Pascoe Vale Girls College 8227: Strategic Plan 2016-2019

Endorsement	**Re-Endorsement** (if a Goal, KIS or Target is changed)	**Re-endorsement** (if a Goal, KIS or Target is changed)
Principal: Kay Peddle .....17.5.16 School council: Phillip Perroni .....17.5.16 Delegate of the Secretary: ..... [date]	.....[name] ..... [date] .....[name] ..... [date] .....[name] ..... [date]	.....[name] ..... [date] .....[name] ..... [date] .....[name] ..... [date]

School vision	**School values**	**Context and challenges**	**Intent, rationale and focus**
"Empowering Young Women" Pascoe Vale Girls College is committed to providing students with the opportunity to succeed as learners and as competent and confident citizens who can make a valuable contribution to a global society.	Our College values of Respect, Diversity and Achievement reflect community expectations and provide a framework for relationships and actions within the school community. These values are clearly defined with behaviours reflecting each of the values determined by the school community. Respect – We respect ourselves, others and our school through our words and actions to create a positive and caring community. We are committed to acting with honesty and trust. Diversity - There is acknowledgment and support of diversity within our school community. We value differences and individuality and respect the opinions of others. Achievement – Striving for excellence and embracing every challenge and opportunity.	*Context:* Pascoe Vale Girls College is a state government Years 7-12 secondary school for girls located in the northern metropolitan suburb of Pascoe Vale. The current enrolment is 1130 students drawn from a wide geographical area. There is a broad diversity of cultural and language backgrounds. The proportion of EAL students is classified as mid-high and the SFO is 0.65 which indicates a relatively low socio-economic profile. Enrolment is declining. There are 74.4 effective full-time teachers and over 20 Education Support Staff. The college operates three sub-schools, Years 7-8 (Junior School), Years 9-10 (Middle School) and Years 11 -12 (Senior School). There is a comprehensive curriculum providing a solid foundation in core subjects for Years 7-10, classes for advanced learners 8-10 (CAL) and electives in 9-10. Students can study a broad range of VCE studies, VET programs and VCAL. A major focus has been the implementation of research-based teaching practice using a regional strategy, *Powerful Learning.* Student learning growth from Year 7 to Year 9 approximates the state and for some cohorts high growth has exceeded the state. The college has achieved NAPLAN writing means higher than the state although the percentage achieving in the top bands is an area for improvement. Year 9 reading means have shown a downward trend. Teacher judgements against the AusVELS are comparable to schools with a similar student profile, except for science which is lower. The All study score was above the state but dipped slightly in 2014. The percentage of students completing VCE is consistently higher than the state. The proportion of girls continuing in further education and training is higher than the state. The average attendance Year 7-12 and the retention rate is higher than the state. Attitudes to School data shows learning confidence and student motivation has been ranked higher by the girls than by their state peers, however stimulating learning, connectedness to school and morale are lower. Girls rate their connectedness to peers, behaviour and safety above the state. Parent surveys affirm that motivation and social skills are well developed however student safety is not rated as highly. An extensive co-curricular program offers students opportunities to experience success in areas such as visual and performing arts, writing and debating, sport, camps, excursions and international tours, and student leadership. The college has had a recent change in leadership after a significant period.	Pascoe Vale Girls College is committed to creating a 21st learning community that caters for the range of student learning styles and abilities, experiences and aspirations to empower students as learners. Our college community is diverse in nature with complex needs which impacts upon student achievement and wellbeing. Within this context, increasing student resilience, learning confidence and aspirations is paramount. *Initiatives Rationale:* The school currently has four leading teachers whose positions are role based and limited to a coordinator of teaching and learning and three Heads of Sub school. The development of a new distributed leadership model will develop leadership capacity of staff, build a culture of improvement and enable the college to work towards achieving the goals of the next strategic plan. This will create a collective responsibility for developing a clear understanding of the school's vision, values and priorities for school improvement. The leadership model will match school priorities and enable the school to focus on future leaders. An evaluation of school data and practice indicates a need to focus on developing a differentiated curriculum that is documented within a scope and sequence to enable students to demonstrate learning growth. Particular attention will be given to Maths, Science and Reading. The NAPLAN school mean for Year 7 and Year 9 Numeracy has been below state mean for 5 Years. Resources will be allocated to support a numeracy program. School data shows the school is below State threshold in Science. NAPLAN reading data shows the school is below state mean at Year 7 for 3 Years and at Year 9 for 2 Years. *Focus:* Priority will be given to building strong leadership teams, building excellence in teaching and learning practice, empowering students as learners and building community engagement in learning. *FISO priorities:* - Excellence in teaching and learning - Professional leadership

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		Challenges: - To develop a new direction for the college based on a shared 21st century school vision for girls' education. - Raising student achievement levels in Literacy and Numeracy with a focus on reading, maths and science and learning outcomes of students who are not progressing at the expected rate or higher. - To develop a leadership structure aligned with strategic goals, understood and supported by staff and that provides opportunities for future leaders. - To develop leadership capacity of staff to lead school improvement and build teacher capacity in professional practice, knowledge and engagement within a culture where a professional and collaborative community collectively works to improve learning growth for all students. - To implement a set of evidence-based protocols for learning and teaching. - Building student resilience, confidence and self-esteem to increase success as learners and support learning growth. - To effectively monitor and plan for each student's learning through a whole school approach to the collection and use of evidence and data. - To build teacher skills to empower students to have greater ownership and voice in their learning and ensure high expectations for learning to lift student aspirations. - Ensuring engagement and fostering critical and creative thinking, ethical, intercultural and personal and social capabilities to strengthen student wellbeing. - Refining and implementing transition and pathway programs. - Provision of a curriculum delivery model that provides opportunities for students to accelerate their learning. - To embrace the changing community demographic and foster home-school and inclusive community partnerships. - To maximise school resources to enhance 21st century learning and development of every student.	

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)**
Achievement To develop aspiring learners who achieve at or above predicted levels of growth. To have more students excelling in the VCE. To promote VCAL as a viable pathway for senior students. To have more students achieve satisfactory completion of VCAL *Engagement* To strengthen student voice in their learning and develop creative, curious and motivated learners. *Wellbeing* To build student resilience and develop positive, confident and competent learners. *Productivity* To maximise school resources (human, financial, time, space and materials) to enable optimum implementation of school goals and priorities.	*Improvement Priority:* Excellence in teaching and learning *Initiative:* Curriculum planning and assessment. *Improvement Priority:* Professional leadership *Initiative:* Building leadership teams	*Strategies are listed in chronological order from short term to long term* - Develop and embed a shared 21st century school vision for girls' education that underpins school improvement - Develop and embed school values that reflect community expectations and provide a framework for relationships and actions within the school community - Develop and implement a set of evidence-based protocols for learning and teaching - Provide intervention strategies to support learning growth - Develop a leadership model that creates a strong, distributed leadership team and builds leadership capacity - Structure an effective work force plan that enables a strong leadership team and personnel for targeted priorities - Grow instructional leadership and teacher capacity within a professional learning community - Align professional learning with school priorities/goals and implement a rigorous Performance Development process - Further develop and embed school programs to enhance student wellbeing - Refine and implement transition and pathway programs - Implement improved communication processes and build partnerships with parents and the wider community - Develop strategies to enhance STEAM (science, technology, engineering, arts and mathematics). - Build a professional learning culture within the school. - Promote greater opportunities for students to give and receive feedback, to set individual goals, to reflect, to evaluate and take ownership of their learning. - Design curriculum that stimulates interest, curiosity and critical thinking about their community and globalised world. - Develop, document and embed a whole school approach to the collection and use of evidence and data. - Further, develop and embed school strategies and curriculum related to the Victorian Curriculum capabilities (critical & creative thinking, ethical, intercultural and personal and social capabilities).	Achievement: - Increase the percentage of students achieving above the expected level in assessments by 5% (teacher judgments against Victorian Curriculum, Year 9 NAPLAN). - Increase the percentage achieving high growth and decrease the percentage achieving low growth by 5% on NAPLAN relative growth assessments Year 7 to 9. - Improve VCE scores (e.g. All Study, Mathematical Methods, Physics, Chemistry) - Engagement: - Improve Attitudes to School survey data in relation to teaching and learning variables (student motivation, stimulating learning, learning confidence, teacher effectiveness) - Improve student attendance (Years 8 & 9) - Increase the proportion transitioning to further education and training. - Wellbeing: - Improve Attitudes to School survey data related to connectedness to school - Improve Staff survey data related to school climate variables: parent and community involvement, trust in students and parents - Improve Parent Opinion survey data related to parent input, student behaviour, student safety - Productivity: - Improved Staff opinion of professional learning with 5% increase in endorsement - Improved Parent opinion of school improvement - Improved Staff opinion of parental and community involvement - Improvement in Student achievement data linked to resourcing priorities - Improve collective responsibility for learning

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