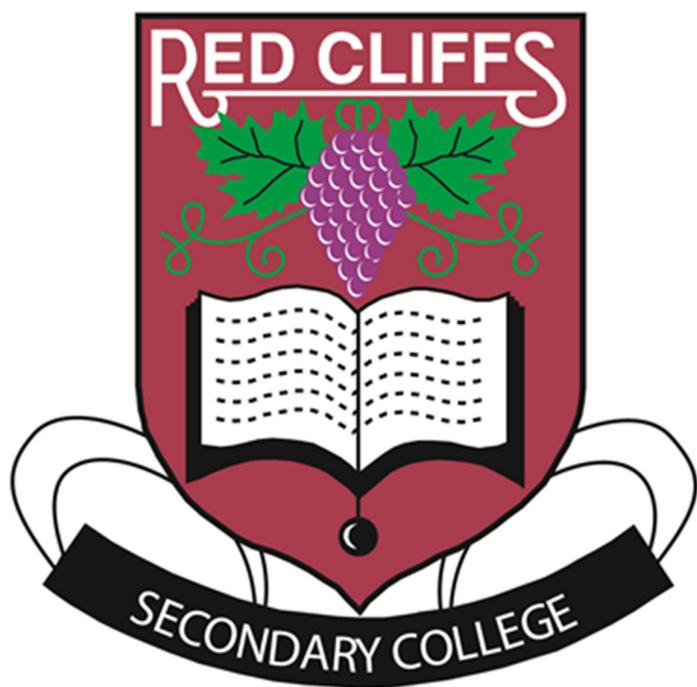


School Strategic Plan 2020-2024

Red Cliffs Secondary College (8260)



Submitted for review by Nathan Black (School Principal) on 13 April, 2021 at 10:46 AM

Endorsed by Andrew Ough (Senior Education Improvement Leader) on 22 June, 2021 at 11:03 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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<p>School vision</p>	<p>Red Cliffs Secondary College is committed to developing lifelong learners who are confident and capable of achieving their full potential. We foster a cooperative and supportive learning environment that is inclusive and responsive to the needs of all students. We aim to develop independent learners who have a strong sense of self-worth and compassion for others. Our vision will be realized through an enduring partnership involving all members of the Red Cliffs Secondary.</p>
<p>School values</p>	<p>The Red Cliffs Secondary College motto is Resilient Compassionate Successful Citizens. These terms are defined as:</p> <ul style="list-style-type: none"> • Resilient: a person who is able to bounce back when things don't go quite to plan; • Compassionate: a person who is caring and considerate of others; • Successful: a person who is able to realize their hopes and aspirations; and a • Citizen: a person who will be a positive member of their community.
<p>Context challenges</p>	<p>Goal 1: To improve the learning growth of every student across all year levels and all areas of the curriculum. Enablers that supported the achievement of this goal Work with staff on relationships with students has improved our ATS data as well as work done on ensuring that students understand the questions in the survey. Growth has been demonstrated with teacher judgements but there is still a reluctance/uncertainty with staff to be marking students above the level.</p> <p>Barriers that prevented the achievement of this goal VCE data targets were difficult with individual cohorts who would need to show exceptional growth overall to meet those goals. Many students moving to an unscored VCE and not advising the college so they could be withdrawn from the cohort impacted on the overall results of this data collection.</p> <p>Goal 2: To create an engaging and stimulating curriculum and learning environment for all students that promotes high expectations and student ownership of learning. Enablers that supported the achievement of this goal Changes in meeting structures for KLA's and developing the collective responsibility so that teachers are working collaboratively has helped in our success. Professional development and working in teams have built the confidence of the Maths department who are much more confident as a team in making their teacher judgements and marking them more accurately. Promotion with students by the learning specialists to be tracking their individual data and learning growth has also contributed to student achievements and assisted staff in monitoring student progress.</p>

	<p>The set up and structure of our testing schedule with a more consistent approach has also assisted in us getting more accurate data with students taking their assessment more seriously and using the current processes to track their own learning growth as they are getting more reliable and consistent feedback from staff.</p> <p>Barriers that prevented the achievement of this goal Moving all staff to a collaborative platform has been a challenge and some learning areas have taken this on more effectively than others. Teacher confidence in their judgments of students has impacted data and there is still some work to do in this area.</p> <p>Goal 3: To ensure wellbeing procedures support students' engagement in learning. Enablers that supported the achievement of this goal A change to the system of tracking absences has allowed us to ensure that the absences are explained by families and puts some onus back onto families to have their children in attendance at school. Parents can put absences onto COMPASS themselves and avoid the call/text from the college requesting an explanation so this has assisted with having the absences explained. Our ATS results improved although this was hard to measure with the change in the survey structure, but this could be due to improved understanding of the questions being asked for students and a consistent delivery of the survey by the same person. This will be easier to analyze more fully after a second like survey has been completed in 2020.</p> <p>Barriers that prevented the achievement of this goal Parents continue to allow students to stay home from school as well as taking extended holidays during school time. There is an apathy and cultural shift in the community where it is becoming increasingly acceptable to be absent and that it will not be a problem in terms of the learning of students.</p>
Intent, rationale, and focus	<p>To improve student learning outcomes in literacy and numeracy. To improve student engagement in learning. To improve student health and wellbeing.</p>

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Goal 1	To improve student learning outcomes in literacy and numeracy.
Target 1.1	By 2024 the percentage of Year 9 students above benchmark in NAPLAN will increase for: <ul style="list-style-type: none">• Reading from 6% to 25%• Writing from 26% to 27%• Numeracy from 3% to 25%.
Target 1.2	By 2024 the percentage of Year 9 students in the top 2 NAPLAN bands will increase for: <ul style="list-style-type: none">• Reading from 8% to 20%,• Writing from 3% to 15%• Numeracy from 11% to 20%.
Target 1.3	By 2024 the percentage of students achieving above the expected level, as measured by teacher judgements against the Victorian Curriculum, will increase for: <i>Reading and viewing</i> <ul style="list-style-type: none">• Year 7 from 21% to 25%• Year 8 from 12% to 20%• Year 9 from 6% to 20%

	<ul style="list-style-type: none"> • Year 10 from 5% to 15% <p>Writing</p> <ul style="list-style-type: none"> • Year 7 from 21% to 25% • Year 8 from 8% to 20% • Year 9 from 5% to 15% • Year 10 from 7% to 15% <p>Number and algebra</p> <ul style="list-style-type: none"> • Year 7 from 19% to 25% • Year 8 from 9% to 20% • Year 9 from 8% to 20% • Year 10 from 8% to 15%
<p>Target 1.4</p>	<p>By 2024 the percentage of positive responses for the School Staff Survey (SSS) School Climate Module factor will increase for:</p> <ul style="list-style-type: none"> • Academic emphasis from 24% to 60% • Collective efficacy from 38% to 60% • Teacher collaboration from 38% to 60%.
<p>Target 1.5</p>	<p>By 2024, across all VCE studies, the percentage of students deemed to have value added will improve from 9% (2019) to 50% of students (based on VASS Report 17).</p>

Key Improvement Strategy 1.a Building practice excellence	Build teacher capability to embed the school instructional model and the high impact teaching strategies to improve instructional practice.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capability to utilize data and a range of assessment strategies to personalize learning.
Key Improvement Strategy 1.c Building practice excellence	Build a culture of teacher collaboration through the implementation of Professional Learning Communities (PLCs).
Goal 2	To improve student engagement in learning.
Target 2.1	By 2024 the percentage of positive responses for the student Attitudes to School Survey (AtSS) factor will increase for <ul style="list-style-type: none"> • Sense of confidence from 61% to 70% • Self-regulation and goal setting from 58% to 70% • Motivation and interest from 60% to 70% • Student voice and agency from 49% to 70%.
Target 2.2	By 2024 the average days absence per student will decrease from 27.63 days to 22 days per student.
Target 2.3	By 2024 the percentage of positive responses for the School Staff Survey (SSS) School Climate Module factor will increase for: <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 45% to 75% • Collective responsibility from 60 to 80%.

Key Improvement Strategy 2.a Empowering students and building school pride	Build understanding of student voice and agency in learning.
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop a guaranteed and viable curriculum.
Key Improvement Strategy 2.c Evaluating impact on learning	Develop feedback processes that enable teachers to measure the impact of their teaching on student engagement.
Goal 3	To improve student health and wellbeing.
Target 3.1	By 2024 the percentage of positive responses for the student Attitudes to School Survey (AtSS) factor will increase for: <ul style="list-style-type: none"> • High expectations for success from 77% to 85% • Teacher concern from 42% to 70% • Respect for diversity from 50% to 70% • Advocate at school from 68% to 80%.
Target 3.2	By 2024 the number of Tier 1 major incidents will decrease as documented for the SWPB annually from the 2021 baseline data (to be finalised).
Target 3.3	By 2024 the percentage of positive responses for the Parent Opinion Survey (POS) factor will increase for: <ul style="list-style-type: none"> • Managing bullying from 78% to 85%

	<ul style="list-style-type: none"> • Promoting positive behaviour from 67% to 80% • School connectedness from 85% to 90% • Positive transitions from 69% to 80%.
Key Improvement Strategy 3.a Health and wellbeing	Embed School Wide Positive Behaviours schoolwide.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop a safe, secure, and inclusive learning environment.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Develop and implement strategies to support students to build resilience, strengthen their social skills and build positive relationships.