

School Strategic Plan 2022-2025

Camberwell High School (7680)



Submitted for review by Jillian Laughlin (School Principal) on 05 November, 2021 at 02:08 PM

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Endorsed by Katrina Whelen (School Council President) on 14 November, 2021 at 11:10 PM

School Strategic Plan - 2021-2025

Camberwell High School (7680)

School vision	Camberwell High School's vision is to empower students to reach their personal best The school's motto Disco Consulere Aliis (Learning to be considerate of others) underpins all that we do. Combined with our school values of achievement, creativity, respect and responsibility we focus on developing learners who excel, have high expectations of themselves in all they do and are ready to make an impact within the global community as active and engaged citizens.
School values	Camberwell High School's values are Achievement, Creativity, Respect and Responsibility Achievement - All are encouraged to achieve their personal best, through persistence and the development of the capacity to learn independently. Creativity - Opportunities are provided to explore and demonstrate creativity and flexibility in thinking, teaching and learning. Respect - Through honesty, empathy, consideration of others and the celebration of diversity we build respectful relationships. 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.
Context challenges	High levels of learning growth for all students Students who actively demonstrate the school learning dispositions and who display respectful behaviours and attitudes that reflect the school motto and values Collaborative development and consistent implementation of the scope and sequence Supporting teachers and providing feedback to build capacity in implementing the school pedagogical model Continuing to provide distributed instructional leadership that guides, supports, and directs the improvement of teaching practice and student learning Building capacity of students to co-collaborate and co-construct learning within the school pedagogical model Articulating a cohesive school wide plan to student wellbeing, and positive behaviours

Intent, rationale and focus

GOAL 1

To optimise and accelerate the learning growth of every student

Fiso Dimension:

Curriculum planning & assessment

Key Improvement strategies:

1a. Collaborative development, shared understanding, and consistent implementation in every classroom of the scope and sequence (including focuses on language, data, and rubrics/formative assessments).

Fiso Dimension:

Building practice excellence

Key Improvement strategies:

1b. Continue approaches that collaboratively support teachers and provide feedback to build capacity in implementing the school pedagogical model.

Fiso Dimension:

Instructional and shared leadership

Key Improvement strategies:

1c. Continue to provide distributed instructional leadership that guides, supports, and directs the improvement of teaching practice and student learning.

GOAL 2

To create empowered learners who actively demonstrate the school's learning dispositions

Fiso Dimension:

Empowering students and building school pride

Key Improvement strategies:

2a. Further build capacity of students to co-collaborate and co-construct learning within the school pedagogical model.

Fiso Dimension:

Building practice excellence

Key Improvement strategies:

2b. Continue collaborative development and consistent implementation in every classroom of the school learning dispositions.

GOAL 3

To develop learners who display respectful behaviours and attitudes that reflect the school values and motto 'Disco Consulere Aliis'

Fiso Dimension:

Setting expectations and promoting inclusion

Key Improvement strategies:

3a. Articulate a cohesive school wide plan for student wellbeing, and positive behaviours.

Fiso Dimension:

Health and wellbeing

Key Improvement strategies:

3b. Further build ways of developing, recognising, and honouring positive considerate behaviours.

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Goal 1	To optimise and accelerate the learning growth of every student.
Target 1.1	By 2025, each Year 7, 8, and 9 student (as students move from Year 6>7, 7>8, 8>9) will make at least one Victorian Curriculum Level of learning progress in English, Mathematics, Humanities, Science, Health and Physical Education in each school year (starting benchmarks to be established based on semester 2 2021).
Target 1.2	<p>By 2025, the percentage* of Year 9 students meeting or above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none">• in Reading from 66 per cent in 2021 to 80 per cent• in Writing from 76 per cent in 2019 to 80 per cent• in Numeracy from 64 per cent in 2019 to 75 per cent. <p>* two-year moving average percentage indicator provided on Panorama</p>
Target 1.3	By 2025, all VCE Studies adjusted median scores be at or above zero (VCAA VCE Data Service Report 10).
Target 1.4	By 2025, the percentage of positive endorsement for the academic emphasis factor in the School Staff Survey to increase from 53 per cent in 2020 to 60 per cent.

Key Improvement Strategy 1.a Curriculum planning and assessment	Collaborative development, shared understanding, and consistent implementation in every classroom of the scope and sequence (including focuses on language, data, and rubrics/formative assessments).
Key Improvement Strategy 1.b Building practice excellence	Continue approaches that collaboratively support teachers and provide feedback to build capacity in implementing the school pedagogical model.
Key Improvement Strategy 1.c Instructional and shared leadership	Continue to provide distributed instructional leadership that guides, supports, and directs the improvement of teaching practice and student learning.
Goal 2	To create empowered learners who actively demonstrate the school learning dispositions.
Target 2.1	By 2025, the percentage of students reporting positive endorsement to student Attitudes to School Survey (AtoSS) Learner Characteristics and Disposition domain measures will increase in the: <ul style="list-style-type: none"> • Motivation and interest factor from 63 per cent in 2021 to 75 per cent • Self-regulation and goal setting factor from 63 per cent in 2021 to at or above 75 per cent • Self-regulation and goal setting factor ‘I set learning goals for myself’ question from 48 per cent in 2021 to at or above 70 per cent
Target 2.2	Continue collaborative development and consistent implementation in every classroom of the school learning dispositions.
Key Improvement Strategy 2.a Empowering students and building school pride	Further build capacity of students to co-collaborate and co-construct learning within the school pedagogical model.

Key Improvement Strategy 2.b Building practice excellence	Continue collaborative development and consistent implementation in every classroom of the school learning dispositions.
Goal 3	To develop learners who display respectful behaviours and attitudes that reflect the school motto and values.
Target 3.1	By 2025, the percentage of students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in the: <ul style="list-style-type: none"> • Effective teaching practice for cognitive engagement domain, Effective Classroom Behaviour factor from 55 per cent in 2021 to 70 per cent • Social engagement domain, School Connectedness (Sense of belonging) from 57 per cent in 2021 to 70 per cent • Student safety domain, Respect for diversity factor from 50 per cent in 2021 to at or above 65 per cent.
Target 3.2	As part of KIS 3a and 2b, the school to develop ways of measuring the relevant learning dispositions to establish targets for the monitoring of student attainment and to inform future practice.
Target 3.3	(If administered in future AtoSS) By 2025, increase the percentage of students responding with positive psychological development (high levels of resilience) in the AtoSS Health and Wellbeing domain from xx per cent in 2021 to yy per cent (to be developed)
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Articulate a cohesive school wide plan to student wellbeing, and positive behaviours.
Key Improvement Strategy 3.b	Further build ways of developing, recognising, and honouring positive considerate behaviours.

