

8707 Strategic Plan 2017-2020**Emerald Secondary College**

Endorsement			Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	..... Jodie Doble	17/10/17	.....[name].....	[date]	.....[name].....	[date]
School council:	..... Phillip Dwyer	17/10/17	.....[name].....	[date]	.....[name].....	[date]
Delegate of the Secretary:	..... Denise Kotsikas	19/10/17	.....[name].....	[date]	.....[name].....	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
Emerald Secondary College is a global learning community. We are committed to achieving excellence through positive relationships and personalised learning.	<p>At Emerald Secondary College all staff and students are expected to contribute to the attainment of the College's five key objectives:</p> <ul style="list-style-type: none"> • Achieve your potential • Build quality relationships • Cater for individual differences • Developing optimism • Encouraging endeavour 	<p>Emerald Secondary College is a single campus, co-educational college committed to ensuring that all our students experience a quality education that enables them to achieve their personal best and access excellence. Our school learning community aims to provide a caring, inclusive and sustainable environment in which students develop skills and personal qualities necessary to participate confidently and positively in a changing global world.</p> <p>The College offers a comprehensive curriculum from Year 7 through to Year 12 and provides a pathways for success approach to ensure all student achieve their personal best. As a College we prepare students for their future in a changing and global economy, which is supported through integrating ICT into our classrooms and teaching and learning practice.</p> <p>Our College has a strong history of academic success with a high proportion of students being accepted into university or other tertiary institutions. We offer an extensive range of VCE courses in the Senior School complemented by vocational education opportunities including VET and VCAL. We are also proud to be able to offer the Select Entry Accelerated Learning Program (SEAL) for academically talented students from Year 7 onwards. All student in Senior School have the opportunity to accelerate subjects if they meet benchmark standards, including accessing a first year University study to complement their Senior VCE program where appropriate.</p> <p>We offer many opportunities for students beyond the Victorian Curriculum including the Year 9 Connect Program, Japanese Sister School Exchange Programs, Instrumental Music program, School Productions and an extensive sports and Outdoor Education Program.</p> <p>A challenge facing the College is embedding high aspirations into the culture so that students are empowered to actively engage in their learning to achieve to their potential. Therefore, a focus for the College is developing student voice and agency in learning. Our aim is to ensure that students recognise that they are being heard, develop their ability to take ownership of their learning and develop the resilience to become lifelong learners.</p>	<p>Over the next four years, the College will focus on continually improving student outcomes, and student engagement and wellbeing to ensure that all students can achieve their aspirations. The College plans to continue its focus on numeracy and literacy with an emphasis on writing at all year levels and in all learning areas to increase student achievement in all areas of the curriculum, including senior secondary outcomes VCE/VET/VCAL. To achieve this it is a priority to develop a common language and pedagogy around literacy and numeracy and consistent methods of assessment.</p> <p>Increasing student motivation and engagement in their learning is also important as it will improve student outcomes and their sense of connectedness to the college and to their peers. Identifying the next step to advance their learning is important for students to progress academically and socially. Providing additional opportunities for students to take on leadership roles and give feedback on a wide variety of aspects of College life to improve their time at the College is seen as a means of achieving greater student engagement.</p>

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 improve learning outcomes for all students across the curriculum	<i>Excellence in teaching and learning</i> Building practice excellence	Build capacity of teaching staff in assessment practices Build capacity of teaching staff to differentiate curriculum to engage students in their learning Develop a shared and agreed understanding of effective teaching and effective learning	NAPLAN NAPLAN growth data to illustrate performance at or above state benchmarks for medium and high growth in reading, writing and numeracy NAPLAN year 7 & year 9 achievement in Top 2 Bands in Numeracy, Reading and Writing improved by 10% by 2020 Student Achievement Teacher judgements (Victorian Curriculum 7-10) Average student learning growth in teacher judgement data of 1.0 per year in reading, writing and numeracy VCE achievement VCE mean study scores at or above state average by 2020 Percentage of students achieving scores of 40 or more to be at or above state average by 2020 Percentage of students achieving an ATAR above 65 increasing each year VET and VCAL completion rates above state average Student Attitudes to School Survey Stimulating learning to be at or above State Staff Opinion Survey Guaranteed and viable curriculum to be at or above State Academic emphasis to be at or above State
To improve students engagement and aspirations in their learning.	<i>Positive climate for learning</i> Setting expectations and promoting inclusion	Develop a culture of high expectations and aspirations Implement initiatives that cultivate an environment that empowers student choice, ownership and agency in their learning	Student Attitudes to School Survey Classroom behaviour to be at or above State Learning confidence to be at or above State Resilience to be at or above State Student destination beyond school to show all students as engaged in work or further study
Increase the capacity of leaders to build a learning community focused on continuous school improvement	<i>Professional Leadership</i> Instructional and shared leadership	Build capacity of leadership team to implement, monitor and evaluate change	Staff Opinion Survey Collective efficacy to be at or above State Teacher collaboration to be at or above State