

# School Strategic Plan 2020-2024

SSP 2020-2024	Key Improvement Strategies	FISO 2.0 Elements & Dimensions
Achievement	<b>Goal 1) To improve educational outcomes for all students.</b>	
	<u>Differentiated, Responsive Teaching &amp; Learning</u> 1a. Build the capacity of all staff to understand the curriculum and develop the pedagogy to provide differentiated instruction in a learning environment that supports authentic, real-world learning for all students.	<b>Teaching &amp; Learning:</b> Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships
	<u>Evidence Informative Practice &amp; Feedback</u> 1b. Develop and embed assessment practices and data literacy to collect and use a range of data to accurately understand the individual learning needs of each student in order to plan the next steps in learning and monitor progress and growth over time.	<b>Assessment:</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing
Engagement	<b>Goal 2) To improve students' engagement and participation in learning.</b>	
	<u>Partnerships with Families, Communities &amp; Agencies</u> 2a. Develop a range of tools and approaches to strengthen partnerships within the parent/carer community to effectively support the learning and development of their child/ren.	<b>Engagement:</b> Strong relationships and active partnerships between schools and families, communities, and agencies to strengthen students' participation and engagement in school
	<u>Tiered &amp; Personalised Response to Learning &amp; Wellbeing</u> 2b. Develop procedures, protocols and systems to identify students at risk of disengagement and implement a tiered response to ensure all students are connected to learning.	<b>Support:</b> Tiered, responsive, and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion
Wellbeing	<b>Goal 3) To improve students' health and wellbeing.</b>	
	<u>Inclusive Support Strategies &amp; Levels of Adjustment (LoA)</u> 3a. Build staff knowledge and capacity to implement systems to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of tier 1, 2 and 3 students.	<b>Support:</b> Tiered, responsive, and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion
	<u>Mental Health &amp; Wellbeing</u> 3b. Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.	<b>Wellbeing Outcome</b> – Wellbeing is the ongoing development of the capabilities (Social, Emotional, Physical, Cultural, Civic) necessary to thrive, contribute and respond positively to the challenges and opportunities of life.
	<u>Jackson Learner (Learning &amp; Wellbeing)</u> 3c. Develop staff capacity to meet the complex health needs of students through a professional learning community of interdisciplinary allied health, wellbeing and engagement.	<b>Learning Outcome</b> - Learning is the ongoing acquisition by students of the knowledge, skills and capabilities defined by the Victorian Curriculum F-10 and senior secondary qualifications.

# Targets 2020-2024

SSP 2020-2024	Targets
Achievement	<b>Goal 1) To improve educational outcomes for all students.</b>
	By 2024, increase the percentage of students making good progress or above for learning growth using the school's 5-point progress scale from 92% to 95% across all English and mathematics modes and domains.
	1.2 By 2024, the percentage of students achieving at or above expectations against the school benchmarks will increase from: <ul style="list-style-type: none"> <li>• reading and viewing from 64% in 2019 to 80% in 2024</li> <li>• writing from 60% in 2019 to 80% in 2024</li> <li>• speaking and listening from 66% in 2019 to 80% in 2024</li> <li>• number and algebra from 67% in 2019 to 80% in 2024</li> <li>• measurement and geometry from 59% in 2019 to 80% in 2024</li> <li>• statistics and probability from 60% in 2019 to 80% in 2024</li> <li>• personal and social capability from 51% in 2019 to 80% in 2024</li> </ul>
Engagement	<b>Goal 2) To improve students' engagement and participation in learning.</b>
	2.1 By 2024, the percentage of students with unexplained absence will decrease from 11% in 2019 to 9% in 2024 and the percentage of students with 20+ days will decrease from 40% in 2019 to 35% in 2024.
	2.2 By 2024, the percentage positive response on the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> <li>• high expectations for success from 90% in 2019 to 92% in 2024</li> <li>• parent participation and involvement from 87% in 2019 to 90% in 2024</li> <li>• general satisfaction from 93% in 2019 to 95% in 2024.</li> </ul>
Wellbeing	<b>Goal 3) To improve students' health and wellbeing.</b>
	3.1 By 2024, the ATtoSS percentage positive response will improve for: <ul style="list-style-type: none"> <li>• managing bullying from 83% in 2019 to 85% in 2024</li> <li>• motivation and interest from 88% in 2019 to 90% in 2024</li> <li>• self-regulation and goal setting from 88% in 2019 to 90% in 2024</li> </ul>
	3.2 By 2024, the School Staff Survey percentage positive endorsement will increase for: <ul style="list-style-type: none"> <li>• shielding and buffering from 82% in 2019 to 85% in 2024</li> <li>• trust in students and parents from 78% in 2019 to 82% in 2024</li> <li>• Teacher Collaboration from 88% in 2019 to 90% in 2024</li> </ul>
3.3 By 2024, the Parent/Carer/Guardian Opinion Survey percentage positive response will increase for: <ul style="list-style-type: none"> <li>• non-experience of bullying from 80% in 2019 to 85% in 2024</li> <li>• student voice and agency from 88% in 2019 in 90% in 2024</li> <li>• special needs from 79% in 2019 to 83% in 2024</li> </ul>	