

School Strategic Plan 2018-2022

Swinburne Senior Secondary College (7366)



SWINBURNE
SENIOR SECONDARY COLLEGE

Submitted for review by Michael O'Brien (School Principal) on 28 May, 2019 at 04:14 PM

Endorsed by Irene Harding (Senior Education Improvement Leader) on 13 June, 2019 at 12:47 PM

Endorsed by Craig Hickman (School Council President) on 18 June, 2019 at 09:16 AM

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School vision	<p>Swinburne Senior Secondary College's vision is to enable independent, critical thinking that challenges and enriches learners' lives, creating citizens who contribute positively to the global community through intellectual endeavour, cultural acceptance and action. Students are encouraged to develop their individual identities through the pursuit of their learning goals and future career ambitions. The College fosters students' creative, analytical and critical thinking through delivery of the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) certificates and Victorian Certificate of Applied Learning (VCAL) programs, offering a broad range subjects for senior students to make appropriate choices regarding their areas of interest and expertise.</p> <p>Swinburne Senior Secondary College's mission is to develop lifelong learners with enquiring minds and a keen sense of curiosity. We encourage young adults to take risks, be responsible for their actions, and value the importance of respect, responsibility and commitment. As a senior-only college, the teachers at Swinburne Senior work to empower students to make their own decisions about their learning. Supporting students' individual needs is a key focus of the College, which is engendered through the teachers' respectful interactions with the students, embracing individual differences and encouraging them to adapt a growth-mindset approach to their studies.</p>
School values	<p>The following values are central to the life of the college. We strive to apply these values in our everyday dealings with each other and in the development of our programs and policies. At Swinburne Senior Secondary College we value and enact:</p> <ul style="list-style-type: none">• Respect• Responsibility• Commitment <p>Respect means:</p> <ul style="list-style-type: none">• Respecting ourselves, others and our relationships• Respecting ourselves and others in all we think, say and do• Respecting our learning, community and environment. <p>Responsibility means: Personal accountability is promoted for learning and conduct, encouraging all to make a positive contribution to the local and global community and the environment.</p> <p>Commitment means: All members of the college community strive for growth in all aspects of their education that will foster a love of learning and lead</p>

	<p>them to become independent learners.</p>
<p>Context challenges</p>	<p>Swinburne Senior Secondary College (Swinburne) is a single campus, stand-alone co-education Year 11 and 12 school located in the Inner East of Melbourne, on the Belgrave/Lilydale/Alamein train line. It provides a unique young adult learning environment that accommodates and accepts individual needs. It offers a broad range of curriculum choices in the VCE, VCAL and VETis programs in flexible and safe learning spaces. The school community encourages every student to aspire to and reach their full potential. The student population commute from many local government areas across Melbourne and country Victoria. They come from varied socioeconomic backgrounds with approximately one third receiving Youth Allowance and a small percentage living independently of their parents.</p> <p>Swinburne has an extensive student social and emotional support structure that assists students to become self-reflective, resilient and confident lifelong learners.</p> <p>Students are attracted from all parts of Melbourne and beyond, and from all education sectors. A large proportion of students are attracted to our Visual and Performing Arts, Design and Technology and Humanities programs with others seeking opportunities in Science, Mathematics and Commerce. Students choose Swinburne because they are seeking an adult-like learning environment where they can be accepted as individuals. Accordingly Swinburne takes into account individual student difference and strives to provide all students with a curriculum that is relevant, challenging and comprehensive.</p> <p>Students may commence their enrolment in Year 11 or Year 12. They have access to a broad range of some 38 VCE Studies, VCAL at Intermediate and Senior Levels and VETis programs. Swinburne hosts 17 VET programs throughout the week including evenings. Students may also choose from a variety of other programs through the Inner Melbourne VET Cluster (IMVC) and travel off site to study these.</p> <p>Over the past ten years the enrolment has averaged 420 FTE students. In 2018 the enrolment was 439 students comprising 258 females and 181 males. There is an expectation that the enrolment will grow towards the mid to high 400's in coming years. The vast majority of students were born in Australia (98%). Students come from a wide range of localities in the greater metropolitan area and beyond with some 130 postcodes being represented. Current students have enrolled from 132 feeder schools. Historically, approximately just over half of our students transfer to Swinburne from other state government schools and the other half were previously enrolled in schools from the independent and Catholic sectors. The overall socioeconomic profile, based on the Student Family Occupation Index, is high. The combination of the diversity of students' backgrounds and experiences at former schools and the fact that they might attend Swinburne for only one or two years, tends to complicate the task of building a strong school ethos. This factor is somewhat ameliorated as all students are senior students who are provided with an adult-like environment and are expected to function as 'independent, creative and thoughtful' young adults.</p> <p>Through the 2019 self-evaluation and peer review process, the College was recognised for its school culture which was inclusive,</p>

	<p>supportive and maximised students' academic achievement. This was evidence by:</p> <ul style="list-style-type: none"> • The calm and orderly learning environment and the inclusive culture • A range of processes that were implemented to ensure students were supported with a comprehensive induction, both at the point of enrolment and throughout students' initial transition to the College • A range of wellbeing supports that were available, widely accessed and valued • Strong relationships between teachers and students • Mentor groups that had a key role in supporting students' transition to the College and supporting them to achieve their best academically. <p>The College demonstrated that it was Embedding in ten of the sixteen elements of the Victorian Government's Framework for School Improvement Continua of Practice and Evolving in the other six.</p> <p>Our challenges lie in our ability to continue to focus on developing our students by improving their learning outcomes, promoting their engagement in their learning and further enhancing their wellbeing.</p>
<p>Intent, rationale and focus</p>	<p>Over the next four years we will develop strategies to enable teachers to demonstrate and apply current pedagogical knowledge which develops high-order thinking and metacognition to extend all of our students. Teachers will develop a deep understanding of their teaching and the effect it has on student learning. The College will adopt the Department of Education and Training's Pedagogical Model as its instructional model and improve its capacity to assist teachers to improve their understanding and practice of high-impact teaching strategies. Over time, teachers will be increasingly open to critically evaluating their practice in a culture of trust and with a strong sense of collective efficacy. Teaching teams will continue to challenge and improve each other's practice and will incorporate student feedback to inform school improvement.</p> <p>We will build on our existing school culture by ensuring that our vision, values and high expectations facilitate the continuing development of a learning environment that promotes and maximises success for all students. Our programs, processes and procedures relating to the induction of students, parents and staff members will be regularly reviewed and monitored to ensure that the College is meeting their requirements and expectations. In particular, the College will further develop and promote informal and formal structures to engage with, listen and respond to the the full range of student perspectives and feedback. Teachers and students will work collaboratively to reflect on and improve teaching and learning across the College. Over the course of this strategic plan, the College will develop a deep knowledge of the levels and complexities of student voice and how it impacts on school culture.</p> <p>The College will develop strategies to allow students to set high expectations for themselves and their peers and to enable them to support each other to reach these high expectations. Teachers will refine their analysis of student outcomes data to support and challenge students to reach their potential. Professional learning will be provided to develop teacher expertise so that they can diagnose individual students' abilities, in order to explicitly teach using tailored strategies that are appropriately challenging. All teachers will be able to support students to set personal and academic goals and to negotiate tailored learning opportunities to</p>

	achieve these goals. Students will routinely explore and apply a range of thinking strategies appropriate to the task being undertaken.
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Goal 1	Improve student learning outcomes.
Target 1.1	VASS VCE Data Service For 60 per cent of students in each class in all VCE studies to achieve at or above their predicted result (as measured by VASS VCE Data Service Report 17) by 2022.
Target 1.2	School Information Portal - Achievement - Senior Secondary Education Summary Yearly Comparison Achieve completion rates of 98 per cent or higher in VCE and VCAL each year. Benchmark 2018: VCE 97%, VCAL Senior 92%
Target 1.3	School Information Portal - Engagement and Wellbeing - Exit Destination of Students in Year 12 Trend Analysis Exit Destination rate for students who left at the end of Year 12, into continuing education and training, to be at least 75% each year. Benchmark 2018: 73%
Target 1.4	Staff Opinion Survey <i>Teacher Collaboration</i> (Percent Endorsement Prin/Teach) to be at least 80% by 2022. Benchmark 2018: 71%

Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Build teacher capacity to implement a range of high-impact teaching strategies.
Key Improvement Strategy 1.b Building practice excellence	Implement and evaluate a consistent approach to instructional practice.
Key Improvement Strategy 1.c Building practice excellence	Develop and implement professional learning opportunities that are collaborative and involve reflection and feedback.
Goal 2	Promote student engagement in learning.
Target 2.1	Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools) <i>High Expectations for Success</i> to be at least 85% by 2022. Benchmark 2018: 62% <i>Sense of Confidence</i> to be at least 75% by 2022. Benchmark 2018: 52% <i>Student Voice and Agency</i> to be at least 95% by 2022. Benchmark 2018: 93%
Target 2.2	School Information Portal - Engagement and Wellbeing <i>Student Absences</i> , per Full Time Equivalent student, to be no more than 15 days at Year 11 and Year 12 by 2022. Benchmark 2018: Year 11 25 days, Year 12 19 days.
Target 2.3	School Information Portal - Engagement and Wellbeing <i>Year 11 to Year 12 Real Retention</i> to be at least 80% by 2022. Benchmark 2018: 72%

Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Strengthen the culture of high expectations for all students, parents and staff.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Enhance the approaches to induction for all members of the school community, so that they are ongoing and sustainable.
Key Improvement Strategy 2.c Empowering students and building school pride	Empower student voice and agency to enhance student engagement.
Goal 3	Enhance student wellbeing to empower all students.
Target 3.1	Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools) <i>Advocate at school</i> to be at least 80% by 2022. Benchmark 2018: 70% <i>Sense of connectedness</i> to be at least 95% by 2022. Benchmark 2018: 93% <i>Self-regulation and goal setting</i> to be at least 75% by 2022. Benchmark 2018: 58% <i>Resilience</i> to be at least 70% by 2022. Benchmark 2018: 46%
Target 3.2	Staff Opinion Survey (Percent Endorsement Prin/Teach) <i>Collective Efficacy</i> to be at least 75% by 2022. Benchmark 2018: 51%
Target 3.3	Panorama Supplementary School Level Report

	The percentage of students with 20 or more days of absence to be at or below 22% by 2022. Benchmark 2018: 31%
Key Improvement Strategy 3.a Health and wellbeing	Enhance the whole school approach to pastoral care and advocacy to support student wellbeing and connectedness.
Key Improvement Strategy 3.b Health and wellbeing	Establish, implement and evaluate a whole school approach to the health and wellbeing of all members of the school community.
Key Improvement Strategy 3.c Vision, values and culture	Develop and nurture the College culture, vision and values.