

Endorsement			Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Michaela Cole	26/6/17	[name]	[date]	[name]	[date]
School council:	Kerri Sherry	26/6/17	[name]	[date]	[name]	[date]
Delegate of the Secretary:	Mark Anderson	[date]	[name]	[date]	[name]	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
Officer Secondary college has a shared vision for a thriving learning community; where all stakeholders engage in active learning and collaborative practice. We are a community of learners that produces self-regulative students who possess the requisite skills for the 21 st century and beyond.	Our college values were selected to align to what we believed constituted a young person who is a productive member of society. They support our vision to create 21 st century learners: <ul style="list-style-type: none"> ➤ Global Citizenship ➤ Excellence ➤ Creativity ➤ Critical Thinking ➤ Inclusion ➤ Respect 	Officer SC is positioned in Melbourne’s fastest growing area. OSC has the following areas of focus to cater for its predicted growth: <ul style="list-style-type: none"> ➤ Growth- Rapid growth tested structures and staffing experience. To address this, OSC altered its Learning community structure to address many of the 2016 challenges. ➤ Activating Student voice in a meaningful way and creating a robust parent partnership ➤ Linking attendance to learning outcomes ➤ Staffing strategically, with experienced teachers in key areas. ➤ Aligning equity funding to Literacy and Numeracy growth-We have continued to address the Literacy and Numeracy needs of our students with the implementation of a whole school Tier 1 intervention in both areas ➤ Becoming a PLC- .As we move towards being a PLC, our next levels of work are the use of data and leveraging high impact teaching strategies to improve learning outcomes. 	The College aims to increase the number of students in the top 2 bands and to improve learning growth so it matches or exceeds similar schools (as measured in the SLR). <ul style="list-style-type: none"> ➤ The college will formally adopt the PLC process and focus on consistency, high quality collaborative practice and the use of high impact teaching strategies to improve student learning. ➤ Leadership will maintain visibility on the learning environment and maintain a through line directly to student outcomes (Learning Walk Observations, Triads, PLTs, Professional learning aligned to need, proficiency scales, data use and sharing, Assessment practices etc.) ➤ The college will ensure that there is a guaranteed and viable curriculum with an overlay of deep learning ➤ The college will activate student voice and engage them in narrative around their own learning, building their capacity to be self-regulative learners

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)
To accelerate the learning growth of every student, with a particular focus on Literacy and Numeracy.		Build an effective Professional Learning Community. Collaboratively develop and embed an instructional model tailored to the unique features of OSC. Build data literacy to enable teachers to understand, interpret and analyse a range of student data to inform teaching and measure the impact of teaching and learning. Ensure teachers provide regular, timely feedback to students to assist them to understand their own ‘next steps’ and take responsibility for their own learning growth.	NAPLAN Increase the proportion of students achieving in the top two bands to match or exceed similar schools Decrease the proportion of students achieving in the bottom 2 bands to match or exceed similar schools Decrease the percentage of students from the matched cohort experiencing low growth to match or exceed similar schools Increase the percentage of students from the matched cohort experiencing high growth to match or exceed similar schools
Increase student engagement and agency in their learning and learning behaviours.		Build student capacity to understand themselves as learners and have ownership for their learning and learning behaviours; Expand the use of Individual Learning Plans (ILPs) to a wider range of students Strengthen the Learning community structure to empower students and teachers, and build school pride Ensure that all students have pathways in the Later Years	VCE-2020 will be OSC’s first cohort undertaking VCE. Our target is to match or exceed All Study median score of Similar Schools - At least 70% of Year 12 students match or exceed predicted outcomes (GAT) VET- Completion rates match or exceed that of Similar schools VCAL- Students who undertake this Pathway completion rate matches or exceeds that of Similar schools School Staff Survey- Increase results in the following areas to be equal or better than that of similar schools –
Build and strengthen social and emotional wellness for all students.		Strengthen home/school partnerships through clear, direct and timely communication between college and families. Ensure fidelity to the social and emotional learning curriculum across the college Continue to work with college families to ensure the importance of full attendance is understood. Develop close professional relationships with local primary schools to assist smooth transitions for students entering the college.	<ul style="list-style-type: none"> ▪ Academic emphasis- 2016 12th percentile (increase to 3rd quartile) ▪ Collective focus on student learning-2016 77th percentile (maintain 4th quartile) ▪ Guaranteed and viable curriculum-2016 79th percentile (Maintain 4th quartile) ▪ Teacher Collaboration-2016 68th percentile (increase to 4th quartile) TEACHER JUDGEMENTS / SCHOOL COLLECTED DATA Teacher judgments are accurate and consistent across all domains and year levels Percentage of students achieving above the expected level matches similar schools in the following areas –



			<p>Maths from 2016 <1% to at least 20% (7-10) English from 2016 <1% to at least 20% (7-10)</p> <p>STUDENT ATTITUDE TO SCHOOL SURVEY Have student responses in the following categories higher than both the region and state mean –</p> <ul style="list-style-type: none"> ▪ Stimulating Learning (2016: school 3.14 Region 3.15, State 3.14) ▪ Student Motivation (2016: school 4.31 Region 4.23, State 4.23) ▪ School Connectedness (2016: school 3.63 Region 3.60, State 3.59) ▪ Student Morale (2016: school 4.85 , Region 4.69, State 4.67) ▪ Learning Confidence (2016: school 3.71 Region 3.71, State 3.70) <p>Increase School Attendance Level (proportion of students in 7-10 who are at school over 90% of the time) to 80% Decrease the proportion of chronic absence (students more than 20 days absent from 49% to < 2016 Similar schools of 29%)</p>
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