John Fawkner Secondary College(8894)
Strategic Plan 2018-2021

Endorsement			Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	....	[Mark Natoli] [date]	....................................[name] .... [date]		....................................[name]..........................[date]	
School council:	....	[Raelene Nevill] [date]	....................................[name] .... [date]		....................................[name]..........................[date]	
Delegate of the Secretary:	....	[Viv Tellefson] [date]	....................................[name] .... [date]		....................................[name]..........................[date]	

School vision	School values	Context and challenges	Intent, rationale and focus
John Fawkner College takes pride in uniting learners from a diverse community within a respectful and adaptive environment that fosters enjoyment in learning and the motivation to achieve excellence.	Respect: We respect others for who they are and value their opinions Commitment: We are dedicated to our values, our school and our community Academic Excellence: We relentlessly pursue academic excellence Continuous Improvement: We never stop finding ways to stretch and grow	John Fawkner College is located in Fawkner, which is part of the Hume Moreland network of schools. Established in 1956, the school was closed in 2009 and reopened in 2010 as part of Project Excellence. Aspects of this initiative aimed to improve enrolments, reputation, wellbeing and achievement across the College. After the 2017 school review, it was identified that in each of these areas there is still work to be done. The Student Family Occupation and Education (SFOE) Index of 0.65 and has been reducing each year indicating a change in the demographic of students at the College. Many of these students attend the College to participate in the Melbourne City College of Football, whilst many students from local primary schools travel past us to other schools. The student community is diverse, with over 40 different nationalities represented and approximately 11% are EAL. The key challenges for John Fawkner College include unfinished business in relation to the previous strategic plan around, building and maintaining consistency of student achievement, ensuring consistency of teacher practice including data analysis to improve student achievement, developing and implementing an agreed curriculum, improving relative growth in NAPLAN data sets and improving staff opinion data	In late 2017 John Fawkner re-visioned the College values with input from all stakeholders. The new values challenge students to take control of their learning, and to improve their performance across a broad curriculum. A focus on excellence and equity, and on being a high performing learning community in which teachers use positive relationships to deepen their knowledge of students underpins all that we do and value in the school. John Fawkner College will prioritise the development of high quality, evidence based and consistent teaching practices as the main driver towards improving student outcomes data. This work will accompany a specific focus on literacy across all learning areas. Our 2017 School Review identified areas of improvement in learning gains across all NAPLAN data sets as well as staff and student opinion. It was identified in our 2017 School Review that our school also needs to engage our students in learning and ensure that student wellbeing is a key priority to improve student outcomes. A part of this effort will also require increased community outreach and engagement.

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)
Establish a high performing learning culture across the school	FISO Priority: Excellence in Teaching and Learning FISO Dimension: Building Practice Excellence	Establish a PLC culture with a focus on quality feedback	Staff Opinion Survey – to show continuous improvement each year • Professional Learning Module to have 65% positive endorsement • School Climate Module to have 70% positive endorsement • Leadership Module to have 70% endorsement • Teaching and Learning Module to have 60% endorsement Parent Opinion Survey – to show continuous improvement each year • General Satisfaction and School Improvement to have 75% positive endorsement • Factors in High Expectations for Success, Stimulated Learning, Effective Teaching, Promoting Positive Behaviour and Managing Bullying to show continuous improvement NAPLAN 7-9 Learning Growth • Percentages of students in the medium to high growth bands to increase each year so that 80% or better are achieving medium and high growth NAPLAN Bands for Reading, Writing and Numeracy • Year 9 data to show an increase in the percentages of students achieving in the top two bands of reading, writing and numeracy so that 10% or better are achieving in the top 2 bands • Year 9 data to show a decrease in students in the bottom 2 bands Teacher Judgement • Reduce variation and show each student is achieving 1 years learning for 1 years growth Senior Secondary Results • VCE Median Study Scores and VCE English Study Score to show improvement each year in the plan • VCAL Completion rates to be at 95% or higher Student Opinion Survey • Improve student opinion data so that positive ratings in attitudes to attendance, student voice, stimulated learning, resilience and self–regulation show continuous improvement and reach an 80% positive endorsement or better Student Attendance • Improve student attendance so that days absent is equal to or better than the State mean
		Build teacher capacity to effectively teach to an agreed instructional model	
To improve student achievement and the learning growth of every student across all curriculum areas, but particularly in Literacy and Numeracy	FISO Priority: Excellence in Teaching and Learning FISO Dimension: Building Practice Excellence	Build teacher capacity to effectively differentiate teaching for all students	
		Build teacher capacity to effectively teach literacy within all learning areas and studies	
To create a stimulating and safe learning environment where there are increased opportunities to empower students and maximise their social, emotional and cognitive engagement	FISO Priority: Positive Climate for Learning FISO Dimension: Empowering students and building school pride	Design and implement whole school positive learning framework	
		Establish and implement attendance, wellbeing and engagement strategies	