School Strategic Plan
Horsham College
8818

2016-2019

Endorsements

Endorsement by School Principal	Signed: Name: **ROB PYERS, Principal** Date: **30/4/16**

Endorsement by School Council	Signed: *[signature]* Name: **Rowan Smith, School Council President** Date: **30/4/16** School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed……………………………………. Name……………………………………. Date……………………………………

School Profile

Purpose

The concept of a vision for a school has been demonstrated to be an essential characteristic in the school improvement and effectiveness research over several decades and across a wide range of education systems. Such a statement provides a foundation for the school's strategic planning decisions and for ongoing performance against the school's stated objectives and values.

Regulatory context

In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community.

Mission Statement: Our school community values unique individuals and empowers them to achieve their potential.

Vision Statement: We seize opportunities for a better future

Values	Character	Caring
Horsham College's values and expected behaviors	- Stay calm and consistent - Be confident and open minded - Acknowledge and learn from mistakes - Enjoy our successes	- Build and maintain positive relationships - Act with respect and empathy - Show gratitude - Demonstrate kindness and concern for others
	Collaborate - Give and receive constructive feedback - Value all input and ideas - Share the load - Ask for help	**Committed** - Act in the best interests of the school community - Continually learn and improve - Expect high standards of self and each other - Meet responsibilities and embrace opportunities

Environmental Context	Our College has a student population of approximately 900 students (Years 7 to 12) and is the only government secondary school provider servicing the City of Horsham and immediate surrounding rural area. 32% of students travel by bus from surrounding areas and approximately 30% of students receive the Education Maintenance Allowance or Youth Allowance. Our College is located on 14.74 hectares and there are clearly defined Middle and Senior School sites with off main campus programs known as Satellite VCAL, Satellite VCAL Online, McKenzie Creek and Connect Ed Re-engagement programs, delivered from 3 other sites. Increasingly we are developing a reputation for the breadth and depth of the teaching and learning programs that we deliver, catering for our students varied needs and providing multiple pathway options. We are traditionally recognized for the range of extracurricular activities that our students can access including sports, bands, debating, public speaking and drama. The College is strongly supported by parents and is integral to the community. We have positive links with many community and educational agencies, including the Horsham City Rural Council, Wimmera-Southern Mallee LLEN, Workco, Federation University and our neighbouring schools both within Horsham and throughout the Wimmera. We are proud of the positive links we have. The multi-million dollar Wimmera Trade Training Centre which involves a partnership amongst 12 district Secondary and P-12 Colleges as well as with Federation University and Longerenong, is located on our College grounds and provides VET for many district students and is an example of the partnerships which have been created. Work will begin in 2016 on the development of new facilities which will allow for the majority of students to be on the Baillie St Campus and for students in the Alternative Programs to move to the Dimboola Road Campus in refurbished facilities. The College is proud of the opportunities it provides students who attend but also acknowledges the challenges and work that lies ahead in moving from a good to a great school.

Strategic Direction

Achievement	Key improvement strategies
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.	**Key improvement strategies** Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	To ensure high quality teaching practice occurs in every classroom based upon ● A culture of using data to improve student outcomes and drive decision making ● Teachers are working collaboratively to design curriculum and common assessment using high quality peer feedback and observations ● Every teacher in the school is using a common and effective approach to teaching literacy and numeracy	● Every teacher to use the HCTM ● Every team (Management, Leadership, Learning Area) in the school uses data to improve student learning ● Every teacher in the school uses data (e.g. PAT data, NAPLAN, Teacher judgement) to improve student learning. Data is triangulated ● Teachers are working collaboratively in teams to design and document curriculum ● Support networks are in place to assist teachers to implement the HCTM
Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	● A median VCE study score of 29 in English (27 in 2014) and Further Mathematics (27 in 2014) ● An all study mean score of 30 across all VCE subjects (28 in 2014) ● Less than 25% of students in the low growth category of NAPLAN (Reading, Writing and Numeracy) ● More than 25% of students in the high growth	● Middle management to be upskilled in their use of giving and receiving feedback ● LAH's to work with their staff to provide curriculum support in adopting and embedding the HCTM into their practice ● Use of student voice in curriculum review (e.g. teaching, learning and curriculum pathways)

	category of NAPLAN analysis (Reading, Writing and Numeracy) ● A effect size of 0.4 or above in every 7-10 Maths and English class as measured by PAT testing ● All teachers use the HCTM	● Implementation of the HC Literacy Strategy Staff are trained in delivering high quality peer feedback and conducting effective observations
	Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	**Success criteria** Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	**Teaching and Learning** ●Roll out the Teaching and Learning Model (HCTM) – instructional model to all teaching staff ●Peer and Leadership Observations – feedback and reflection ●Use of Pivot survey on staff teaching practice ●Use of data to monitor student growth ●Curriculum Planning and Assessment - A review of subject offerings to improve student outcomes 7-10 **Literacy Plan** ●Workshop the Horsham College Academic Vocabulary approach ●Introduction and workshop with all staff by English LAH ●English LAH to introduce and workshop TEEL with staff at Curriculum day ●Goals, strategies and other information relevant to literacy development in specific students listed on their SEQTA profile ●Ensure meeting time is allocated to facilitate	**Teaching and Learning** ● Every staff member in the school has conducted at least 8 peer observations over the course of the year ● In PLT meetings staff share observations of their peers ● Staff have access to PAT, Naplan and PIVOT Data to triangulate to inform their teaching practice - particularly Maths, English and Science. ● Staff receive professional development to analyse the data and write strategies to improve individual student growth ● Horsham College Assessment Schedule is developed and implemented **Literacy Plan** ● Every student has an academic vocabulary glossary for each subject ● Every class has produced two pieces of assessed writing

	moderation and development ●Intensive literacy support for at-risk students in a Literacy class blocked against LOTE ●Guaranteed core literacy instruction time ●Spelling units developed and used in all English classes **Numeracy Plan** ●Develop a Numeracy strategy for all teaching staff ●Team of Maths staff to begin Future Ready PD program	• Students in the bottom 20% of students have a Literacy Support Plan • English teachers are using meeting times to moderate student work • All Koorie/Indigenous and Out of Home Care students have an ILP/IEP • 5 periods of English at every year level • 3 periods of intensive literacy support for year 7 students – trial program is introduced and reviewed • Common assessment tasks used throughout the school at each year level for each subject • Median English VCE study score of 28 **Numeracy Plan** • The LAH Mathematics with support from the T&L Team has drafted and received feedback on the Numeracy Plan for it to be implemented 2017
Year 2	**Teaching and Learning** ●Every teaching team in the school is reviewing their data at least once a term ●Teaching practice is improved by regular use of student surveys ●At least 90% of staff are regularly using all aspects of the HCTM ●Teaching staff undertake professional development in the use of Rubrics or Proficiency Scales **Literacy** ●Whole School Reading Comprehension strategy (based on High Reliability Teaching Strategies) ●All staff are following HC literacy protocols ●English teachers to hold students accountable for	●New Horsham College Curriculum implemented ●Use of PAT data, Naplan and class effect size to inform teaching ●100% of Pivot style surveys are used at least twice a year ●In PLT/Learning Area meetings staff share observations of their peers ●Every subject has at least one rubric or proficiency scale ●Fewer than 25% low growth in writing as measured by NAPLAN ●80% of 7-9 students completing the Premier's Reading Challenge ●Maths curriculum teams meeting at least twice a term to discuss assessment, learning tasks and

	PRC progress (5 books per term) ●Student assessment tasks are moderated **Numeracy** ●Numeracy plan implemented ●Knowledge from Future Ready Program incorporated into Mathematics faculty ●HC "Guaranteed Lessons" incorporated into Maths curriculum	differentiation
Year 3	**Teaching and Learning** ● Every teacher is reviewing their data at the start and end of each unit of work ● Teaching practice is improved by regular use of student surveys ● At least 95% of staff are regularly using all aspects of the HCTM ● PD continues on use of Rubrics & Proficiency scales by LAH's **Literacy** ●Continuing implementation of Literacy strategy **Numeracy** ●Continuing implementation of Numeracy strategy ●Review and update common, differentiated assessments	● Use of PAT data, Naplan and Pivot and class effect size to inform teaching is embedded in College culture ● Pre-testing for differentiation is a feature of 90% of core classes ● Pivot style surveys are used at least twice a year, with targeted PD to follow survey results ● Median VCE All Study average of 30 ● The majority of assessments in all subjects make use of rubrics and proficiency scales ● Median VCE English Study Score of 28+ ● Median VCE Further Maths Study Score of 28+
Year 4	**Teaching and Learning** ●Evaluate the success of the HCTM, peer and leadership observations ●Evaluate the use of data and student feedback data eg. Pivot	Median VCE All Study average of 30+ Review of new units, and improvements made for 2020

	Literacy ●Review and draft a new 3 year Literacy Plan **Numeracy** ●Continuing implementation of Numeracy strategy ●Review and draft new Numeracy Plan	Created new Literacy Plan Median VCE English study score of 29+

Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students' motivation to learn, as well as their active involvement in learning.

Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.

Key improvement strategies
Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	To enable and empower students to grow and learn (both personally and academically) in a culture that promotes positive relationships, student opportunities and places students at the centre of learning experiences.	• School wide positive behaviour framework. • Introduction of Homeroom in order to achieve connectedness to school. • Promoting school completion and meaningful transitions • Using data to inform decision making, planning for student management and engagement
Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	• Real Retention target above 70% over next 4 years. • Attendance data to meet the 90% or above over the next 4 years • Attitudes to school survey motivation 4.07 to 4.15 • Attitude to school survey connectedness to school from 3.46 to 3.55 over the time of this plan	
	Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of	**Success criteria** Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the

	detail.	school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	- Ensure all students are followed up regarding absences - Accurate record keeping of attendance - Provide a whole school support to positive student pathways.	- Attendance policy introduced - Increase in the number of attendance notes on SEQTA - SEQTA rolls accurate for all classes and program - Reduction in staff follow ups for incomplete rolls - MIPs uploaded on SEQTA for all students year 7 to 12 - Attitudes to school survey results, motivation 4.07 to 4.09, connectedness 3.46 to 3.48 - Attendance above 85% - Retention rates to above 65% - Reduction in student mid-year transitions between programs
Year 2	- Develop relationships at another level with the two main Government primary feeder schools. Share thinking, planning, practice and participate in professional conversations - Develop transitions strategy with Student management and PLT teams including build 'unique' Year Level experiences to promote and facilitate transition processes across Year Levels. - A well-documented career and pathways referral system across the school. - Gain and incorporate feedback from students and parents regarding teaching and learning and behaviour management into SWPB framework	- A clear career and pathways referral system across the school. - Review of transition processes and gain feedback on how to improve - Attendance above 89% (absences) - Pivot survey results showing an improvement from 2015 - Attitudes to school survey results, motivation 4.11, connectedness 3.5 … - Retention rates to above 66%

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Year 3	• Work with feeder primary schools to build knowledge around teaching and learning, data collection, analysis and transfer. Participate in tri school planning and development (too much here?) • Review student, teacher and classroom expectation documents. Involving student, parent and staff groups • Review 3 stage behaviour management policy and student engagement policy. Involving student, parent and staff groups	• Attendance above 90% • Transition strategy documented • Parent opinion survey results for transitions to improve (to be at state mean) • Attitudes to school survey results, motivation 4.13, connectedness 3.52 • Retention rates to above 66.5% • Policy documents updated, approved and communicated to school community • Parent opinion survey results for parent input to improve
Year 4	• Monitor attendance record keeping processes • Positive pathways structures embedded • Data sets recorded, communicated and used to maintain positive and safe learning environments • Affective working relationships with feeder primary schools continued to assist with transition processes	• Attendance above 92% • Attitudes to school survey results, motivation 4.13, connectedness 3.54 • Retention rates to above 67% • Parent opinion survey results for behaviour management, student safety and classroom behaviour to improve • Parent opinion survey results for transitions to improve (to be above state mean)

Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

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Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	• Role clarity in wellbeing management and how it connects to student management. • Evidence based programs such as School Positive Behaviour Program embedded in school culture. • Student voice increases through targeted approach developed in 2016 and implemented in 2017 - 2019. • Reach a Student safety 4.35. SAtSS • Connectedness to peers 4.0 SAtSS	
	Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There	**Success criteria** Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have

	may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	- Introduction whole school expectations based on our values - teacher follow up is embedded in classroom management approaches based upon Restorative Practices - IEPs/ILPs for all required students in SEQTA have been completed. - Student mapping strategy is embedded in transition processes - Promotion of school wellbeing programs and individualised support plans to ensure student resilience. - Introduction of form groups	- Documentation available to all staff with regards to expectations and imbedded in induction program - Restorative practices small team leads the charge in view of year 2-5, restorative conversations to be documented on SEQTA. - ILP's and IEP's are clearly visible and accessible through SEQTA - Accompanying document for this plan is prepared, document that contains all relevant data and goals to be reviewed at the end of year 4. - Arrangements with lead school in region have been made. - Strategies are put forward - Reach a Student safety 4.23. SAtSS - Reach a Connectedness to peers 3.92. SAtSS - Reach student distress target 4.95. SAtSS - Reach a student morale 4.55. SAtSS - Plan for positive school behaviours is developed and documented. - Plan for student voice is documented with leadership. - Form group in mornings is being used effectively.
Year 2	- Explicit and documented wellbeing strategies to support Koorie and EAL students - Student rollout of Horsham College Values through a number of initiatives. Focus on student voice - Student voice plan is developed - School attitudes to school reviewed against targets	- Review of year 1 and goals assessment. - Reach a Student safety 4.27. SAtSS - Reach a Connectedness to peers 3.95. SAtSS - Reach student distress target 5.0. SAtSS - Reach a student morale 4.6. SAtSS - Parent feedback with regards to values rollout survey is positive. - Positive school behaviours process documented

		• and being used. • Attendance process is used including letters to parents.
Year 3	• Student tracking is documented through SEQTA and Wellbeing team (particularly students at risk process). • Student Voice is visible • Tracking of Koorie and EAL students is visible. • Positive strategies is being used as part of the school process • A well-documented career and pathways referral system across the school. • Attendance above 85% • Student voice and initiatives such as positive psychology and mindfulness. • Koorie Student strategy established and working well	• Review of year 2 and re-assessment of goals • Student at risk process is working well • Connectedness to peers 3.97. SAtSS • Incidents of violent behaviour 10% lower than 2015 for: teacher swear, class walk out, student violence. • Reach a Student safety 4.30. SAtSS • Reach a Connectedness to peers 4.0. SAtSS • Reach student distress target 5.1. SAtSS • Reach a student morale 4.7. SAtSS • Koorie students at re-engagement is down by 20% of 2015 levels.
Year 4	• Review of years 1-3 and re assess priority goals • Review takes place in term 2 year 4 • Review goals from year 1 to 3 and solutions are presented in term 3 year 4. • Attendance above 90% • Monitor attendance record keeping processes • Positive pathways structures embedded	• Documentation of review is tabled to Principal class. • Review is completed by term 3 of year 4 and tabled to leadership. • Issues are brought forward and addressed using supporting document from year 1. • List of issues that need to be addressed. • Collection of date for review. • Reach a Student safety 4.33. SAtSS • Connectedness to peers 3.99. SAtSS • Reach a student morale 4.73. SAtSS • Reach student distress target 5.12 SAtSS

Productivity		**Key improvement strategies**
Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.		Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	To improve student outcomes by strategically allocating resources that reflects Horsham College priorities and support the achievement of the goals and targets in the Strategic Plan.	Continue to invest in leadership development and staff professional learning as a priority, ensuring that knowledge transfer/sharing is built into staff professional learning processes. Develop and communicate the Horsham College mission, vision and values - that is what the school stands for, continue to build enrolments and strengthen the relationship between the College and its main feeder schools. Continue to build our use of relevant and innovative learning management technologies to ensure an innovative ICT environment which supports students' and teachers' learning, effectively tracks student learning and growth and enhances the communication and education partnership between home and school eg SEQTA Continue to develop our processes and communication to ensure transparency, clarity and inclusiveness

Targets
Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.
	• Teacher effectiveness increases in Student Opinion survey from 2014 figure
	• Parent Opinion Survey –
	  - general satisfaction increases from 5.03 in 2014 to 5.15
	  - transition satisfaction increases from 4.86 to 5.0
	• Parent use of SEQTA in 2018 to be above 70%
	• Teacher opinion survey increases in below areas from 2014 figures
	  - Guaranteed and viable curriculum
	  - Coherence
	  - School Support
	  - Renewal of knowledge and skills	

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Year 1	• Capitalise on the P&D process to enhance staff goal setting and performance improvement and to create a whole school culture of accountability and feedback. • Structure internal professional learning to enable Peer to Peer classroom observations and feedback. • Enhance the capacity of all staff to analyse and use data to develop planning and student learning. • Through the P&D cycle, require staff to demonstrate how they have used data and evidence to improve their teaching practices and improve student learning. • Continue to resource a thorough transition plan, the building of links with primary schools and the work of the transition team. • Document and communicate what the college stands for, building the community profile • Develop an eLearning plan to maximize use of BYOD and staff capacity and impact on student outcomes including review of IT infrastructure • Continue to regularly review and take appropriate action in response to the data collected through staff, parent and student opinion surveys. • Embed Program Budgeting process and develop a clear vision for infrastructure	• All staff have completed PD Plans linked explicitly to the Horsham College Strategic Plan and provided appropriate evidence of their professional growth and accountability. • All teachers will undertake a minimum of 8 observations each year, providing feedback and receiving feedback from peers. • Analytic function of SEQTA populated with all relevant data. Evidence of teacher use through planning allowing for range of skills and abilities. • Transition plan documented and supported, evaluated each year • Evidence of developing profile and common knowledge/understanding • eLearning plan completed and planning for extension of BYOD program and review of IT infrastructure completed • Building and or Refurbishment 10 Year plan developed
Year 2	• Ensure there is an appropriate balance between the human resources allocated to student wellbeing and	• Evidence of review of resources across years 7 to 12 and appropriate allocations in place

	management across years 7 to 12 and those allocated to instructional leadership (curriculum, pedagogy and assessment) as a part of leadership review. • Document and communicate what the college stands for, building the community profile and evident in all publicity • Develop student and parent voice • Continue to require staff to demonstrate how they have used data and evidence to improve their teaching practices and improve student learning.	• Evidence of implementation of Horsham College mantra in all communication • Focus groups with students and parents • Leadership structure for 2017-2019 • All staff will have PD goals linked to data and development
Year 3	• Review the transition plan and strategies, the building of links with primary schools and the work of the Transition leader and team. • Review use of resources in Literacy and Numeracy and their impact and sustainability	• Evidence of review and reflection on the effectiveness of the strategic plan. Evidence of evaluation, and reflection on plan with recommendations for growth and development. Changes as required.
Year 4	• Review and evaluate through Peer or Priority Review	• Review report tabled and development of next strategic plan. Evaluate our progress as outlined above in years 1, 2 and 3.