

Carranballac College 5486 Strategic Plan 2017-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal: Brendan O'Brien [date] [name] [date] [name] [date] [name] [date] [name] [date]
School council: Michael Wasley [date] [name] [date] [name] [date] [name] [date] [name] [date]
Delegate of the Secretary: Judy Maguire [date] [name] [date] [name] [date] [name] [date] [name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>During the School Review, we redefined and developed new College Mission and Vision statements.</p> <p><u>Mission</u></p> <p>Our College fosters excellence in lifelong learners who are resilient, connected and respectful.</p> <p><u>Vision</u></p> <p>One College, Infinite possibilities, Working together, Embracing the future</p>	<p><u>Values</u></p> <p>Respect, Inclusiveness, Resilience, Integrity, Responsibility</p>	<p>The review indicated it would be useful for the college to continue to map its future development related to teaching and learning using the FISO framework as this provides a common language and a set of well-structured priorities and initiatives, including high impact teaching strategies.</p> <p>The panel acknowledged the importance of students having a small number of teachers but indicated that, in the secondary years, it could be beneficial for students to be taught by teachers who specialised in these areas whilst retaining the benefits of the Foundation–Year 9 structure. This would support the movement of students to the senior secondary college in each of these areas, and particularly in Science where, higher levels of content and skills were required.</p> <p>In the areas of student engagement and student wellbeing, a continued focus on these areas would be beneficial along with the building of strong partnerships between home and school. This would allow for a focus on improved and consistent communications strategies and the development of parent’s skills to assist students to improve outcomes as a support to the work done by the teachers. The panel noted that many parents were involved with the school and that this often resulted in improved student connectedness and student outcomes.</p> <p>The panel felt that improved student engagement in their learning through the strengthening of the student voice, where students set learning goals and reflected on their learning, and stronger links between home and school, would enhance student outcomes in all areas of the curriculum.</p> <p>Links with other Point Cook schools, including the senior secondary college will provide opportunities for sharing of resources and a collective approach to improving student outcomes at all year levels.</p>	<p>During the life of this strategic plan the college will align with the Framework for Improving Student Outcomes and provide evidence of the implementation and impact on student outcomes. If all stakeholders have a strong understanding of the school’s improvement strategy in terms of state-wide priorities and initiatives, then consistency of practice, collective understanding of the school’s direction and consequently, student learning outcomes will be improved through the focus on FISO priority of Excellence in Teaching and Learning and the initiative of Building teacher capacity.</p> <p>There is a need to complete the development of the curriculum against the Victorian curriculum, to embed the strategies that were put in place during the last SSP period and to improve student outcomes in all areas of the curriculum with an emphasis on English, Mathematics and Science. Furthermore there is a need to redevelop the Year 7–9 structure so that it reflects the needs of secondary level students whilst maintaining the social and emotional strengths of the Foundation–Year 9 structure. In order to facilitate this work we will be addressing the FISO priority of Excellence in Teaching and learning and FISO initiative of Building Practice Excellence and Curriculum Planning and assessment.</p> <p>Our intent is for the college to develop a learning community involving all stakeholders that encourages high expectations, student engagement and wellbeing and student connectedness to school. It is important to build student connectedness and pride in the college, achieving this through school based engagement strategies and by developing closer links with the community. This will be achieved by focusing on the FISO priorities of Positive Climate for Learning and Community Engagement in Learning and the FISO initiatives of Empowering students and building school pride and building 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)																																																																																																																			
To improve student learning outcomes in all areas of the curriculum.	<p>FISO priority Excellence in teaching and learning.</p> <p>FISO initiatives Building practice excellence</p>	<p>1. To develop and implement a Science, Technology Engineering and Mathematics (STEM) strategy across the college</p> <p>2. To implement a consistent pedagogical approach to the delivery of Literacy and Numeracy</p>	<p>To Increase students assessed in the top 2 Bands according to teacher judgements for Science by 20%</p> <table border="1" data-bbox="2071 289 2873 541"> <thead> <tr> <th colspan="2">Dimension</th> <th colspan="9">Current number of students Semester 1 2017</th> </tr> <tr> <th colspan="2"></th> <th>F</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Science</td> <td>% students above expected standard</td> <td>0</td> <td>0</td> <td>2</td> <td>1.4</td> <td>.6</td> <td>0</td> <td>2</td> <td>0</td> <td>5</td> <td>0.8</td> </tr> <tr> <td>Target</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> </tr> </tbody> </table> <p>The School Performance Report shows the following growth.</p> <table border="1" data-bbox="2071 651 2873 1806"> <thead> <tr> <th>Dimension</th> <th>Current Level</th> <th>Change Level</th> <th>Measure performance group</th> <th>Projected Level</th> <th>Projected Change</th> <th>Projected ranking</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Reading</td> <td>% students in top 2 bands Year 5</td> <td>19% Very low (1)</td> <td>1% Maintain (3)</td> <td>Transform</td> <td>20%-30% Low (2)</td> <td>2%-7% Increase (4)</td> <td>Stretch</td> </tr> <tr> <td>% students in top 2 bands Year 9</td> <td>11% Low (2)</td> <td>0% Maintain (3)</td> <td>Renew</td> <td>15% - 22.5% Medium (3)</td> <td>1%-3.5% Increase (4)</td> <td>Renew</td> </tr> <tr> <td>% students in bottom 2 bands Year 5</td> <td>24% High (2)</td> <td>2% increase Increased (2)</td> <td>Transform</td> <td>10%-20% Medium (3)</td> <td>% decrease by 1.5% Maintain (3)</td> <td>Renew</td> </tr> <tr> <td>% students in bottom 2 bands Year 9</td> <td>44% Very High (1)</td> <td>10% increase Increased significantly (1)</td> <td>Transform</td> <td>20%-30% High (2)</td> <td>% decrease by 1.5% (3)</td> <td>Renew</td> </tr> <tr> <td rowspan="4">Numeracy</td> <td>% students in top 2 bands Year 5</td> <td>22% Low (2)</td> <td>-1% Maintained (3)</td> <td>Renew</td> <td>25%-35% Maintain (3)</td> <td>2%-7% increase Increased (4)</td> <td>Renew</td> </tr> <tr> <td>% students in top 2 bands Year 9</td> <td>12% Low (2)</td> <td>-2% Decreased (2)</td> <td>Transform</td> <td>15-25% Maintain (3)</td> <td>1% increase Maintain (3)</td> <td>Renew</td> </tr> <tr> <td>% students in bottom 2 bands Year 5</td> <td>16% High (2)</td> <td>-1% Maintained (2)</td> <td>Renew</td> <td>7.5%-15% Medium (3)</td> <td>1.5% Decrease Maintain (3)</td> <td>Renew</td> </tr> <tr> <td>% students in bottom 2 bands Year 9</td> <td>27% Very high (2)</td> <td>6% increased significantly (2)</td> <td>Transform</td> <td>20%-25% High (2)</td> <td>1.5 % decrease Maintain (3)</td> <td>Renew</td> </tr> </tbody> </table> <p>Learning Gains Top 2 bands of NAPLAN</p> <table border="1" data-bbox="2071 1869 2873 1890"> <tr> <td></td> <td>3-5</td> <td>5-7</td> <td>7-9</td> </tr> </table>	Dimension		Current number of students Semester 1 2017											F	1	2	3	4	5	6	7	8	9	Science	% students above expected standard	0	0	2	1.4	.6	0	2	0	5	0.8	Target	20	20	20	20	20	20	20	20	20	20	Dimension	Current Level	Change Level	Measure performance group	Projected Level	Projected Change	Projected ranking	Reading	% students in top 2 bands Year 5	19% Very low (1)	1% Maintain (3)	Transform	20%-30% Low (2)	2%-7% Increase (4)	Stretch	% students in top 2 bands Year 9	11% Low (2)	0% Maintain (3)	Renew	15% - 22.5% Medium (3)	1%-3.5% Increase (4)	Renew	% students in bottom 2 bands Year 5	24% High (2)	2% increase Increased (2)	Transform	10%-20% Medium (3)	% decrease by 1.5% Maintain (3)	Renew	% students in bottom 2 bands Year 9	44% Very High (1)	10% increase Increased significantly (1)	Transform	20%-30% High (2)	% decrease by 1.5% (3)	Renew	Numeracy	% students in top 2 bands Year 5	22% Low (2)	-1% Maintained (3)	Renew	25%-35% Maintain (3)	2%-7% increase Increased (4)	Renew	% students in top 2 bands Year 9	12% Low (2)	-2% Decreased (2)	Transform	15-25% Maintain (3)	1% increase Maintain (3)	Renew	% students in bottom 2 bands Year 5	16% High (2)	-1% Maintained (2)	Renew	7.5%-15% Medium (3)	1.5% Decrease Maintain (3)	Renew	% students in bottom 2 bands Year 9	27% Very high (2)	6% increased significantly (2)	Transform	20%-25% High (2)	1.5 % decrease Maintain (3)	Renew		3-5	5-7	7-9
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<p>To improve student and community engagement and student wellbeing across the college.</p>	<p>FISO priorities Positive climate for learning Community engagement in learning.</p> <p>FISO initiatives Empowering students and building school pride Building communities.</p>	<p>1. To improve student engagement in learning by developing and embedding student voice and agency in the culture of the college</p> <p>2. To fully implement School Wide Positive Behaviour across the college</p> <p>3. To build a culture that seeks to inform, invites participation and embraces feedback.</p>	<p>Student Voice and Agency element of the Attitudes to School Survey to be at or above the statewide average for Year 4–6 and for Year 7–9 by the end of the SSP period</p> <p>The School Performance Report shows the following growth.</p> <table border="1"> <thead> <tr> <th>Dimension</th> <th>Current Level</th> <th>Change Level</th> <th>Current Ranking</th> <th>Projected Level</th> <th>Projected Change</th> <th>Projected ranking</th> </tr> </thead> <tbody> <tr> <td>% students in agreement in student safety Years 5-6</td> <td>67% Very Low (1)</td> <td>-4% Decrease significantly (1)</td> <td>Transform</td> <td>75-80% Low (2)</td> <td>1% increase Maintain (3)</td> <td>Renew</td> </tr> <tr> <td>% students in agreement in student safety Year 7-9</td> <td>68% Very low (1)</td> <td>-7% Decrease significantly (1)</td> <td>Transform</td> <td>75%-78% Low (2)</td> <td>1% increase Maintain (3)</td> <td>Renew</td> </tr> </tbody> </table> <p>Parent Engagement element of the Parent Opinion Survey to be at or above statewide average by end of SSP period</p>	Dimension	Current Level	Change Level	Current Ranking	Projected Level	Projected Change	Projected ranking	% students in agreement in student safety Years 5-6	67% Very Low (1)	-4% Decrease significantly (1)	Transform	75-80% Low (2)	1% increase Maintain (3)	Renew	% students in agreement in student safety Year 7-9	68% Very low (1)	-7% Decrease significantly (1)	Transform	75%-78% Low (2)	1% increase Maintain (3)	Renew																																																																																			
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