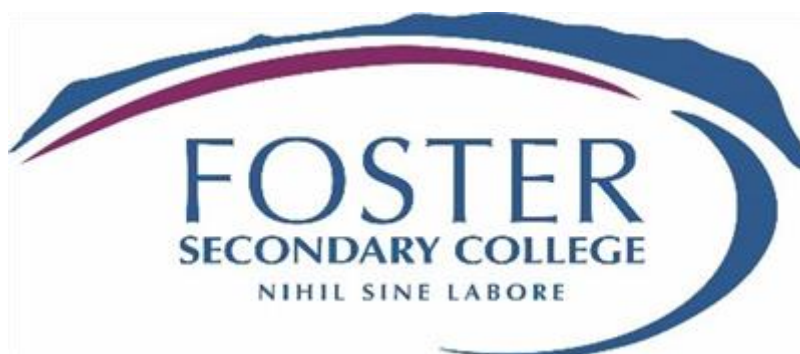


School Strategic Plan 2020-2024

Foster Secondary College (7845)



Submitted for review by Matt Mcphee (School Principal) on 22 June, 2020 at 04:29 PM

Endorsed by Shane Wainwright (Senior Education Improvement Leader) on 14 July, 2020 at 10:15 AM

Awaiting endorsement by School Council President

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School vision	<p>The college's vision is to maintain over time, an environment where students are inspired, motivated and resilient learners.</p> <p>They should also be confident citizens with a strong moral compass, willing to be active with regard to issues both local and global in context.</p> <p>That they can take great inspiration from the many impressive lives and careers that have been launched from our community school in many fields, both locally, nationally and internationally and over a period of more than one hundred years.</p> <p>The college strives to continue this tradition by effectively monitoring individual learning needs. In a relatively small school, it is possible to gain a comprehensive understanding of each child's needs as part of the transition process from our four feeder primary schools.</p> <p>We then closely monitor student learning progress and tailor a program designed to maximise each student's outcomes at the senior levels with an equally rigorous VCAL and VCE program.</p>
School values	<p>Foster Secondary College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.</p> <p>The college motto of 'Nihil Sine Labore' (nothing without labour) sits well with the Education State initiative of having high expectations across the whole government school sector.</p> <p>As we pursue excellence, equity and high expectations in our school, we recognise the benefits of persistence, integrity and productivity. We encourage students to embrace the idea of 'lifelong learning' - that the end of secondary school is simply another beginning.</p> <p>Foster SC seeks to promote a culture of Resilience, Rights & Respectful Relationships across the school community. The FSC 'Statement of Values' underpins this commitment and defines how we work. As such, school staff are strongly motivated to do their best for every child.</p>
Context challenges	<p>Foster Secondary College provides a customised, quality education for around 285 students drawn from a wide geographic zone around the township of Foster in South Gippsland. The college is committed to the wellbeing of students, understanding that</p>

	<p>providing an orderly, secure and safe learning environment is likely to result in the best learning outcomes. ATOSS data in recent years reflects a happy and engaged student community, but a disconnect between boys and girls when it comes to motivation and performance. Attendance data remains a challenge. The school will need to remain focussed on addressing a culture of absenteeism while ensuring the accuracy of attendance data input into Compass.</p> <p>The college has enjoyed excellent academic performance measured by NAPLAN and VCE/VET/VCAL data in recent years and compares favourably on nearly all measures with other secondary schools in Gippsland. FSC aims to strengthen these successes by introducing programs such as Foundation VCAL in Year 10, and re-introduction of Senior VCAL in Yr 12.</p> <p>FSC supports an extensive extra-curricular program, including instrumental music through the South Gippsland Secondary Music Program, sports, art exhibitions and other performing arts. A strong relationship exists with the local community, including a strong focus through the Year 9 curriculum. The school also sees the importance of building on our important relationship with our feeder primary schools to ensure a smooth transition to secondary schooling.</p>
<p>Intent, rationale and focus</p>	<p>The college wishes to embed a strong ethos of engagement, respect, encouragement and excellence within a caring and committed environment. The 2020 Peer Review confirmed that on a range of key measures, FSC students continue to achieve outcomes above similar schools. Processes to build teacher effectiveness and student motivation are in place and should help take the school to higher levels of performance.</p> <p>Over the life of this Strategic Plan, the college plans to embed the FISO model to ensure the school continues to be an effective and high performing school with a relentless commitment to improvement.</p> <p>Foci for the school over this period will include:</p> <ul style="list-style-type: none"> The embedding of an agreed instructional model across the college. Embedding the culture and practices of a Professional Learning Community. Embed the DataWise model of enquiry cycles to improve Reading data to at or above the state mean on NAPLAN / VCE benchmarks while maintaining Numeracy and Writing results. Targeted intervention to support both students and staff in engaging boys to achieve their potential. Embed the use of student feedback, peer observation and coaching using PIVOT Building student engagement in their own learning through the use of metacognitive processes including goal setting, the use of rubrics, regular reporting and responding to feedback. Raising levels of student involvement and student voice in the classroom with regard to what and how they learn as well as participation in decision making. Continuing to build a culture of success, high aspiration and connection as a way of improving overall attendance figures. Build and resource structures within the school that expand options available to students and assist them to aspire to a pathway that meets their individual needs.

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Goal 1	Improve literacy growth for all students
Target 1.1	By 2023 the percentage of Year 9 students achieving in the top two bands on NAPLAN will increase in reading from 12% (2019) to 22% (2023) and in writing from 9% (2019) to 13% (2023)
Target 1.2	By 2023 the percentage of Year 9 students achieving high benchmark growth on NAPLAN will increase in reading from 13% (2019) to 24% (2023) and in writing from 27% (2019) to 30% (2023)
Target 1.3	By 2023, the percentage of students in Years 7, 8 and 9 achieving expected or above expected growth as assessed by teacher judgement will increase in reading and viewing from 82% (2019) to 85% (2023) and in writing from 83% (2019) to 86% (2023)
Target 1.4	By 2023 the percentage of students in Years 7 to 10 achieving at or above the expected level as assessed by teacher judgement for males will increase in reading and viewing from 79% (2019) to 85% (2023) and in writing from 81% (2019) to 86% (2023)
Key Improvement Strategy 1.a Building practice excellence	Implement explicit systems for collaboration, classroom observation, modelling of effective practice, feedback and structured coaching
Key Improvement Strategy 1.b	Build staff capabilities to embed a common pedagogical model and utilise high impact teaching strategies to improve instructional practice

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 1.c Curriculum planning and assessment	Build staff capabilities to develop summative and formative assessments and adjust their instruction to cater for individual learning needs
Goal 2	Improve student engagement
Target 2.1	<p>By 2023, increase the percentage positive response on AtoSS for:</p> <ul style="list-style-type: none"> ● Years 7 – 9: <ul style="list-style-type: none"> - motivation and interest from 65% (2019) to 75% (2023) - self-regulation and goal setting from 60% (2019) to 75% (2023) - student voice and agency from 48% (2019) to 60% (2023) - resilience from 58% (2019) to 65% (2023) - attitude to attendance from 72% (2019) to 85% (2023) ● Years 10 – 12: <ul style="list-style-type: none"> - motivation and interest from 64% (2019) to 75% (2023) - self-regulation and goal setting from 68% (2019) to 75% (2023) - student voice and agency from 51% (2019) to 60% (2023) - resilience from 68% (2019) to 75% (2023) attitude to attendance from 79% (2019) to 85% (2023)

Target 2.2	By 2023 reduce the percentage of students with 20+ days absence from 35% (2019) to 25% (2023) and the average days absent per full-time equivalent student from 22.3 days to 16.5 days
Target 2.3	<p>By 2023 increase the percentage positive endorsement on the school staff survey for Principal and teacher responses for:</p> <ul style="list-style-type: none"> • monitor effectiveness to measure impact from 44% (2019) to 55% (2023) • understand how to analyse data from 22% (2019) to 39% (2023) • promote student ownership of learning goals from 50% (2019) to 56% (2023) • professional learning through peer observation from 33% (2019) to 43% (2023) • use pedagogical model from 56% (2019) to 75% (2023)
Key Improvement Strategy 2.a Empowering students and building school pride	Build a shared understanding of student voice and agency and develop the processes and practices to enable students to be self-regulated learners
Key Improvement Strategy 2.b Evaluating impact on learning	Develop feedback processes, including student feedback, that enables teachers to measure the impact of their teaching to improve the differentiation of instruction to meet the learning needs of all students
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Develop processes for students to set personal and academic goals and negotiate tailored learning opportunities
Goal 3	Improve transitions and pathways for students through and beyond the years of schooling
Target 3.1	By 2023 increase the percentage of students achieving a mean study score for English from 27.3 (2019) to 30.0 (2023). Increase the three-year average for percentage of students achieving a VCE study scores of 40 or above from 12% (2017-19) to 15% (2021-23)

Target 3.2	By 2023 increase the percentage of students entering further education or full-time employment from 63% (2018) to 78% (2022)
Target 3.3	<p>By 2023 increase the percentage positive response on AtoSS for:</p> <ul style="list-style-type: none"> • Years 7–9: <ul style="list-style-type: none"> - sense of connectedness from 63% (2019) to 75% (2023) - teacher concern from 48% (2019) to 60% (2023) - differentiated learning challenge from 71% (2019) to 80% (2023) • Years 10-12: <ul style="list-style-type: none"> -school stage transitions from 62% (2019) to 78% (2023) - teacher concern from 48% (2019) to 60% (2023) - differentiated learning challenge from 57% (2019) to 65% (2023)
Key Improvement Strategy 3.a Evaluating impact on learning	Develop systems to individually track the academic and social-emotional progress of students to ensure positive pathways for all students
Key Improvement Strategy 3.b Empowering students and building school pride	Build pathways structures that expand the options available to students and assist them to aspire to a pathway that meets their individual needs

