

# School Strategic Plan 2018-2022

Corryong College (8843)



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# School Strategic Plan - 2018-2022

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<p><b>School vision</b></p>	<p>The College is currently undergoing a review of the Vision and Values. These will be updated in early 2019 to reflect an up to date vision of the college of which all stakeholders own. The current Vision of Corryong College is as follows: The College's motto is 'Preparing Today For Tomorrow' and this is further reinforced in the College's vision statement 'To provide a dynamic learning environment that engages and motivates all students to achieve their personal best in all endeavours and to become valuable contributors to society'.</p>
<p><b>School values</b></p>	<p>The following values of which Corryong College has adhered to over the last decade are in the process of being reviewed and currently in the process of being rewritten as a joint effort between students, staff and parents. The current, but very outdated, values are based on the following three elements:</p> <p><b>LEARNING</b></p> <ul style="list-style-type: none"> <li>- Effective relationships developed between staff, students and community</li> <li>- A respectful environment that supports students' rights to learn and teachers' rights to teach</li> <li>- Students striving to learn to their full potential</li> </ul> <p><b>SCHOOL COMMUNITY</b></p> <ul style="list-style-type: none"> <li>- Supportive parents who are satisfied and confident with student achievement</li> <li>- A learning community where knowledge and skills are freely shared</li> <li>- All community members taking responsibility for learning and teaching</li> <li>- A sense of belonging for all stakeholders</li> <li>- A valued and safe environment</li> </ul> <p><b>TEAMWORK</b></p> <ul style="list-style-type: none"> <li>- A happy harmonious school for staff, students and community</li> <li>- An atmosphere of mutual respect and cooperation</li> </ul>
<p><b>Context challenges</b></p>	<p>Corryong College is located in rural farm lands in far North-East Victoria and is configured across two campuses; Foundation-4 (Junior Campus) and 5-12 (Senior Campus). The restructure from the traditional Foundation-6 on one campus and 7-12 on the other, was the first step towards consolidating the school on one campus. 2018 will see the commencement of a new P-4 building erected on the senior campus. Consolidating the college in physicality and supporting even greater strength in collegiality from foundation to year 12.</p>

	<p>Whilst the rural location is isolating in nature, a strong school pride is evident as students and staff work together to create access to varying experiences or create the experiences within school grounds. Respect of diversity remains a focus as students have very few occasions of exposure or to bear witness to diversity.</p> <p>Economically, a continual cycle of drought, fires and economic downturn has altered the socio-economic status and demographic of our area. The perceived 'cheaper living' by city families attracts unemployed and disadvantaged families. With this, is increased reliance on welfare support and mental health first aid to ensure achievement in our lower socioeconomic families, which makes up one third of our total student cohort. This is not reflected in our SFOE (2017 – 0.45 Medium) with farming being asset strong but income poor. We rely heavily on our strong alliance with local services to pool resources ensuring students have every opportunity for success. Our college acts as a hub for community and support gatherings, as well as confidential mental health support meetings for both students and families.</p> <p>As part of this strategic plan, the schools ongoing commitment to whole school collaboration using data to inform teaching excellence, and our strong aim to create one whole school approach to learning, has been acted upon through the key improvement strategies, drawn from our strategic plan and aligned with our FISO initiatives. This work recognises the strong performance of secondary outcomes and our need to have the same level of success at P-6.</p> <p>Student outcomes data has provided the starting point for professional learning teams to evaluate the impact of teaching techniques (HITS) on student achievement and wellbeing. Continued efforts to create whole school ownership and accountability will remain a focus and will be measured through consistent or increased positivity in the Staff Opinion Survey. Data analysis will be used as a guide by PLTs to develop action plans whilst reading and writing remains a focus across the school also developed through PLCs.</p> <p>Staff turnover has been predominant in recent years and will continue as many experienced teachers and admin staff have given their near future retirement dates. Hence succession planning has been put in place and use of SRP funds have had to be allocated for staff training, professional development courses (specifically in VET) as well as team teaching opportunities for experienced staff to share their content knowledge and teaching of particular curriculum areas. A teaching culture of high expectations is crucial to maintain a high results. Male role models are sparse as male staff are not being recruited due to minimal, none or adequate applications. Universities, TAFEs and other schools approached.</p> <p>Whilst Corryong College stand for 'Preparing Today for Tomorrow', the college community are eager to review our vision and values towards more specific, targeted and relevant values for today's Corryong College. This needs to reflect and be owned by our strong student leadership that are commencing the journey of moving from student voice to student agency.</p>
<p><b>Intent, rationale and focus</b></p>	<p>As part of this strategic plan, the schools ongoing commitment to whole school collaboration using data to inform teaching excellence, and our strong aim to create one whole school approach to learning, has been acted upon through the key improvement strategies, drawn from our strategic plan and aligned with our FISO initiatives. This work recognises the strong performance of secondary outcomes and our need to have the same level of success at P-6.</p> <p>Due to high turn over of staff, curriculum documentation is present and aligns with Victorian Curriculum, however the proformas are inconsistent and do not reflect common pedagogy. This also needs to be underpinned in the 2019-2022 SSP Goals and KISs. A collection of all curriculum on one portal is required for smooth transition of staff, moreover for a platform where all staff and students are able to reflect, evaluate and improve on teaching and learning, for both students and staff. This will also facilitate easier whole-school curriculum mapping, creating cross lines through varying subject areas, moving from the individualised strategies where each</p>

	<p>teacher's planning method varies from the next, as well as facilitation of more students friendly navigation of curriculum for the development of Student Agency.</p> <p>The college is overdue to revise and re-develop their Vision and Values as well as engage students on a deeper level from student voice to student engagement.</p> <p>Student outcomes data has provided the starting point for professional learning teams to evaluate the impact of teaching techniques (HITS) on student achievement and wellbeing. Continued efforts to create whole school ownership and accountability will remain a focus and will be measured through consistent or increased positivity in the Staff Opinion Survey. Data analysis will be used as a guide by PLTs to develop action plans whilst reading and writing remains a focus across the school also developed through PLCs. 2018 will see Student Led Conferences, where goal setting will be a strong focus. Student feedback indicates desire and need for greater input into T &amp; L, therefore to facilitate this curriculum planning must be consistent, able to be navigated by all, in a one collection point. Areas of impact that will be worked towards will be literacy and numeracy integration across all key learning areas to increase medium to high growth across all areas in 3-5, 5-7 and 7-9 Reading, Writing and Numeracy.</p> <p>Greater focus on shared responsibility and leadership is required to ensure ownership by whole school and implement greater PLC formation.</p> <p>Continuation of our initial implementation of consistent literacy practice across P-6 will continue. Staff are excited about having common knowledge and opportunity to work as a team to create scope and sequence and through lines for curriculum - scope and sequence development of which is needed to be re-written and aligned.</p>
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<b>Goal 1</b>	Improve learning outcomes for all students.
<b>Target 1.1</b>	<ul style="list-style-type: none"> <li>• By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 3 to Year 5 will be 80 percent or higher.</li> <li>• By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 5 to Year 7 will be 80 percent or higher.</li> </ul>
<b>Target 1.2</b>	<ul style="list-style-type: none"> <li>• By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 7 to Year 9 will be maintained at or above 80 per cent for Reading and Numeracy.</li> <li>• By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 7 to Year 9 will be at or above 80 per cent for Writing.</li> </ul>
<b>Target 1.3</b>	<ul style="list-style-type: none"> <li>• By 2022 the percentage endorsement on the staff School Climate Survey for the collective efficacy variable will be at or above 75 per cent.</li> <li>• By 2022 the percentage endorsement on the staff School Climate Survey for the academic emphasis variable will be at or above 75 per cent</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Develop a professional learning community approach to whole school curriculum planning.
<b>Key Improvement Strategy 1.b</b>	Document and implement a consistent whole-school curriculum.

Curriculum planning and assessment	
<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Develop and implement whole-school pedagogy that uses and embeds High Impact Teaching Strategies across the College
<b>Key Improvement Strategy 1.d</b> Vision, values and culture	Review the College vision and values to reflect 2018 to 2022 Strategic Plan goals.
<b>Goal 2</b>	To improve student engagement in their learning
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>• By 2022 the percentage endorsement on the Attitude to School Survey (AToS) for the teacher concern variable will be at or above 75 per cent.</li> <li>• By 2022 the percentage endorsement on the Attitude to School Survey (AToS) for the student voice and agency variable will be at or above 75 per cent.</li> </ul>
<b>Target 2.2</b>	<ul style="list-style-type: none"> <li>• By 2022 the percentage endorsement on the School Climate Survey for the Collective Focus on Student Learning variable will be at or above 80 percent.</li> <li>• By 2022 the percentage endorsement on the Attitude to School Survey (AToS) on Effective of Teaching Time variable will be at or above 75 percent.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop and implement a whole-school peer observation program, encompassing the HITS.
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Embed regular feedback loops between students and teachers across the school to consistently evaluate impact on learning.

<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Develop and implement a whole-school program to seek the views of student on curriculum content, delivery and assessment.
<b>Key Improvement Strategy 2.d</b> Curriculum planning and assessment	Develop teacher capacity for goal setting and moderation across the College.
<b>Goal 3</b>	Provide seamless learning through the re-location of the F-4 students to main campus.
<b>Target 3.1</b>	By term 4 2018 to develop and implement a transition plan for the re-location of the Foundation to Year 4 campus to the main campus.
<b>Target 3.2</b>	By term 1 2020 to have managed the build of the Foundation to Year 4 facility and effectively re-locate staff and students.
<b>Target 3.3</b>	By 2021 Foundation to Year 4 student achievement data in all domains will be the same or better than 2018 achievement data
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Develop and implement a whole-school induction program that supports staff induction and transition within the College.
<b>Key Improvement Strategy 3.b</b> Building communities	Develop and implement a support program for students, parents and teachers in transition from the Foundation to Year 4 campus to the main campus.

**Key Improvement Strategy 3.c**  
Building practice excellence

Ensure high quality teaching and learning is maintained during the transition from the current Foundation to Year 4 campus to the main campus.