

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Matt McPhee[name] [date][name] [date]
School council: Tim Fletcher[name] [date][name] [date]
Delegate of the Secretary:[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>The college's vision is to maintain an environment where students are inspired to be motivated, resilient and independent learners. They should also be confident citizens in both local and global contexts.</p> <p>The college also recognises the importance of monitoring <i>individual</i> 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. The college strives to then closely monitor student learning progress and tailor a program designed to maximise each student's outcomes.</p>	<p>The college motto of '<i>Nihil Sine Labore</i>' (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 and equity, high expectations across our system need to be reinforced by equally high, yet relevant expectations for individual schools. In our school's case, we recognise the benefits of honesty and hard work. We encourage students to embrace the idea of 'lifelong learning' - that the end of secondary school is simply another beginning.</p> <p>We are also conscious that we have an important responsibility to engender a culture of respectful relationships across the school community. Respect and resilience should go hand in hand. The SGSC 'Statement of Values' underpins this endeavour and defines how we work.</p>	<p>South Gippsland Secondary College (SGSC) provides a customised, quality education for around 280 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 providing an orderly, secure and safe learning environment is likely to result in the best learning outcomes. SATSS data in recent years reflects a happy and engaged student community, but a disconnect between student motivation between boys and girls. Attendance data is also problematic, with an average rate of 21.8 days absence per student. The school will need to address a culture of absenteeism while ensuring the accuracy of attendance data input into Compass.</p> <p>Demographic changes in recent years have seen enrolments fall by around eighty students. This has put budgetary pressure on staffing and the college's ability to maintain a breadth of curriculum, particularly from Years 9 – 12. Despite this, 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.</p> <p>The college is the lead school for the South Gippsland Trade Skills Alliance. This has been a major undertaking for a school of our size and a drain on human resources in administration over the past few years. This should become less of an issue as the project transitions to an operational phase. However, SGSC is contracted to remain lead school for the twenty-year life of the program - a significant commitment.</p> <p>SGSC supports an extensive extra-curricular program, including instrumental music through the South Gippsland Secondary Music Program, sports, Tournament of Minds, 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. A sister city arrangement with a school in Changshu, China, forms the basis of an international outlook for the college as it seeks to develop Asian relationships and a global perspective for its students.</p>	<p>The college wishes to build a strong ethos of engagement, respect, encouragement and excellence within a caring and committed environment. 2016 data suggests that this ethos has started to gain traction. The 2016 Peer Review confirmed that on the key measures, SGSC students 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 the next 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 commitment to continuous improvement.</p> <p>Foci for the school over this period will include:</p> <ul style="list-style-type: none"> • The implementation of an agreed instructional model across the college • Completing the process of documenting a guaranteed and viable curriculum across the College • Embedding the culture and practices of a Professional Learning Community • Continuing to encourage and provide for the active participation of all students in the broad range of college programs and activities. • Building student engagement in their own learning through the use of metacognitive processes including goal setting, the use of rubrics, regular reporting and counselling. • Raising levels of student involvement and participation in decision making through processes and programs which enhance student voice. • Examining best practice programs in other schools which specifically aim to build higher levels of engagement, commitment and effort in secondary-aged boys. • Continuing to build a culture of success, high aspiration and connection as a way of improving overall attendance figures. • Continuing to review school programs to ensure the most efficient use of teaching resources and adequate funding is available to purchase necessary or unique teaching and learning materials that may benefit student outcomes. • Planning and constructing a school farm that will provide broader opportunities for students undertaking a VET course with an agricultural or horticultural orientation, while also building capacity for the science, food and technology faculties to offer greater practical application in their relevant subjects.



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies (1-3)	Targets (1-3) (for improving student achievement, engagement and wellbeing)
<p>To improve individual learning outcomes for all students by investigating and implementing evidence based, high level teacher practices.</p>	<p>Excellence in Teaching and Learning:</p> <p><i>Building Practice Excellence</i></p> <p><i>Curriculum Planning & Development</i></p> <p><i>Strategic Resource Management</i></p>	<ol style="list-style-type: none"> 1. Research, develop and implement a consistently applied college Instructional Model that supports highly effective and consistent teaching practices 2. To build PLTs that collaborate to improve the individual learning outcomes of all students. This will include developing consistent assessment strategies incorporating moderation and common assessment tasks (CATs) 	<ul style="list-style-type: none"> • More than 70% of students in each VCE subject will achieve a higher score than that predicted by the GAT with 10% achieving a study score at or above 40. • 20% of students in every class will receive an A or a B and at least 80% will show one year's growth or greater in assessment of the Victorian Curriculum over 12 months. • 80% of Year 9 students will achieve scores in the High or Medium Relative Growth bands in NAPLAN Reading and Writing results.
<p>To set high expectations and develop a culture of high aspiration within the whole college community.</p>	<p>Positive Climate for Learning:</p> <p><i>Setting expectations and Promoting Inclusion</i></p> <p><i>Strategic Resource Management</i></p>	<ol style="list-style-type: none"> 1. Improve student aspirations by implementing a more thorough communication strategy across the whole school community. 2. Investigate best practice feedback methods and develop a plan to provide regular high-quality feedback on student academic progress and embed the Student Productivity Report (SPR) consistently across the College to inform student learning. 	<ul style="list-style-type: none"> • SATSS data will show student motivation to have improved from the 58th percentile to above the 70th percentile and connectedness to school maintained above the 75th percentile. • 20% of each year level achieve at or above 9.5 on the SPR and earning 'Gippy Maroons' • 20% of Year 7-10 students earn Excellence awards at presentation evening (standardised level of 5 on Semester Reports where A = 2 and B = 1). • Parent Opinion Survey results will show a response rate greater than 60% and general satisfaction will be in the 70th percentile
<p>To improve the motivation, engagement and attendance of all students.</p>	<p>Positive Climate for Learning:</p> <p><i>Empowering students and building school pride</i></p> <p><i>Intellectual engagement and self-awareness</i></p> <p><i>Strategic Resource Management</i></p>	<ol style="list-style-type: none"> 1. Increase the capacity for student voice in school operations, including leadership roles, input into curriculum decisions and student learning in the classroom. 2. Improved student motivation and engagement, particularly in boys by, tailoring individual programs to link to future pathways through a range of integrated initiatives such as the college farm. 3. Implement a range of actions to improve student attendance data and engage parents in supporting the school in this endeavour. 	<ul style="list-style-type: none"> • Improve SATSS results for school connectedness to be at or above the state mean over the four years of the School Strategic Plan. • Improve SATSS results for male motivation to be at or above the state mean over the four years of the plan. • Improved male Student Progress Reports from 20% to 50% of award recipients. • Improve the retention rate of students through to the end of Year 12 from 65% to above 75% • Overall attendance rate to meet the state average • Less than 5% unexplained absence rate.