

School Strategic Plan 2021-2025

Point Cook Prep - Year 9 College (4159)



Submitted for review by Matt Naudi (School Principal) on 24 February, 2022 at 02:19 PM

Endorsed by Judy Maguire (Senior Education Improvement Leader) on 01 March, 2022 at 12:18 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2021-2025

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School vision	<p>At Point Cook College we 'create tomorrow today' through developing students academically, socially and emotionally within a safe, engaging and inclusive learning environment.</p>
School values	<p>We build positive relationships by demonstrating our expected behaviours and values.</p> <p>We are LEARNERS We are RESPONSIBLE We are RESPECTFUL We are SAFE</p>
Context challenges	<ul style="list-style-type: none"> - Lack of consistency with the implementation of the College Instructional Model (LI,SC, whole group, explicit teaching) - Lack of consistency in planning expectations and structure - Student agency not fully embedded in school practice - No consistent documentation of college curriculum - Data not used as a regular practice to inform planning - Students not routinely encouraged to be responsible learners or reflect on their learning achievements
Intent, rationale and focus	<p>Our Intent: Build teacher understanding and capability to effectively implement the Victorian Curriculum to differentiate and assess learning tasks. Develop opportunities across the school for student voice to co-design their learning. Build, document and implement a whole-school approach to the development of the resilience and social capabilities of each student.</p> <p>The Importance: As identified within our College review, we have a lack of consistency across our College within our Instructional Model, planning structure, GVC and use of data to improve student learning.</p> <p>Our Priorities: Build teacher capability to document GVC and differentiate learning tasks by utilising data.</p>

	Develop opportunities across the school for students to co-design their learning Strengthen the partnership between staff, students and parents/families to create a shared responsibility for student wellbeing.
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Goal 1	Maximise the learning growth for all students across all areas of the curriculum
Target 1.1	<p>Writing:</p> <p>a) Increase the percentage of students achieving at or above benchmark growth at :</p> <ul style="list-style-type: none">• Year 5 from 21% (2019) to 26% (2025)• Year 7 from 25% (2019) to 29% (2025)• Year 9 from 22% (2019) to 25% (2025). <p>b) Increase the percentage of students achieving in the top 2 bands of NAPLAN at :</p> <ul style="list-style-type: none">• Year 3 from 61% (2019) to 63% (2025)• Year 5 from 19% (2019) to 24% (2025)• Year 7 from 14% (2019) to 20% (2025)• Year 9 from 6% (2019) to 12% (2025).
Target 1.2	<p>Reading:</p> <p>Increase the percentage of students achieving in the top 2 bands of NAPLAN at :</p> <ul style="list-style-type: none">• Year 3 from 59% (2019) to 62% (2025)• Year 5 from 38% (2019) to 45% (2025)• Year 7 from 22% (2019) to 30% (2025)

	<ul style="list-style-type: none"> • Year 9 from 15% (2019) to 24% (2025).
<p>Target 1.3</p>	<p>Numeracy:</p> <p>a) Increase the percentage of students achieving at or above benchmark growth at :</p> <ul style="list-style-type: none"> • Year 5 from 22% (2019) to 26% (2025) • Year 7 from 33% (2019) to 36% (2025) • Year 9 from 19% (2019) to 22% (2025). <p>b) Increase the percentage of students achieving in the top 2 bands of NAPLAN at :</p> <ul style="list-style-type: none"> • Year 3 from 52% (2019) to 56% (2025) • Year 5 from 32% (2019) to 38% (2025) • Year 7 from 31% (2019) to 38% (2025) • Year 9 from 19% (2019) to 24% (2025).
<p>Target 1.4</p>	<p>Teacher judgement:</p> <p>Increase percentage of students at or above expected levels in teacher judgement Years P-6:</p> <ul style="list-style-type: none"> • Writing from 83% (2019) to 86% (2025) • Reading from 87% (2019) to 90% (2025) • Number and algebra from 84% (2019) to 88% (2025).

Target 1.5	<p>School Staff Survey:</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • academic emphasis from 43% (2019) to 54% (2025) • collective efficacy from 52% x% (2019) to 58% (2025).
Target 1.6	<p>AtoSS:</p> <p>Increase the percentage of positive endorsement for the factor:</p> <ul style="list-style-type: none"> • stimulated learning from 71% (2019) to 74% (2025).
Key Improvement Strategy 1.a Building practice excellence	Build teacher understanding of, and capability to effectively implement, the Victorian Curriculum.
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop, implement and embed a whole-school approach to formative and summative assessment
Key Improvement Strategy 1.c Curriculum planning and assessment	Build teacher capability to differentiate learning tasks by utilising data.
Goal 2	Improve voice and agency for all students in their learning.
Target 2.1	<p>AtoSS :</p> <p>Increase the percentage of positive endorsement for the factors:</p>

	<ul style="list-style-type: none"> • self-regulation and goal setting from 74% (2019) to 78% (2025) • student voice and agency (SVA) from 60% (2019) to 65% (2025).
Target 2.2	<p>School Staff Survey:</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • use student feedback to improve practice from 53% (2019) to 62% (2025) • promote student ownership of learning goals from 53% (2019) to 62% (2025).
Target 2.3	<p>Parent Opinion Survey:</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • student motivation and support from 63% (2019) to 73% (2025) • student agency and voice from 69% (2019) to 76% (2025).
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 Building practice excellence	Develop opportunities across the school for students to co-design their learning
Key Improvement Strategy 2.c Building practice excellence	Develop teacher capability to support students to set goals and monitor own learning progress.

Goal 3	Improve the health and wellbeing, resilience and social capabilities of each student.
Target 3.1	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • sense of connectedness from 69% (2019) to 72% (2025) • teacher concern from 63% (2019) to 66% (2025) • resilience from 69% (2019) to 72% (2025)
Target 3.2	<p>Parent Opinion Survey</p> <p>Increase the percentage of positive endorsement for the factors</p> <ul style="list-style-type: none"> • sense of connectedness from 80% (2019) to 86% (2025) • teacher communication from 60% (2019) to 68% (2025) • confidence and resiliency skills from 74% (2019) to 80% (2025)
Target 3.3	<p>Attendance:</p> <ul style="list-style-type: none"> • Decrease the number of average absence days for Year 7-9 students from 23 days (2019) to 18 days (2025) • Decrease the percentage of Year 7-9 students with 20+ days absence from 49% (2019) to 35% (2025).
Key Improvement Strategy 3.a Health and wellbeing	Build, document and implement a whole-school approach to the development of the resilience and social capabilities of each student.

<p>Key Improvement Strategy 3.b Networks with schools, services and agencies</p>	<p>Develop community partnerships to support and promote student wellbeing.</p>
<p>Key Improvement Strategy 3.c Parents and carers as partners</p>	<p>Strengthen the partnership between staff, students and parents/families to create a shared responsibility for student wellbeing.</p>