School Strategic Plan 2018-2022

Elwood College (7810)

Submitted for review by Todd Asensio (School Principal) on 29 June, 2020 at 01:52 PM
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Awaiting endorsement by School Council President

VICTORIA State Government | Education and Training

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School vision	Our maxim Together We Grow reflects the collaborative approach to learning that is central to Elwood College. Elwood College strives for academic excellence, to be a place where all students are empowered to learn and achieve. We focus on high quality teaching practice and the best conditions for learning which equips students with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.
School values	Our values are Respect, Integrity, Care and Compassion. Our mission is to foster in students a love of learning; to build their resilience; to enable them to approach the future with optimism; and to equip students with the skills and attitudes that will enable them to be productive and responsible global citizens.
Context challenges	Enrolments at the time of the review was approximately 782 students. Over the past two years from 2016, enrolments increased from 584 students. In addition to the International Students Program, the approximately 20% of students are LBOTE and qualify for EAL.
Intent, rationale and focus	Elwood College encourages students to pursue excellence in a culturally diverse learning environment through the development of positive, respectful and cooperative relationships. We have a high expectation that students will continue onto tertiary studies with enthusiasm and confidence. We focus on developing 'future-ready' students, equipped for life beyond school in a challenging local and global environment. Independent, inquisitive learning, and global perspectives are incorporated throughout the curriculum. Classroom activities are designed to teach responsibility, leadership and collaboration. Teachers and students need to acquire the skills to quickly adapt to change, in an ever-changing world. Co-curricular programs assist build school pride, engage with students and ensure a sense of wellbeing at school. Students are expected to be active participants in a range of additional school programs including sport, music, productions, camps, intra-school competitions and student leadership. We value the partnership between families and the college. We encourage and support parents and families to be engaged in student curriculum activities, our school culture and environment. Elwood College has developed a sophisticated transition process, Second Storey, with our feeder primary schools, and we are working on building stronger relationships between primary, secondary and tertiary education settings to provide students with a continuum of learning and a strong sense of community. We value partnerships with a range of community, educational, industry and government organisations both in Victoria and overseas. Global citizenship is fostered through real world contexts for learning. Our diverse student population, International Student Program

	and Sister City relations provide opportunities for open and sustained global communication and interactions.

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Goal 1	Improve learning outcomes with a focus on all students
Target 1.1	VCE outcomes • All VCE studies will achieve a school mean at or above the study's reported state mean score
Target 1.2	NAPLAN growth outcomes NAPLAN Learning gain in reading, writing and numeracy year 7 to 9: • the percentage of Students with Medium and High learning gain to increase to 80 per cent by 2022 in and the percentage of students with high gain to be equal to or higher than 'Similar Schools' by 2022 • the students in the top two bands to maintain or improve performance between year 7 and year 9 as evidenced by the proportion of students in the top two bands in year 9 to be equal to or greater than, the proportion of students in the top two bands in year 7 two years earlier
Target 1.3	Staff Opinion Survey Factor measures Increase the per cent positive endorsement for the factor measures: • Academic emphasis to be greater than 60 per cent by 2022 • Collective efficacy to be above 65 per cent by 2022

Key Improvement Strategy 1.a Building practice excellence	Strengthen and enhance teacher confidence and capability to make informed, on-balance judgments
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Embed critical and creative thinking capabilities into the enabling routines in classrooms through pedagogical content knowledge
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Ensure data underpins the evidence based practice
Key Improvement Strategy 1.d Evaluating impact on learning	Action Plan to accelerate improvement
Goal 2	Increase students voice and agency in their learning
Target 2.1	Students Attitudes to School survey Increase Years 7 to 9 positive responses to the factors: • Student voice and agency to greater than 50 per cent by 2022 • Sense of confidence to greater than 70 per cent by 2022 • Sense of connectedness to greater than 60 per cent by 2022 Increase Years 10 to 12 positive responses to the factors: • Student voice and agency to greater than 55 per cent by 2022 • Sense of confidence to greater than 70 per cent by 2022 • Sense of connectedness to greater than 65 per cent by 2022
Target 2.2	Parent Opinion Survey

	• Increase the Framework Factor Student agency and voice to 70 per cent positive by 2022
Target 2.3	Attendance • Percentage of students in Years 7 to 12 with 20 or more absence days to decrease by 20 per cent by 2022 from 2018 baseline • Reduce average absence days by 20 per cent by 2022 from 2018 baseline
Target 2.4	Pivot survey data • Teachers are provided with feedback from students each semester • Teachers are acting on feedback from students; and using student survey data to inform planning
Key Improvement Strategy 2.a Empowering students and building school pride	Enhance teacher capacity to implement student-centred pedagogies
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Enhance student capacity to reflect, question, monitor and evaluate their own learning progress
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Develop capacity of students to exercise authentic agency in their own learning
Goal 3	Enhance students sense of global citizenship

Target 3.1	Language study retention • Increase students completing Unit 4 French by 20 per cent by 2022 from 2018 baseline • Increase student completing Unit 4 Japanese Second Language 20 per cent by 2022 from 2018 baseline
Target 3.2	Community & global connections • Develop curriculum connections with partners in the community and overseas • Enhance sister school relationships with Japan and France
Key Improvement Strategy 3.a Building communities	Teachers and students collaborate in learning partnerships in and beyond the school
Key Improvement Strategy 3.b Global citizenship	Fostering real world contexts for learning