

Edenhope College 01-5432 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: [Jon Neall 20/03/17][name] [date][name] [date]
School council:..... [Shane Adams 20/03/17][name] [date][name] [date]
Delegate of the Secretary: [Dr. Joanna Day] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
Edenhope College will value the environmental, social, cultural and economic attributes of the local and regional context and include these to provide the best possible educational facility for its young people. Edenhope College aims to be 'The Best in the West'.	<p>CARE & COMPASSION-care for yourself and others</p> <p>RESPECT & COOPERATION-speak and act with courtesy; work together</p> <p>HONESTY & INTEGRITY-be honest, sincere and truthful; match words with actions</p> <p>PERSISTENCE & APPLICATION-keep on going and don't give up; work hard</p> <p>RESPONSIBILITY-be accountable for your words and actions</p> <p>INCLUSION & FAIRNESS-include and accept differences; be fair to everyone</p>	<p>Edenhope College is a rural p-12 school situated on the edge of Lake Wallace in Edenhope, West Wimmera Shire, Western Victoria. Edenhope College has extensive learning spaces and a range of first class facilities for students set on grounds at the edge of Lake Wallace. Its facilities include the Edenhope Trade Training Centre encompassing the College Farm and Agriculture Centre, the Food Technology Centre and Automotive Technology Workshop.</p> <p>Edenhope operates as a service centre for the surrounding rural communities. Recently agro-forestry, viticulture and dairying have offered new opportunities in the area. The population of Edenhope is around 800 people. Edenhope College began 2016 with 194 students placed in home groups in the Primary School (Years P-6) 71 students, Middle School (Years 7-9) 67 students and Senior School (Years 10-12) 56 students. The College faces competition from the local Catholic primary school, and from students being moved to boarding schools in years 9-12. As of the start of the 2017 school year, the school population is 61 primary and 116 secondary students (total 177). The growing decline of the student population is a major challenge for the College.</p> <p>Sixty five percent of students travel to the College on seven bus routes from areas such as Apsley, Benayeo, Chetwynd, Harrow, Langkoop, Miga Lake, Patyah, Pine Hills, Poolajelo, Powers Creek, Ullswater and Wombelano.</p> <p>There is a focus on <i>Powerful Learning</i> – including learning intentions, success criteria and feedback; <i>Visible Learning</i> – seeing learning through the eyes of the student and teaching for greater impact and student learning growth and; <i>the High Reliability Schools Framework</i>.</p> <p>The staff at the College includes 1.0 Principal Class, 19 Teachers and 11 full to part time Education Support Class.</p>	<p>Edenhope College undertook a thorough and rigorous School Self Evaluation (SSE) which was endorsed by the review panel. The targets set in the last School Strategic Plan were not achieved. The panel took into consideration the impact of small cohorts on student achievement data from year to year.</p> <p>The evaluation of the previous SSP revealed that:</p> <ul style="list-style-type: none"> VCE, AusVELS, and NAPLAN targets had not been met for much of the review period. There was a lack of differentiation for lower and higher achieving students in years 7-10 While assessment schedules were in place, utilisation of data for feedback purposes was limited. Moderation of student work within the Year 7-10 area was limited. None of the Parent, Staff and Student opinion survey targets were achieved. Student absence levels were above the state mean in primary and secondary cohorts, particularly in Year 9, and Years 7-12 in general. <p>Aims for this SSP period centre on:</p> <ul style="list-style-type: none"> Improving learning outcomes through greater focus on agreed and consistent teaching protocols, ongoing review and development of the Instructional Model, planning, teaching and assessment being informed by evidence, staff development in the use of feedback. Fostering a safe and supporting environment and a culture that promotes respectful relationships, resilience and values diversity. The basis of this is the belief that broad agreement and awareness of school values, which are consistently and constantly reinforced, will help students feel safe and secure, and valued. <p>The priorities for the SSP include:</p> <ul style="list-style-type: none"> Building teacher practice excellence and fully documenting a viable and differentiated teaching curriculum. Creating a positive climate for learning with a focus on meeting individual student needs, and the broad interests of parent/carer stakeholders. Reviewing the Leadership Model and building leadership capacity.

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)																
Build active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.	<p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> Building practice excellence Curriculum Planning and Assessment 	<ul style="list-style-type: none"> Maintain and further develop effective team planning across all curriculum areas. Build teacher collective efficacy in using high impact, evidence-based strategies. Use Understanding by Design to design, implement and assess a curriculum linked to the point of need for each student. Consolidate and embed the consistent collaborative approach to teaching, assessment and data analysis. Develop and implement a model where students and their teachers routinely receive feedback related to their teaching and learning. Develop a feedback culture through strengthened Peer Observation and increased student voice. Review the skills and content knowledge needed by students to ensure a successful VCE or VCAL pathway and implement changes to the F-Year 10 curriculum to ensure these needed skills are introduced and consolidated before the Year 11-12 program. 	<p>Student growth as measured through:</p> <ul style="list-style-type: none"> NAPLAN relative growth PAT testing suite evidence based Teacher Judgements (Victorian Curriculum). <p>show at least one year's growth for one year's learning over the life of the Strategic Plan.</p> <p>2016 baseline data</p> <table border="1"> <thead> <tr> <th>NAPLAN % med or high growth</th> <th>Numeracy</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Year 3-5</td> <td>44.4</td> <td>77.8</td> <td>66.7</td> </tr> <tr> <td>Year 5-7</td> <td>58.8</td> <td>82.3</td> <td>81.3</td> </tr> <tr> <td>Year 7-9</td> <td>82.6</td> <td>69.3</td> <td>85.8</td> </tr> </tbody> </table>	NAPLAN % med or high growth	Numeracy	Reading	Writing	Year 3-5	44.4	77.8	66.7	Year 5-7	58.8	82.3	81.3	Year 7-9	82.6	69.3	85.8
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		<ul style="list-style-type: none"> Strengthen the school's guaranteed and viable curriculum based on the Victorian Curriculum. Build teacher capacity to explicitly teach and assess writing across all domain areas. Continue development and implementation of the College Instructional Model. 	<p>By 2020, consistently equal or exceed state benchmarks through NAPLAN Year 9 (Writing, Reading and Numeracy) and Victorian Curriculum (English and Mathematics) intake adjusted data over the life of the Strategic Plan</p> <p>By 2020, all VCE class study scores are at or above GAT predictions.</p> <p>The percentage of VCE study scores above 40 to be at state average by 2020.</p> <table border="1"> <thead> <tr> <th></th> <th>2014-2016</th> <th>2016</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Study scores 40+</td> <td>2.03</td> <td>4.6</td> <td>6.3</td> </tr> </tbody> </table> <p>School Staff Survey By 2020 principal and teacher endorsement to be at or above the state benchmarks.</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>45.8</td> <td>51.9</td> </tr> <tr> <td>Teacher Collaboration</td> <td>37.0</td> <td>51.3</td> </tr> <tr> <td>Collective focus on Student Learning</td> <td>51.3</td> <td>71.2</td> </tr> <tr> <td>Guaranteed and Viable Curriculum</td> <td>36.3</td> <td>57.2</td> </tr> <tr> <td>Shielding/buffering</td> <td>40.0</td> <td>44.0</td> </tr> <tr> <td>Academic emphasis</td> <td>28.8</td> <td>48.0</td> </tr> </tbody> </table>		2014-2016	2016	State	Study scores 40+	2.03	4.6	6.3		2016	State	Collective Efficacy	45.8	51.9	Teacher Collaboration	37.0	51.3	Collective focus on Student Learning	51.3	71.2	Guaranteed and Viable Curriculum	36.3	57.2	Shielding/buffering	40.0	44.0	Academic emphasis	28.8	48.0
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<p>To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> Empowering students and building school pride Setting expectations and promoting inclusion <p>Professional Leadership</p> <ul style="list-style-type: none"> Building Leadership Teams 	<ul style="list-style-type: none"> Identify, enhance and communicate to key stakeholders the practices that support all students. Audit the internal resources and external partnerships available to support and manage students. Improve the capacity of teachers to contribute to student wellbeing. Review and implement a leadership model responsive to the schools needs and priorities. Utilise external providers to support staff and leadership capacity building. To create and sustain a positive staff culture of collaboration, mutual support. To create opportunities for students to be involved in school decision making and their learning, within their classes and school wide. 	<p>Average days absent per student does not exceed 16 days by 2020.</p> <p>Baseline data: Three year average:</p> <ul style="list-style-type: none"> Years 7-12, 2013-2016 = 20.09 Years P-6, 2013-2016 = 16.53 <p>Attitude to School Survey variables to be in at least the third quartile of schools, Years 5-12 by 2020.</p> <table border="1"> <thead> <tr> <th>2016 baseline data</th> <th>Primary % 2016</th> <th>Secondary % 2016</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>1.7</td> <td>29.3</td> </tr> <tr> <td>School Connectedness</td> <td>0.3</td> <td>14.5</td> </tr> <tr> <td>Stimulating Learning</td> <td>0.9</td> <td>23.8</td> </tr> <tr> <td>Student Motivation</td> <td>1.2</td> <td>33.1</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>0.4</td> <td>14.8</td> </tr> <tr> <td>Teacher Empathy</td> <td>0.6</td> <td>20.6</td> </tr> <tr> <td>Connectedness to peers</td> <td>3.4</td> <td>18.0</td> </tr> </tbody> </table>	2016 baseline data	Primary % 2016	Secondary % 2016	Learning Confidence	1.7	29.3	School Connectedness	0.3	14.5	Stimulating Learning	0.9	23.8	Student Motivation	1.2	33.1	Teacher Effectiveness	0.4	14.8	Teacher Empathy	0.6	20.6	Connectedness to peers	3.4	18.0					
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