

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Glenn Davey [date]	[name] [date]	[name] [date]	[name] [date]	[name] [date]
School council:	Geoff Wiffen [date]	[name] [date]	[name] [date]	[name] [date]	[name] [date]
Delegate of the Secretary:	[name] [date]	[name] [date]	[name] [date]	[name] [date]	[name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Geelong High School is a positive and creative learning community that embraces its history and prepares students for life.</p> <p>We are committed to:</p> <ul style="list-style-type: none"> Developing caring and respectful relationships; Empowering people to realise their potential through effort, responsibility and teamwork; and Building healthy, resilient and productive global citizens 	<p>We value:</p> <ul style="list-style-type: none"> Respect Responsibility Creativity Positivity Effort Excellence Teamwork 	<p>Geelong High School is the oldest government secondary school in the provincial city of Geelong. Geelong is a community in transition from a manufacturing based economy to a more diverse technology and service based community. Geelong High School enrolls students from up to 40 primary schools across the city and surrounding area. Enrolment is consistently above 950 students (max. 975). Demographically and socio-economically the population is fairly diverse. The SFO in 2017 is .5498 and SFOE of .4965 indicating the community is in the moderately low socio-economic quadrant. Parents choose to send their children to Geelong High School because of its solid reputation and its calm and orderly school environment. The school is commencing a major rebuild in 2017 which will proceed throughout much of the period of this SSP. The rebuild will provide increased flexibility in terms of the usable spaces, enabling greater collaboration and variety in teaching and learning practices. The school's most significant challenge is to get students to a point where they are achieving to their potential, particularly students of higher ability and at VCE level. Student motivation is also seen by staff as an issue limiting student achievement so raising expectations will be a focus. Students would like their learning to be more stimulating. The school has recently introduced Compass as its main Management platform and means of communication both internally & externally. Communication, particularly with parents is an issue the school would like to address.</p>	<p>Our top priority is to improve learning outcomes for students across all areas. As a school that "prepares us (the students) for life" a fundamental starting point is that students are at least achieving at or close to their academic potential.</p> <p>In order to enable students to achieve at or close to their potential we require reliable data/evidence and a capacity to use that data to focus our energies in the areas that will have greatest impact. A Data team will be formed to provide this data and support staff in using the data to direct their teaching.</p> <p>The school has directed considerable effort into Mapping of the curriculum under the guidance of leading educator – Esther Weichert. This process requires a rigorous investigation of the Victorian Curriculum to determine what it is important for students to know, understand and be able to do. With year 7 & 8 mapped the intention is to complete this work for years 9 & 10.</p> <p>To further assist with targeted teaching staff will work collaboratively to moderate student CATs and SACs; A system of classroom observations and walk-throughs will also be employed to assist teachers to focus their work. Work commenced to improve literacy skills through the use of Academic vocabulary will continue and a targeted approach to numeracy will also be developed.</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)
<p>Goal 1: To improve academic achievement at all levels of the school.</p> <p>Rationale:</p> <p>By having a clearly mapped and consistent curriculum, building the capacity of staff to use high impact teaching strategies and to assess and track student progress; learning growth will improve.</p>	<p>FISO priority: Excellence in teaching & learning: Curriculum Planning & Assessment</p>	<ul style="list-style-type: none"> Continue working with learning partner on mapping the Victorian curriculum to ensure that it is sequential, coherent and viable from Year 7-10. Develop a set of non-negotiable expectations around the framework of the school Build staff capacity to employ Marzano's six high-yield instructional strategies to increase student achievement Embed rigorous accountability measures including PDRP, peer observation, moderation, feedback, coaching and mentoring and leadership walk-throughs. Strengthen Collaborative Work Teams (CWTs) through building the capacity of leaders and team members to lead, coach and mentor colleagues Review organisational structure and meeting schedule to better match school priorities. Establish a data team within the school to share expertise and build skills and understandings around the collection, analysis and use of data to inform teaching. Develop staff capacity in the use of data from all sources to inform learning sequences and explicit teaching and thus ensure the learning needs of all students are met. 	<ul style="list-style-type: none"> NAPLAN Relative Growth (especially for the most able students)- At least one year's growth in one year All year 9 staff are setting goals & targets around NAPLAN – learning gain VCE – school mean scores for all subjects (and classes for high candidature subjects) to improve each year to be at or close to the state mean by 2020. VCE – correlation with GAT predicted scores. An improvement of 2 in the predicted score relative to the achieved score in all Unit 3/4 studies Teacher judgments – proportion of students attributed 'A' and 'B' grades to reflect similar schools VCE All study score to be 29+ in 2020 5% of students receiving VCE study scores above 40 (average of 1 per class) 10% scoring 37 or more 60% of individual study scores are at or above the predicted (GAT) score All year 7 to 10 teachers (& students) are setting goals & targets around student achievement (as measured by On-demand, NAPLAN, Teacher judgement) All year 9 staff are setting goals & targets around NAPLAN – learning gain with a focus on reading and maths (26% of students achieving at the highest level- top two bands – currently 10% for



		<ul style="list-style-type: none"> Develop proficiency in teacher judgments through deep engagement with the standards of the Victorian curriculum and through moderation processes, thus ensuring accuracy and fairness in assessment. Identify the most able students at each level as a 'special needs' group and design interventions to meet their learning needs both within classrooms and the school more broadly. 	<ul style="list-style-type: none"> reading & maths); a reduction of 25% of students in the lowest two bands - reading 29%, maths 28% to 21%) Staff survey school climate factors- items specific to the improvement agenda - collective efficacy, collective responsibility, academic emphasis are at or above the SM
<p>Goal 2: To provide an environment in which excellence underpins all activities.</p> <p>Rationale:</p> <p>By having high expectations of all students, staff, parents and carers, the school can build a culture of excellence and thus improve student outcomes.</p>	<p>FISO priorities – Excellence in Teaching & Learning: Building Practice Excellence & FISO priority: Positive climate for learning: Setting expectations and promoting inclusion</p>	<ul style="list-style-type: none"> Build staff capacity to employ Marzano’s six high-yield instructional strategies to increase student achievement (as above) Further develop and employ the GHS Instructional Framework (as above) Continue to embed the school values into the way we work (creativity, effort, excellence and teamwork) and behave (positivity, respect and responsibility) so that students are able to realise their potential Continue to embed Positive Education strategies throughout the school to build student connection, resilience and pride. Build and support the roles of home group teachers as key members of the student wellbeing and management team. Strengthen the authentic student voice across the school by explicitly involving students in monitoring and managing their own learning. Continue to embed the work of the Wellbeing team in supporting, enabling and empowering students with a range of needs to succeed at school. 	<p>Items on each of the stakeholder surveys which relate to excellent practice –</p> <ul style="list-style-type: none"> SATS – Stimulating Learning, Teacher Effectiveness. Staff survey – Collective Responsibility, Guaranteed and Viable Curriculum, Feedback. Parent Opinion survey – Stimulating Learning, Learning Focus. <p>All factors to show improvement to at or close to the SM</p> <p>Stakeholder surveys report high levels of student motivation and a strong culture of high expectations</p>
<p>Goal 3: To ensure effective and productive communication within the school and between the school and the community.</p> <p>Rationale:</p> <p>By providing clarity and certainty in communication across the entire school both internally and externally, the school can create an effective learning community.</p>	<p>FISO priority: Community Engagement in Learning – Building communities</p>	<ul style="list-style-type: none"> Collaboratively establish a set of protocols and procedures for communication based on best practice. Collaboratively review all current modes of communication in order to find which are the most effective for staff, parents, students and the wider school community. Exploit the capacity of the administrative tool (COMPASS) to provide accurate and timely information to staff and parents. Continue to build partnerships with a range of local agencies and networks to support the work of the school in improving opportunities and outcomes for students. Review and revise the school website to ensure that it reflects the best of all the school has to offer in student learning, student engagement and student wellbeing. Work with staff on issues of concern identified through the Staff Opinion survey. 	<ul style="list-style-type: none"> Stakeholder surveys report improved communication across the school and with the community 80% of parents are regularly (monthly) engaged with the on-line Compass platform as the preferred means of receiving information POS – General Satisfaction, Parent Input, Reporting – show high levels (above 80%) of satisfaction.

