

# Warrandyte High School Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: ..... Stephen Parkin / /2017	.....[name].....[date]	.....[name].....[date]
School council: ..... Lyn Dyason / /2017	.....[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>Warrandyte High School is building a strong reputation for excellence in academic and creative achievement. Through a holistic approach where every student is valued and supported to achieve their personal best, the School encourages students to grow as individuals and participants in the wider community. Recognising the strong link between self-efficacy and learning, the School promotes student voice and places great emphasis on the development of a Growth Mindset which embraces academic challenge. Our teachers work in professional learning teams to develop, implement and continually improve, relevant, innovative programs which facilitate the best possible outcomes for our students.</p>	<p>Set in tiered bushland in a green wedge on the rural fringe of the metropolitan area, the School buildings and grounds create a calming, safe and supportive atmosphere. The school values of excellence, integrity and respect, are proudly displayed on large banners visible from the main arterial entrance.</p> <p>Our four whole school theories of action are:</p> <ul style="list-style-type: none"> <li>• Prioritise High Expectations &amp; Authentic Relationships</li> <li>• Emphasise Inquiry Focused Teaching</li> <li>• Adopt Consistent Teaching Protocols</li> <li>• Adopt Consistent Learning Protocols</li> </ul> <p>Our six theories of action for teachers are:</p> <ul style="list-style-type: none"> <li>• Harness Learning Intentions, Narrative &amp; Pace</li> <li>• Set Challenging Learning Tasks</li> <li>• Frame Higher Order Questions</li> <li>• Connect feedback To Data</li> <li>• Commit to assessment For Learning</li> <li>• Implement Cooperative Groups</li> </ul> <p>General:</p> <ul style="list-style-type: none"> <li>• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</li> <li>• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</li> <li>• The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</li> <li>• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>• All students will receive instruction that is adapted to their individual needs.</li> </ul>	<p>The Key recommendations from the Priority Review conducted in 2016 were:</p> <ul style="list-style-type: none"> <li>• To build, through professional learning, the capability of all teachers in data literacy and assessment for learning in a manner that enables teachers to use data for: <ul style="list-style-type: none"> <li>- joint planning for learning,</li> <li>- effectively monitoring learning, and</li> <li>- the identification of individual student's point of need for teaching.</li> </ul> </li> <li>• To establish role clarity for all leaders and provide coaching and mentoring for all new leaders.</li> <li>• To complete and place, in a central online location available to all staff: documentation of term and weekly scope and sequence of curriculum; learning activities; assessment tasks and rubrics for all year levels across all domains, which show how learning is differentiated.</li> <li>• To complete the development and implementation of an agreed whole school instructional model.</li> <li>• To hold to account all teachers for accepting their responsibility to meet the expectations of the leadership team in improving student outcomes.</li> <li>• To establish a whole school process to support student goal-setting and monitoring.</li> </ul>	<p>The school will focus on improving student academic outcomes, student well-being and engagement. The priorities will be developing a culture of excellence in teaching and learning, creating a climate for learning that meets the needs of the students and empowering students to have a greater say in their learning</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><b>Improve individual student learning outcomes through a differentiated curriculum which stimulates and challenges all students</b></p>	<p><b>Excellence in teaching and learning</b></p> <p><i>Building practice excellence</i></p> <p><i>Curriculum Planning and Assessment</i></p> <p><b>Professional Leadership</b></p> <p><i>Building Leadership Teams</i></p>	<p><i>Build teacher capacity to differentiate teaching to ensure challenge and progress for every student.</i></p> <p><i>Embed a culture of curriculum planning, and assess the impact of learning programs adjusting them to suit individual needs.</i></p> <p><i>Enhance the school's capacity in Instructional and Shared Leadership</i></p>	<p><b>School staff survey</b></p> <table border="1"> <thead> <tr> <th>2016 % endorsement</th> <th>2020 Targets (above State mean)</th> </tr> </thead> <tbody> <tr> <td>Academic emphasis: 36.0</td> <td>50.0</td> </tr> <tr> <td>Collective focus on student learning: 50.0</td> <td>70.0</td> </tr> <tr> <td>Guaranteed and viable curriculum: 39.4</td> <td>55.0</td> </tr> <tr> <td>Teacher collaboration: 20.6</td> <td>50.0</td> </tr> <tr> <td>Shielding and Buffering: 25.3</td> <td>50.0</td> </tr> </tbody> </table> <p><b>VCE Medians</b></p> <table border="1"> <thead> <tr> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Mean Score: <b>27.79</b> (2016 State 28.71)</td> <td>Target: Above state mean</td> </tr> <tr> <td>% score above 40: 4.8% (2016 State 6.3%)</td> <td>Target: Above state mean</td> </tr> </tbody> </table> <p><b>NAPLAN relative growth- high and low</b></p> <table border="1"> <thead> <tr> <th>Domain</th> <th>2016 Low</th> <th>2016 High</th> <th>2020 Low</th> <th>2020 High</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>37.0%</td> <td>8.2%</td> <td>&lt;25%</td> <td>&gt;25%</td> </tr> <tr> <td>Reading</td> <td>26.4%</td> <td>18.1%</td> <td>&lt;25%</td> <td>&gt;25%</td> </tr> <tr> <td>Writing</td> <td>17.1%</td> <td>24.3%</td> <td>&lt;15%</td> <td>&gt;25%</td> </tr> <tr> <td>Spelling</td> <td>35.2%</td> <td>14.1%</td> <td>&lt;25%</td> <td>&gt;25%</td> </tr> </tbody> </table> <p><b>NAPLAN Top Two Bands Year 9</b></p> <table border="1"> <thead> <tr> <th>2016</th> <th>2020 Targets</th> </tr> </thead> <tbody> <tr> <td>Numeracy: 16.7%</td> <td>20%</td> </tr> <tr> <td>Reading: 20.8%</td> <td>25%</td> </tr> <tr> <td>Writing: 17.2%</td> <td>20%</td> </tr> <tr> <td>Spelling: 13.5%</td> <td>20%</td> </tr> </tbody> </table> <p><b>Victorian Curriculum Teacher Judgements</b></p> <table border="1"> <thead> <tr> <th>2016 As and Bs</th> <th>2020 Targets (%)</th> </tr> </thead> <tbody> <tr> <td>Reading and viewing : 18%</td> <td>20%</td> </tr> <tr> <td>Writing : 16.3%</td> <td>20%</td> </tr> <tr> <td>Number and Algebra: 9.6%</td> <td>20%</td> </tr> </tbody> </table>	2016 % endorsement	2020 Targets (above State mean)	Academic emphasis: 36.0	50.0	Collective focus on student learning: 50.0	70.0	Guaranteed and viable curriculum: 39.4	55.0	Teacher collaboration: 20.6	50.0	Shielding and Buffering: 25.3	50.0	2016	2020	Mean Score: <b>27.79</b> (2016 State 28.71)	Target: Above state mean	% score above 40: 4.8% (2016 State 6.3%)	Target: Above state mean	Domain	2016 Low	2016 High	2020 Low	2020 High	Numeracy	37.0%	8.2%	<25%	>25%	Reading	26.4%	18.1%	<25%	>25%	Writing	17.1%	24.3%	<15%	>25%	Spelling	35.2%	14.1%	<25%	>25%	2016	2020 Targets	Numeracy: 16.7%	20%	Reading: 20.8%	25%	Writing: 17.2%	20%	Spelling: 13.5%	20%	2016 As and Bs	2020 Targets (%)	Reading and viewing : 18%	20%	Writing : 16.3%	20%	Number and Algebra: 9.6%	20%
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