

# School Strategic Plan for John Fawkner College North-Western Victoria Region 2014 - 2017

<p>Endorsement by          School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by          School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>



## School Profile

<p><b>Purpose – including vision statement</b></p>	<p>John Fawkner College values the diversity within its school community and has a strong belief that all its students can achieve to a high standard. The college has a clear focus on improving student's literacy and numeracy skills through consistent teaching and learning practices based on the Powerful Learning and Curiosity frameworks. Through improving literacy and numeracy standards students will be well placed to achieve success in the Later Years (VCE and VCAL), allowing them to transition successfully into further education and employment pathways. The College has a commitment to building strong relationships with the local and wider community, be it schools (primary and secondary), business and industry, tertiary education institutions, sporting clubs and community agencies. This is reflected in the newly established Sports Industry Pathways Program (SIPP) that has partnerships with Melbourne Heart Soccer Club, Melbourne Rebels Rugby Union Club, Moreland City Council and La Trobe University. The school motto of <b><i>“Aspire and Achieve”</i></b> and the vision statement, <b><i>“To provide a dynamic learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and cooperation”</i></b> clearly conveys the philosophy of the college. This vision is achieved through targeted professional learning for staff, clear organisational structures, processes and procedures, a consistent approach to teaching and learning, allocation of resources to support the learning program, engagement with families and the community, teachers being well prepared and providing educational programs that motivate and engage students and met their learning needs and empowering students through leadership programs, Student Representative Council, Student Voice and positions of responsibility. John Fawkner College is a small secondary school with a diverse cultural and socio-economic profile. The objectives over the period of the next strategic plan are to increase enrolments, enhance family engagement and improve student achievement at all levels, particularly at Year 12. The college has a strong belief in its student's capacity to develop and engage in a dynamic learning environment and achieve their personal best.</p>
<p><b>Values</b></p>	<p>The college values are:</p> <p><b>Respect:</b> Treat others with consideration and always be polite</p> <p><b>Commitment:</b> Try your best and pursue excellence. Have pride in your school.</p> <p><b>Integrity:</b> Be honest, sincere and true to what you know is the right thing.</p>
<p><b>Environmental Context</b></p>	<p>John Fawkner College is a small co-educational school 18 kilometres north of Melbourne. Following a review of the Fawkner Secondary College in 2009 the Department of Education and Early Childhood Development embarked on the 'Project Excellence Initiative' based on the British 'Fresh Start Program'. The project saw school closure on December 31 2009 and re-opening in January 2010 under the new name of John Fawkner College.</p> <p>Significant resources were provided to raise student performance at the school and to develop the culture reflected in its motto of 'Aspire and Achieve'. Upgraded sports areas, administration area and classrooms and development of a new language centre took place.</p>

	<p>Enrolment increased over the period of the School Strategic Plan, 2010-2013, to approximately 450 students - the highest level for over a decade. A number of students were outsourced to the Sport, Education and Development Association, an alternative style of education and training for senior students. The Student Family Occupation (SFO) index of 0.72 suggests that student performance means are expected to be towards the bottom 20% of State results. The school caters for around half of its students who come from English as an Additional Language (EAL) backgrounds. There is a small program for students with disabilities (PSD).</p>
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## Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Achievement</b>	<ul style="list-style-type: none"> <li>To improve the capacity and quality of student learning.</li> <li>To consolidate improved teacher practice across the school and ensure consistent and personalized approach by staff with greater engagement and support of parents.</li> <li>To improve student literacy and numeracy knowledge and skills from Years 7 to 10.</li> </ul>	<ul style="list-style-type: none"> <li>In English and Mathematics increase the proportion of students at year 9 in the top two NAP bands and reduce the proportion in the bottom two bands for each year of the strategic plan.</li> <li>The NAPLAN matched cohort growth for students from year 7 to 9 to increase for each year of the strategic plan with the mean being above the state mean.</li> <li>The VCE allstudy score to increase for each year of the strategic plan.</li> <li>Increase the VET &amp; VCAL completion rates for each year of the strategic plan.</li> <li>Teacher judgements in English and Mathematics to be consistent with NAPLAN and On Demand data and show improvement for each year of the strategic plan.</li> </ul>	<ol style="list-style-type: none"> <li><b>Enhance and embed changed teacher practice</b> <ul style="list-style-type: none"> <li>Explicitly model powerful learning and embed highly reliable teaching practices.</li> <li>Differentiate and personalise student learning.</li> <li>Develop a learning environment with high expectations of outcomes for all members.</li> <li>Ensure consistency in application of agreed teaching and learning practices with a focus on induction of staff new to the college.</li> <li>Use evidence based decision making within and external to the classroom.</li> </ul> </li> <li><b>Raise student literacy and numeracy skills</b> <ul style="list-style-type: none"> <li>Enhance the collaboration and teamwork with domains.</li> <li>Continue to provide literacy and numeracy coaching.</li> <li>Use DEECD literacy and numeracy models.</li> <li>Use student progress data to improve teaching and learning and provide ownership of on demand testing for students.</li> </ul> </li> <li><b>Strengthen the ethos and effective</b></li> </ol>

			<p><b>structure for learning in the later years</b></p> <ul style="list-style-type: none"> <li>• Establish clear expectations amongst teachers and students of procedures and protocols at VCE and VCAL.</li> <li>• Enhance student study skills and preparation for the assessment regime.</li> <li>• Ensure curriculum and assessment requirements are communicated to students.</li> </ul> <p><b>4. Build the school's capacity for distributed, instructional leadership.</b></p> <ul style="list-style-type: none"> <li>• Ensure leaders lead people.</li> <li>• Embed giving and receiving feedback and reflective teaching using peer observations.</li> <li>• Define more clearly the role of leadership and monitoring and guidance of performance and development.</li> </ul>
<p><b>Engagement</b></p>	<ul style="list-style-type: none"> <li>• To develop student interest and motivation in learning supported by parents.</li> <li>• To improve student engagement in classroom learning</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the stimulated learning, student motivation, student safety and classroom behaviour variables of the Student Attitudes to School survey to be consistently at or above the state mean.</li> <li>• Improve student attendance, particularly at Years 7 to 10 to be consistently below the state mean at each year level with the school mean below 12 days.</li> <li>• Student behaviour management data (relocations and suspensions) to</li> </ul>	<p><b>5. Develop a respectful and orderly environment at the school and in the classroom</b></p> <ul style="list-style-type: none"> <li>• Ensure consistent use and understanding of student and classroom management plans based on Ramon Lewis' Developmental Management Approach.</li> <li>• Understand student learning needs using knowledge of prior learning and student progress data.</li> <li>• Develop strategies to involve parents more in supporting the student learning environment.</li> </ul> <p><b>6. Improve student attendance</b></p> <ul style="list-style-type: none"> <li>• Collate and analyse attendance data</li> </ul>

		improve for each year of the strategic plan.	<p>each term to inform future strategies.</p> <ul style="list-style-type: none"> <li>• Enhance home/school partnerships to motivate students to attend school</li> <li>• Publish and reward students for sound attendance.</li> </ul>
<b>Wellbeing</b>	<ul style="list-style-type: none"> <li>• To develop student self efficacy and confidence in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the learning confidence, student morale, student distress and peer connectedness parameters of the Student Attitudes to School survey to be consistently at or above the state mean.</li> <li>• Increase real retention especially in the later years to at or above the state mean.</li> <li>• 95% of students leaving school to transition into education, training or employment with an increase in the percentage of students transitioning to tertiary education.</li> <li>• Increase the number of students successfully completing VCE, VCAL and VET.</li> </ul>	<p><b>7. Strengthen student voice and leadership and deliver wide ranging opportunities</b></p> <ul style="list-style-type: none"> <li>• Provide leadership training, coaching and mentorship.</li> <li>• Develop opportunities for students to participate in school decision making and community forums.</li> <li>• Enhance the role of students in year level and college assemblies.</li> </ul> <p><b>8. Develop and implement a student pastoral care program</b></p> <ul style="list-style-type: none"> <li>• Provide regular access by students to staff for discussion of learning issues.</li> <li>• Ensure all students are monitored for success at college.</li> <li>• Train staff to deal with learning and wellbeing issues beyond their curriculum specialty.</li> </ul> <p><b>9. Develop a wide range of learning opportunities to suit students</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the partnership with Glenroy SC and other institutions to meet the demands of student learning.</li> <li>• Enhance the active and passive co-curricular programs for student</li> </ul>

			<p>success at the college.</p> <ul style="list-style-type: none"> <li>• Recognise student achievement individually and publicly.</li> </ul>
<p><b>Productivity</b></p>	<ul style="list-style-type: none"> <li>• To improve the effectiveness of resources in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the professional growth parameters of the Staff Opinion survey to at or above the state means,</li> <li>• Increase enrolment at the college particularly in year 7 in each year of the strategic plan.</li> <li>• Building the Sports Centre on time and within budget.</li> <li>• Prioritise and allocate resources to foster improved student learning.</li> <li>• Strengthen current partnerships with local community, industry and educational institutions.</li> </ul>	<p><b>10. Review and implement a resource plan for sustainable growth in teaching and learning.</b></p> <ul style="list-style-type: none"> <li>• Develop and implement an annual school professional learning plan.</li> <li>• Develop a staffing plan for the next three years.</li> <li>• Plan for additional changes to the college to enhance teaching and learning.</li> <li>• Account for the leadership time and expense of building the new sports academy program and facility.</li> <li>• Strengthen the current partnerships established with La Trobe University and Minter Ellison and external parties involved in the heroes, Duke of Edinburgh and Sports Industry Pathways programs.</li> </ul>



## School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Achievement	Year 1	<ul style="list-style-type: none"> <li>▪ Targeted professional learning for staff on agreed teaching and learning practices based on the Curiosity/Powerful Learning model</li> <li>▪ Specific focus on differentiation, and questioning</li> <li>▪ Establishment of a Literacy intervention program at Years 7 and 8</li> <li>▪ Use student achievement data to monitor student progress and modify the teaching program</li> <li>▪ English and Mathematics 7 – 9 Year level teaching teams to meet weekly</li> <li>▪ Documentation of timelines, assessment requirements, expectations and protocols and practices for VCE and VCAL</li> <li>▪ New staff to participate in a planned, ongoing induction program</li> <li>▪ Inclusion of sessions on being organised, being a successful student and study skills in the VCE and VCAL program</li> <li>▪ Introduction of a program of instructional rounds and classroom observations</li> <li>▪ Teacher performance plans to be target improved teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improved student achievement in literacy and numeracy</li> <li>▪ Improved VCE results</li> <li>▪ Consistent application of agreed teaching and learning practices in all classrooms</li> <li>▪ Students receiving regular feedback on their next stage of learning</li> <li>▪ Teachers meeting regularly to review, modify and plan the curriculum</li> <li>▪ A regular program of classroom observations</li> <li>▪ Differentiation evident in curriculum documentation and classroom practice</li> <li>▪ Students meeting timelines and being better organised and prepared</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Targeted professional learning for staff on agreed teaching and practices based on the Curiosity/Powerful Learning model</li> </ul>	<ul style="list-style-type: none"> <li>▪ As for Year 1</li> <li>▪ Students becoming more responsible for their learning</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Specific focus on group work and student centred learning and enquiry learning</li> <li>▪ Strengthening of the Literacy intervention program at Years 7 and 8</li> <li>▪ Consolidate and strengthen the actions taken in Year</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improved student motivation and learning confidence</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Review of actions taken in Years 1 and 2 to inform those taken in Years 3 and 4</li> <li>▪ Targeted professional learning for staff on agreed teaching and practices based on the Curiosity/Powerful Learning model</li> <li>▪ Continued focus on differentiation, feedback, questioning and the use of data</li> </ul>	<ul style="list-style-type: none"> <li>▪ As for Years 1 and 2</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Consolidation of actions taken in Year 3</li> </ul>	<ul style="list-style-type: none"> <li>▪ As for Years 1, 2 and 3</li> </ul>
Engagement	Year 1	<ul style="list-style-type: none"> <li>▪ Induct new staff on the agreed student management process (Developmental Management Approach - DMA)</li> <li>▪ DMA to be regularly reviewed with students and staff throughout the year</li> <li>▪ Regular review of data to monitor student behaviour, attendance and engagement</li> <li>▪ Data used to identify action to improve student behaviour, attendance and engagement</li> <li>▪ Review student absence processes</li> <li>▪ Introduction of a targeted Home Group program to improve the use of the student diary</li> <li>▪ Investigate strategies to improve communication with families and their engagement in their child's learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improved student behaviour, attendance and engagement data</li> <li>▪ Specific intervention strategies implemented to address student absence</li> <li>▪ Improved communication with parents</li> <li>▪ Increased parent attendance at information nights, college community activities etc</li> <li>▪ Student success celebrated in the newsletter</li> </ul>

		<ul style="list-style-type: none"> <li>Identify opportunities and relationships with the community to provide learning opportunities for students – Moreland City Council, INLLEN, tertiary institutions, agencies</li> </ul>	
	Year 2	<ul style="list-style-type: none"> <li>Induct new staff on the agreed student management process (Developmental Management Approach - DMA)</li> <li>DMA to be regularly reviewed with students and staff throughout the year</li> <li>Regular review of data to monitor student behaviour, attendance and engagement</li> <li>Data used to identify action to improve student behaviour, attendance and engagement</li> <li>Documented approach to addressing student absences</li> <li>Documentation and implementation of a program to improve communication with families</li> <li>Introduction of a program to assist parents to engage in their child's learning</li> </ul>	<ul style="list-style-type: none"> <li>As for Year 1</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Review of actions taken in Years 1 and 2 to inform those taken in Years 3 and 4</li> <li>Improve and consolidate initiatives introduced in Years 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>As for Year 1</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Consolidate and build upon initiatives established in Years 1 to 3</li> </ul>	<ul style="list-style-type: none"> <li>As for Year 1</li> </ul>

Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Wellbeing	Year 1	<ul style="list-style-type: none"> <li>▪ Strengthen student voice initiatives – SRC, student leadership, assemblies</li> <li>▪ Identify new student leadership initiatives and strengthen existing relationships – Minter Ellison, ABCN, Duke of Edinburgh. etc</li> <li>▪ Investigate a pastoral care program to support to students in their learning</li> <li>▪ Professional learning for staff on supporting students learning and wellbeing – Mandatory reporting, student welfare etc</li> <li>▪ Strengthen the relationship with Glenroy College</li> <li>▪ Identify relationships with the community to provide learning opportunities for students – Moreland City Council, INLLEN, tertiary institutions, agencies</li> </ul>	<ul style="list-style-type: none"> <li>▪ SRC meeting fortnightly with follow-up meetings with the Principal</li> <li>▪ Student participation in leadership programs – Melbourne Grammar, Minter Ellison, Duke of Edinburgh, ABCN</li> <li>▪ Joint VCE protocols and practices documented</li> <li>▪ Regular meetings of Later Years Leaders from GC and JFC</li> <li>▪ Broader range of subject options at VCE</li> <li>▪ Proposal for a pastoral care program developed</li> <li>▪ Planned program for the use of the student diary introduced</li> <li>▪ SIP Program established and operating</li> <li>▪ Construction of the new sports facility completed</li> <li>▪ Increased involvement with the community – INLLEN, tertiary institutions, agencies</li> <li>▪ Staff consistently meeting their professional responsibilities eg Mandatory Reporting</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Consolidate initiatives identified in Year 1</li> <li>▪ Introduce a pastoral care program</li> <li>▪ Consolidate and further develop the SIP Program</li> </ul>	<ul style="list-style-type: none"> <li>▪ As for Year 1</li> <li>▪ Pastoral care program operating</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Review of actions taken in Years 1 and 2 to inform those taken in Years 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>▪ As for Years 1 and 2</li> </ul>

		<ul style="list-style-type: none"> <li>Improve and consolidate initiatives introduced in Years 2 and 3</li> </ul>	
	Year 4	<ul style="list-style-type: none"> <li>Consolidate and build upon initiatives established in Years 1 to 3</li> </ul>	<ul style="list-style-type: none"> <li>As for Years 1 and 2</li> </ul>
Productivity	Year 1	<ul style="list-style-type: none"> <li>Annual school professional learning plan developed and implemented.</li> <li>Teaching and Learning Team to coordinate professional learning program for staff</li> <li>Roles and responsibility statements developed and documented</li> <li>Staffing plan for the next three years developed</li> <li>Program budgets developed and approved by School Council for each learning program</li> <li>Program for maintenance and upgrading of facilities developed</li> <li>Funding to support current partnerships established with La Trobe University and Minter Ellison and external parties involved in the Heroes, Duke of Edinburgh and Sports Industry Pathways programs approved</li> </ul>	<ul style="list-style-type: none"> <li>Planned approach to staff professional learning</li> <li>Adequate funding for student learning programs</li> <li>Overall school budget in surplus</li> <li>Learning environment that supports student learning</li> <li>Strong partnerships with the community to support student learning</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>As for Year 1</li> </ul>	<ul style="list-style-type: none"> <li>As for Year 1</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>As for Year 1</li> </ul>	<ul style="list-style-type: none"> <li>As for Year 1</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>As for Year 1</li> </ul>	<ul style="list-style-type: none"> <li>As for Year 1</li> </ul>