing from 67 per cent in 2019 to 78 percent • Numeracy from 72.6 per cent in 2019 to 78 percent
Target 1.2	By 2024, the percentage of VCE studies to be at or above adjusted scores of 0 (VASS Report 10) to increase from 16 per cent in 2019 to 50 per cent or more.
Target 1.3	By 2024, the percentage of Year 12 Students by positive exit destinations to be 80 per cent from 75 per cent in 2019. (tbc)
Target 1.4	<p>By 2024, the percentage of Year 7-12 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • Effective Teaching Practice for Cognitive Engagement; <ul style="list-style-type: none"> ○ stimulated learning from 58.3 per cent in 2019 to 63 per cent • Learner Characteristics and Disposition domain; <ul style="list-style-type: none"> ○ sense of confidence from 64.6 per cent in 2019 to 70 per cent

Target 1.5	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measure to increase:</p> <ul style="list-style-type: none"> • School Climate domain; <ul style="list-style-type: none"> ○ Collective efficacy from 47.3 per cent in 2019 to 55 per cent
Key Improvement Strategy 1.a Building leadership teams	Further develop the skills and knowledge in the layers of leadership to lead the teaching and learning
Key Improvement Strategy 1.b Evaluating impact on learning	Improve the understanding and use of the assessment data
Key Improvement Strategy 1.c Instructional and shared leadership	Develop highly effective teams to deliver and embed the teaching and learning program
Goal 2	Improve the achievement outcomes of all high performing students
Target 2.1	<p>By 2024, increase the percentage of Year 9 students in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> • Reading from 11.7 per cent in 2019 to 15 per cent • Writing from 11 per cent in 2019 to 15 per cent • Numeracy from 10.9 per cent in 2019 to 15 per cent.
Target 2.2	<p>By 2024, the following VCE study score means to increase:</p> <ul style="list-style-type: none"> • English from 25.3 in 2019 to 28

	<ul style="list-style-type: none"> • Further Mathematics from 25.09 in 2019 to 28.
Target 2.3	By 2024, the percentage of VCE study scores above 37 to increase from 2 per cent in 2019 to 5 per cent.
Target 2.4	<p>By 2024, the percentage of Year 7-12 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures to increase:</p> <ul style="list-style-type: none"> • Effective Teaching Practice for Cognitive Engagement; <ul style="list-style-type: none"> ○ Differentiated learning challenge from 55 per cent in 2019 to 60 per cent.
Target 2.5	<p>By 2024, the percentage of staff responding positively to the following measures contained in the School Staff Survey (SSS) to increase:</p> <ul style="list-style-type: none"> • School Climate domain; <ul style="list-style-type: none"> ○ Academic emphasis from 34.7 per cent in 2019 to 40 per cent
Key Improvement Strategy 2.a Building practice excellence	Collaboratively develop an agreed instructional model
Key Improvement Strategy 2.b Evaluating impact on learning	Build capacity of staff to challenge high performing students
Key Improvement Strategy 2.c Curriculum planning and assessment	Enhance pedagogy and learning tasks across Years 7-12

Goal 3	Develop happy, healthy and resilient students
Target 3.1	<p>Attendance data – Performance report measure</p> <ul style="list-style-type: none"> • By 2024, the Year 7-12 attendance rate to increase from 88 per cent in 2018 to 92 per cent.
Target 3.2	<p>By 2024, the percentage of Year 7-12 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures to increase:</p> <ul style="list-style-type: none"> • In the Learner Characteristics and Disposition domain; <ul style="list-style-type: none"> ○ Resilience from 63.5 per cent in 2019 to 67 per cent ○ Attitudes to attendance ○ Year 10-12 76 per cent in 2019 to 80 per cent ○ Self-regulation and goal setting - ○ Year 7-9 from 64 per cent in 2019 to 70 per cent ○ Year 10-12 from 61 per cent in 2019 to 65 per cent • In the social engagement domain; <ul style="list-style-type: none"> ○ Student Voice and Agency <ul style="list-style-type: none"> ▪ Year 7-9 from 52 per cent in 2019 to 60 per cent ▪ Year 10-12 from 50 per cent in 2019 to 60 per cent
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a whole school approach to student voice and agency
Key Improvement Strategy 3.b Health and wellbeing	Further embed schoolwide practices and resources to enhance student connectedness

