

School Strategic Plan 2021-2025

Viewbank College (8812)



Submitted for review by Sharon Grimes (School Principal) on 15 July, 2022 at 02:51 PM

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Endorsed by Sam Ricardo (School Council President) on 21 July, 2022 at 10:26 AM

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<p>School vision</p>	<p>Our vision is to support the development of all learners to strive for their best in their personal, social and academic growth. We build active partnerships between staff, students, families and the broader community. We value a sense of individual worth, agency, and achievement, building curious, adaptable, resilient and ethical members of the community.</p> <p>Viewbank College's mission is to develop future-focused students who have an active engagement with the political, social, economic and environmental global landscape now and into the future. Our programs and curriculum teach students to think critically, ethically and to actively engage as young citizens in their community.</p>
<p>School values</p>	<p>At Viewbank College, we are committed to building respectful relationships every day. We pledge to continue to build a respectful environment that is inclusive, positive, safe and caring, promotes empowerment and strives for equity. We will honor the diversity within our community and embrace every background, experience, gender, sexuality, ability, age, culture, and religion.</p>
<p>Context challenges</p>	<p>The College recognizes the challenge to ensure that every student achieves learning growth over their time at the College, no matter what their starting point. We have a specific focus on building whole school literacy and numeracy the ensure access of all students in their learning, particularly catch up after Covid disruption.</p> <p>The College also recognized poor mental health outcomes for some of the cohort of students, exacerbated by lockdowns and isolation and the need to put more resourcing (human and physical) into the support of students and families.</p>
<p>Intent, rationale and focus</p>	<p>The College is continuously working at being a high performing learning environment, one that maximizes opportunities for all learners. We need to prepare our students for a future that rewards innovative and creative thinkers, problem solvers, those with high emotional intelligence and We are prioritizing student learning agency and self-efficacy as the drivers of student engagement and learning success. The College has a focus on building the capability of all teachers to deliver curriculum that is relevant, builds curiosity and enquiry, innovation and promotes critical and creative thinking. Building the capability of our middle managers to lead professional learning that will improve teacher quality, student learning outcomes and student connection to the College, peers and engagement in their learning.</p>

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Goal 1	To improve student learning growth.
Target 1.1	To increase the percentage of Year 9 students achieving at or above NAPLAN benchmark growth: <ul style="list-style-type: none"> • Writing from 76% (2021) to 80% (2025) • Numeracy from 61% (2021) to 71% (2025)
Target 1.2	To increase the VCE median study score from 30 (2021) to 31 (2025).
Target 1.3	To increase the School Staff Survey (SSS) positive percentage endorsement in the following dimensions: <ul style="list-style-type: none"> • Instructional leadership from 45% (2021) to 55% (2025) • Guaranteed and viable curriculum from 55% (2021) to 60% (2025) • Academic emphasis from 44% (2021) to 54% (2025) • Teacher collaboration from 29% (2021) to 45% (2025) • Teaching and learning—planning module—for all respondents 53% (2021) to 55% (2025)
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a	To build the capacity of middle leaders to drive improvement in teaching and learning.

positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To ensure a guaranteed and viable curriculum across all domains.
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	To build a whole school approach to collaboration and feedback.
Goal 2	To improve student engagement.
Target 2.1	To increase the AToSS positive percentage endorsement for Years 7–12 in the following dimensions: <ul style="list-style-type: none"> • Motivation and Interest from 55% (2021) to 60% (2025) • Self-regulation and goal setting from 55% (2021) to 60% (2025) • Sense of confidence from 60% (2021) to 65% (2025) • High expectations for success from 68% (2021) to 73% (2025) • Differentiated learning challenge from 52% (2021) to 57% (2025) • Stimulated learning from 47% (2021) to 52% (2025)
Target 2.2	To increase the SSS positive percentage endorsement <ul style="list-style-type: none"> • Teaching and learning—implementation module for all respondents 58%

	<ul style="list-style-type: none"> • Discuss problems of practice 45%
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To embed the consistent use of the Viewbank College instructional model.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	To embed evidence-based practices to target point of need through the PLC approach.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To build the capacity of teachers to activate student voice and agency within the classroom.
Goal 3	To improve student wellbeing.
Target 3.1	To increase the AToSS positive percentage endorsement for Years 7–12 in the following dimensions: <ul style="list-style-type: none"> • Teacher concern from 29% (2021) to 34% (2025) • Emotional awareness and regulation from 66% (2021) to 71% (2025) • Find it easy or very easy to seek help from 35% (2021) to 50% (2025)

	<ul style="list-style-type: none"> • Good or very good at peer relationships from 75% (2021) to 80% (2025).
Target 3.2	<p>To increase the SSS positive percentage endorsement for the following dimension:</p> <ul style="list-style-type: none"> • Support the growth and development of the whole student from 47% (2021) to 55% (2025)
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	To embed a personal, social and emotional learning curriculum.
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	To embed our approach to School-wide positive behaviors across the College community.