

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Jill Laughlin 19 October 2017[name] [date][name] [date]
School council: Ngaire Burn 19 October 2017[name] [date][name] [date]
Delegate of the Secretary: Irene Harding [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Camberwell High School’s vision is to develop graduates with the attributes articulated in the CHS Learner who are global citizens ready to make a positive impact on the world around them. The school’s learning statement outlines a vision which promotes learning that is transformative, focused on growth, dynamic, respectful and built on positive relationships. The school community works together to challenge all to exceed expectations for achievement in all areas of endeavour while demonstrating the school’s motto of consideration for others.</p>	<p>The Camberwell High School community values:</p> <p>Achievement All are encouraged to achieve their personal best, through persistence and the development of the capacity to learn independently</p> <p>Creativity Opportunities are provided to explore and demonstrate creativity and flexibility in thinking, teaching and learning</p> <p>Respect Through honesty, empathy, consideration of others and the celebration of diversity we build respectful relationships</p> <p>Responsibility 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>Camberwell High School was established in 1941 and is located in Canterbury. The school has an enrolment of 1220 students, with two thirds boys and one third girls including 90 International Students. The school recognises its history while providing contemporary learning. Camberwell High School has low student mobility and a relatively low percentage of students from Language Backgrounds other than English. Students value learning and successfully transition to pathways of choice post-school. The school community supports students’ high expectations in regard to student outcomes. An active Parents and Friends Association, Friends of Music Association and alumni (CHESS) make a positive contribution to the school community.</p> <p>The school is a learning community with a well-articulated learning vision focused on the development of independent learners. The staff design curriculum collaboratively ensuring a whole school approach to teaching and learning in line with the vision.</p> <p>The State government has contributed funding which will support the school’s master plan for facilities development in the period of this Strategic Plan. This will support the development of contemporary internal learning spaces and the external landscape. Home bases and learning spaces will be developed for Year 7 and Year 8 students in D building and a Year 11 home base and senior learning environment on the top floor of C Building.</p> <p>Through the 2017 self-evaluation and peer review process, the school was recognised for academic results ‘significantly in advance of state standards for VCE and across all domains in the national assessments in literacy and numeracy. The school demonstrated that it was either excelling or embedding all elements of the Victorian Government’s Framework for School Improvement Continua of Practice. In order to ensure students continue to be well prepared for life beyond school, the Key Improvement Strategies detailed in this Strategic Plan have been prioritised.</p>	<p>Intent: The school’s intention is to maximize learning growth and achievement of students in all areas of their development in order to become active, engaged community members. Using the CHS educational vision for learning the school will create a collective narrative that will build ownership by the whole school community (parents, students and staff).</p> <p>Rationale: In the previous Strategic Plan, the foundations for this work were established through a whole school approach to curriculum development, assessment and teacher use of data. In the new Strategic Plan, the focus will shift to the development of a whole school pedagogy. Teachers will be actively engaged in understanding and measuring their impact and developing effective practices informed by student learning growth data. Engaging parents and students in partnership with teachers is essential to ensuring understanding and successful implementation of the collective narrative.</p> <p>Focus: The focus of the school will be on:</p> <ul style="list-style-type: none"> • Building teacher practice excellence using collaborative approaches including coaching, observation and feedback. • Developing and embedding a whole school approach to literacy and writing. • Ensuring students develop the capacity to be independent learners with a focus on the attributes of the CHS Learner including through monitoring and taking responsibility for their own growth. • Communicating and building ownership of the CHS vision for learning • Building a whole school culture based on respectful relationships.

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)
<i>Build practice excellence to maximise the learning growth and achievement of all students across all year levels</i>	Excellence in Teaching and Learning - Building practice excellence	Build practice excellence of the leadership team and all teachers to enhance the professional learning community through agreed whole school approaches and focus on: <ul style="list-style-type: none"> Targeted professional learning based on evidence based student learning needs (including achievement and learning dispositions and student feedback data) Regular and comprehensive peer coaching, peer observation and feedback. Use of data as a diagnostic tool to assist teachers in applying High Impact Teaching Strategies (HITS) Stimulate student learning by addressing their diverse needs and passions Formative assessment 	Staff Climate Survey, improve the positive response by 4% to the statement - "Staff seek advice from colleagues and participate in collaborative discussion to improve teaching and learning." (2016 – 31%) Staff Survey Professional Learning module, improve the positive response to the following statements by 4%. - "Feedback is seen as crucial to the Professional Learning process" (2016 – 49%) - "School Leadership promotes, supports and encourages professional learning opportunities for staff" (2016 – 27%) Student Attitude to School Survey - improve the Likert index for the following questions by 0.2. (over 4 years). Q53 "The feedback I receive from my teachers enables me to improve my learning" (2017 – 3.6) The Likert index for Stimulating Learning Questions (Q.s 29-33 2017-3.2)
		Develop and implement a whole school approach to Literacy, which includes the FISO collaboration and feeder primary school writing project.	Year 9 NAPLAN results in the top two bands for the following increase by 4% per year. Writing (2017 – 17%), Grammar and Punctuation (2017 – 20%), Spelling (2017 – 24%).
		Further develop teacher understanding and practice in regard to the Respectful Relationships programs and practices	Relevant questions to be included in the Attitude to School Survey for 2018 and then set targets
<i>Refine the curriculum to develop independent learners with the attributes articulated in the CHS Learner</i>	Excellence in Teaching and Learning - Curriculum planning and Assessment	Continue to develop independent learners through: <ul style="list-style-type: none"> ensuring inclusion, differentiated learning (ILPs, ALPs) extending and challenging all students, and providing opportunities for students to lead and give feedback development of learning dispositions further develop the use of student portfolios and student led conferences and student data with a focus on growth 	Student Attitude to School Survey - improve the Likert index for the Independent Learner Questions No. 48-50 by 0.2 (over 4 years) (Q.48 - 3.48, 49 – 3.45, 50 3.22) 35% of students achieve Victorian Curriculum results of A or B across the curriculum
		<ul style="list-style-type: none"> Further develop learning programs within the curriculum and the Wellbeing Framework that promote gender equity. 	Relevant questions to be included in the Attitude to School Survey for 2018 and then targets to be set (analysis of results by gender)
		Continue internationalising education and intercultural understanding through: <ul style="list-style-type: none"> developing learning opportunities in all learning areas that promote intercultural understanding provide ongoing opportunities through study tours and student exchange programs for students to experience other cultures, build the capacity of student leaders to promote intercultural understanding and empathy in the school community. 	Relevant questions to be included in the Attitude to School Survey for 2018 and then targets to be set
		Develop an agreed curriculum evaluation and refinement model for the school with a focus on student growth data and the inclusion of a STEAM focus.	Develop student growth measurement tool in 2018 and set school targets based on this Curriculum provision for STEAM
<i>Build ownership by the whole school community of the CHS vision for learning as articulated in the CHS learner, dispositions, learning statement and landscape which promote development of the whole person</i>	Community Engagement in Learning - Building Communities - Global citizenship	Continue to build the community's understanding and ownership of the school vision for learning including respectful relationships and a focus on gender equity. Communicate the school vision for learning through the further development and implementation of the Community of Learners plan	Parent feedback and surveys