# Surf Coast Secondary College - 8903
## Strategic Plan 2016-2019

**Endorsement**

Principal: .. _[signature]_ .. Scott Diamond [date]

School council:...... _[signature]_ .... Craig Smith [date]

Delegate of the Secretary: ....................................... [name] [date]

**Re-Endorsement** (if a Goal, KIS or Target is changed)

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**Re-endorsement** (if a Goal, KIS or Target is changed)

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| School vision | School values | Context and challenges | Intent, rationale and focus |
|---|---|---|---|
| Surf Coast Secondary College exists in and for its community. Surf Coast Secondary College works collaboratively with a diverse, local surf coast community to develop young adults who are more complete; developing essential skills for the 21st century in individuals who are socially and environmentally aware. These individuals will have a sense of emotional well-being having completed their secondary schooling in an environment that is focussed on positive relationships and mutual respect. Learning for each individual is challenging, engaging and integrated. Learning and teaching within this college is focussed on each individual student discovering the need to learn – arousing curiosity and encouraging imagination.<br><br>Each student is guided by a negotiated learning pathway. This pathway is both nurturing and encourages risk taking in learning, and includes opportunities for success and intellectual challenge; it is also energetic and 'fun'.<br>Surf Coast Secondary College is a learning community. Intellectual habits – curiosity – are as important as social values – respect and positive relationships. Surf Coast Secondary College enables students of the surf coast to live as active, global citizens of the 21st century. | In 2015 the College finalised work on the development of our School Values as part of the implementation of the School Wide Positive Behaviour Support Framework. In doing this work the following values were identified as fundamental to our school. These values are: ***Strive, United, Respectful and Flourish.*** These values have been unpacked in as part of ongoing work around the development of a School Wide Positive Behaviour Support Framework. This framework will allow SCSC to develop values, policies and practices that utilise a positive approach to improving whole school wellbeing. This framework is included below: | Surf Coast Secondary College is the first and only comprehensive Secondary school in the Torquay area. SCSC serves the Surf Coast LGA but also attracts students from the Geelong and its surrounding suburbs and has a current SFO of 0.409. The school has grown considerably since opening with 200 students in 2012 and will have an enrolment of over 650 students in 2016 and 70 plus staff members. Whilst this growth has been significant it has been steady and has generally occurred through the acquisition of larger Year 7 enrolments.<br><br>SCSC prides itself on and is committed to providing students with the knowledge, life skills and technical prowess required to succeed in a rapidly changing 21st century. The SCSC community is an active, high achieving community and these characteristics are evident in every aspect of our school. As part of the College's focus on providing its cohort with the most contemporary learning opportunities, all students at Year 7-9 are equipped with an iPad and Year 10-12 students select from a panel of devices (Macbook Pro, Macbook Air or an Ipad), giving them instant access to school tasks and associated learning material, at the same time honing their technical skills. The high level use of learning technologies within the classroom has seen SCSC be awarded as an Apple Distinguished Program school for the last 2 years and has also seen the school feature for the DET Digital Learning branch as an exemplar school in this field.<br><br>The school is in a healthy position with positive trending student attitude data, high level results in both staff and parent opinion survey data; VCE / VCAL data that demonstrates a high level of successful completion and strong correlation between expected GAT scores and VCE study scores. VCE achievement in 2015 was highly improved on 2014 but remains a key goal for the college moving forward. NAPLAN data for 2014 was disappointing and improving in 2015 is also an outcome the College sees as a main priority. | The main message the College received from the most recent school review was that of high level practice being at an emergent stage. The review identified the school to have an excellent group of hard working teachers with a great capacity to deliver high quality learning programs. The review also identified that the College needed to "tighten" in some areas to ensure that emergent practice becomes embedded and consistent across the school.<br><br>Using the key findings from this school review as a reference point the main areas the college will be prioritising in this new Strategic Planning period are:<br>▪ Evidence-based, high impact teaching strategies<br>▪ Vision, values and culture<br>These FISO Improvement Initiatives underpin the Key Improvement Strategies the school will focus work on over the next 4 years. |



Framework for Improving Student Outcomes

THE VICTORIA State Government

| 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) |
|---|---|---|---|
| **STUDENT ACHIEVEMENT:**<br><br>To ensure that all students achieve at least 12 months learning growth in all reported areas every calendar year by strengthening the quality of teaching and learning | • **Excellence in Teaching and Learning**<br>▪ Curriculum planning and assessment<br>▪ Building practice excellence<br>▪ Evidence-based, high impact teaching strategies<br>▪ Evaluating impact on learning<br>• **Community Engagement in Learning**<br>▪ Parents and carers as partners | ▪ Embed literacy across the curriculum<br>▪ Establish a whole-school approach to numeracy intervention<br>▪ Establish rigorous and documented Student Learning Data processes and build teacher capacity to utilise student achievement data to produce accurate teacher judgements | ▪ NAPLAN growth across all five domains will increase to at least the state average<br>▪ Standardised testing (PAT) to show at least one year's growth for each student in each calendar year<br>▪ VCE mean study score at or above 30.1<br>▪ VCE external results demonstrate value-add against the GAT (for subjects where data is available)<br><br>▪ **Staff Opinion Survey**<br>School Climate – Collective efficacy and Academic emphasis; and Professional Learning – Active participation and Renewal of knowledge and skills. All listed components to be at or above state mean. |
| **STUDENT ENGAGEMENT:**<br><br>To ensure that all students are engaged, on task, motivated and active participants in their learning by developing a student centred learning environment and high school community expectations. | • **Excellence in Teaching and Learning**<br>▪ Building practice excellence<br>• **Positive Climate for Learning**<br>▪ Setting expectations and promoting inclusion<br>• **Professional Leadership**<br>▪ Vision, values and culture | ▪ Embed SCSC VoP document in all teacher practice<br>▪ Create a culture of high achievement and high expectations with all community stakeholders<br>▪ Enhance and embed Student Voice mechanisms to increase student motivation | ▪ **Student Attitude to School Survey -**<br>Classroom Behaviour whole school score to increase to 3.10, Stimulating Learning (3.40), Teacher Effectiveness (3.80), Teacher Empathy (3.80), Student Motivation (4.30)<br>▪ **Parent Opinion Survey -**<br>Learning Focus to increase to 65th percentile as compared to like schools, Stimulating Learning (80th), General Satisfaction (65th)<br>▪ **Staff Opinion Survey –**<br>Academic Emphasis, Collective Focus on Student Learning components to be at or above state mean |
| **STUDENT WELLBEING:**<br><br>Embed a consistent and visible whole-school approach to well-being practices | • **Positive Climate for Learning**<br>▪ Empowering students and building school pride<br>▪ Setting expectations and promoting inclusion<br>▪ Health and wellbeing<br>▪ Intellectual engagement and self-awareness<br>• **Professional Leadership**<br>▪ Vision, values and culture<br>• **Community Engagement in Learning**<br>▪ Networks with schools, services and agencies | • Embed SWPBS & Restorative Practices<br>• Build staff capacity to identify and respond to student well-being Issues | • **Student Attitude to School Survey -**<br>Student Distress whole school score to increase to 5.3, Student Morale (4.8), School Connectedness (3.8), Student Safety (4.35)<br><br>• **Parent Opinion Survey -**<br>Transitions to increase to 70th percentile as compared to like schools and Student Safety (50th) |
| **PRODUCTIVITY:**<br><br>To strengthen teaching practice and leadership capability through whole school structures and processes that support distributive leadership and a collaborative focus on teaching and learning | • **Excellence in Teaching and Learning**<br>▪ Building practice excellence<br>▪ Evidence-based, high impact teaching strategies<br>• **Professional Leadership**<br>▪ Building leadership teams<br>▪ Instructional and shared leadership | ▪ Strengthen distributive leadership across the College<br><br>▪ Build structures, processes and practices that ensure a high level of collaborative practice and a rigorous focus on improving student outcomes. | • **Staff Opinion Survey**<br>School Climate – Teacher Collaboration, School Leadership – Intellectual Stimulation and Leaders support for change and Professional Learning – Active participation and Collective participation. All listed components to be at or above state mean |



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Published: February 2016

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