

School Strategic Plan 2019-2023

Reservoir High School (8708)



Submitted for review by Andrew Mcneil (School Principal) on 03 December, 2019 at 02:21 PM

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Endorsed by Vaughn Koops (School Council President) on 04 December, 2019 at 06:45 PM

School Strategic Plan - 2019-2023

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School vision	Reservoir High School's vision is to build resilient and reflective learners who strive for excellence and value diversity through showing respect for self, others and the community. Our mission is to ensure our students are successful learners, literate, numerate and empowered to be critical and creative thinkers in a changing world. Reservoir High School's objective is to create an engaging environment which enables all students to be able to achieve their personal best.
School values	<p>Reservoir High School's values are Diversity, Excellence and Success.</p> <ul style="list-style-type: none">• Diversity is demonstrated through respect for self and others and through our mantra of 'Is it Safe, Kind and Fair?'• We strive for excellence and success, which means trying our hardest and doing our best. <p>We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.</p> <p>As principals and school leaders, we will:</p> <ul style="list-style-type: none">• Model positive behaviour and effective leadership• Communicate politely and respectfully with all members of the school community• Work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone• Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments• Plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school• Identify and support students who are or may be at risk• Do our best to ensure every child achieves their personal and learning potential• Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly

- Respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- Inform parents of the school's communication and complaints procedures
- Ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- Model positive behaviour to students consistent with the standards of our profession
- Communicate politely and respectfully with all members of the school community
- Proactively engage with parents about student outcomes
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- Treat all members of the school community with respect.

As parents and carers, we will:

- Model positive behaviour to our child
- Communicate politely and respectfully with all members of the school community
- Ensure our child attends school on time, every day the school is open for instruction
- Take an interest in our child's school and learning and work with the school to achieve the best outcomes for our child
- Communicate constructively with the school and use expected processes and protocols when raising concerns
- Support school staff to maintain a safe learning environment for all students
- Follow the school's processes for communication with staff and making complaints
- Treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

	<ul style="list-style-type: none"> • Model positive behaviour to other students • Communicate politely and respectfully with all members of the school community • Comply with and model school values • Behave in a safe and responsible manner • Respect ourselves, other members of the school community and the school environment. • Actively participate in school • Not disrupt the learning of others and make the most of our educational opportunities <p>As community members, we will:</p> <ul style="list-style-type: none"> • Model positive behaviour to the school community • Treat other members of the school community with respect • Support school staff to maintain a safe and inclusive learning environment for all students • Utilize the school’s processes for communication with staff and submitting complaints
Context challenges	<p>Reservoir High School represents a diverse community, with diversity both its greatest strength and an on-going challenge. The school services students from a wide range of cultural, language and socio-economic backgrounds, attracting highly aspirant students due to its accreditation as a SEAL school and offers a growing vocational pathways program through the SBAT program as part of its VCAL for Senior Students. Teaching and Support staff of the school require a wide range of skills and understanding to ensure excellence and success for a diverse student cohort. Reservoir High School has significant Koorie enrolment with programs provided as per the Marrung Strategy to improve the educational outcomes of Koorie students, has a significant EAL enrolment and increasing numbers of students with PSD funding. The diversity of the student cohort is reflected in the wide spread of foundational skills in Literacy, Numeracy, Communication and Critical and Creative thinking skills classroom teachers are required to work with on a daily basis. A further challenge is to ensure students graduate from Reservoir High School as life-long 21st Century Learners. Strategies to engage our learners, while building foundational skills in Literacy and Numeracy and ensuring students are future ready with both digital literacy and enterprise skills is a key consideration of the strategic plan.</p>
Intent, rationale and focus	<p>Reservoir High School aims to achieve high value add for every student, regardless of social or cultural background in the key skills of Literacy and Numeracy. With strong literacy and numeracy skills, students can engage in the Victorian</p>

	<p>Curriculum, Victorian Certificates of Education (VCE) and Victorian Certificate of Applied Learning (VCAL), discover their passions, talents and interests and work with the school to develop Pathway's Plans for future success.</p> <p>Reservoir High School will prioritize the building of practice excellence and point of need, differentiated curriculum and assessment opportunities designed to challenge and extend all students. It will aim to empower students in their own learning, build self-efficacy and develop self-motivation to achieve success, while providing a safe learning environment that promotes the well-being of all students and partners with parents and the wider community to empower students.</p>
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Goal 1	Improve student achievement and outcomes
Target 1.1	<p>NAPLAN per cent in the top two bands in Year 9 in the following domains:</p> <ul style="list-style-type: none">• Reading - increase from 18 per cent in 2019 to 25 per cent by 2023• Writing - increase from 11 per cent in 2019 to 15 per cent by 2023• Numeracy - increase from 25 per cent in 2019 to 28 per cent by 2023
Target 1.2	<p>NAPLAN Year 9 benchmark growth to increase in the following domains:</p> <ul style="list-style-type: none">• Reading - at and above benchmark growth to increase from 78 per cent in 2019 to 85 per cent by 2023• Writing - at and above benchmark growth to increase from 77 per cent in 2019 to 85 per cent by 2023• Numeracy - at and above benchmark growth to increase from 76 per cent in 2019 to 90 per cent by 2023
Target 1.3	<p>VCE achievement:</p> <ul style="list-style-type: none">• Increase the median All Study score from 27 in 2018 to 30 by 2023• Increase the percentage of students with a Study score greater than 40 from 4.7 per cent in 2018 to 6 per cent in 2023

Key Improvement Strategy 1.a Curriculum planning and assessment	Embed a culture where teachers place student needs at the centre of program planning and delivery
Key Improvement Strategy 1.b Curriculum planning and assessment	Build the capacity of teachers to implement whole school approaches to reading and writing
Key Improvement Strategy 1.c Intellectual engagement and self-awareness	Build the instructional capacity of teachers to design learning programs to explicitly deliver deep levels of thinking and application
Goal 2	Improve student engagement
Target 2.1	<p>Attitudes to School Survey – Increase the following factor measures each year for the life of the Strategic Plan from 2019 baseline:</p> <ul style="list-style-type: none"> • Increase Teacher Concern from 37 per cent positive endorsement in 2019 to 60 per cent by 2023 • Increase Stimulating learning from 48 per cent positive endorsement in 2019 to 65 per cent by 2023 • Increase Differentiated learning challenge from 56 per cent positive endorsement in 2019 to 70 per cent by 2023
Target 2.2	<p>Attendance – reduce the per cent of students with greater than 30 days for the following cohorts:</p> <ul style="list-style-type: none"> • All students Year 7 to 12 from 16 per cent in 2018 to 12 per cent by 2023 • Koorie students from Year 7 to 12 from 51 per cent in 2018 to 30 per cent by 2023

Target 2.3	Real retention rates: increase from 51.7 per cent in 2018 to 55 per cent by 2023
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Embed a culture of high expectations for every student to promote intellectual engagement and self-awareness
Key Improvement Strategy 2.b Empowering students and building school pride	Develop teacher capacity to co-design opportunities for students to exercise authentic agency in their own learning
Key Improvement Strategy 2.c Evaluating impact on learning	Provide regular feedback to students on their progress against individual learning goals and curriculum standards, through rigorous assessment practices.
Goal 3	Empower students and promote wellbeing
Target 3.1	<p>Attitudes to School Survey – Increase the following factor measures each year for the life of the Strategic Plan from 2019 baseline:</p> <ul style="list-style-type: none"> • Sense of connectedness from 50 per cent positive endorsement in 2019 to 70 per cent by 2023 • Student voice and agency from 44 per cent positive endorsement in 2019 to 65 per cent by 2023 • Respect for diversity from 50 per cent positive endorsement in 2019 to 75 per cent by 2023

<p>Target 3.2</p>	<p>Parent Opinion Survey – Increase the following factor measures each year for the life of the Strategic Plan from 2018 baseline:</p> <ul style="list-style-type: none"> • Parent community engagement measures: Parent participation and involvement from 62 per cent in 2018 to 80 per cent by 2023, Teacher communication from 59 per cent in 2018 to 75 per cent by 2023 • Safety measures: Managing bullying from 79 per cent in 2018 to 90 per cent by 2023, Not-experience of bullying from 62 per cent in 2018 to 80 per cent by 2023, Promoting positive behavior from 67 per cent in 2018 to 80 per cent by 2023, Respect for diversity from 84 per cent in 2018 to 95 per cent by 2023.
<p>Target 3.3</p>	<p>Staff Opinion Survey – Increase the following factor measures each year for the life of the Strategic Plan from 2019 baseline:</p> <ul style="list-style-type: none"> • Parents and community involvement: increase from 53 per cent in 2019 to 75 per cent by 2023 • Trust in students and parents: increase from 44 per cent in 2019 to 75 per cent by 2023
<p>Key Improvement Strategy 3.a Building communities</p>	<p>Develop a whole community approach to wellbeing</p>
<p>Key Improvement Strategy 3.b Parents and carers as partners</p>	<p>Enhance teacher capacity to facilitate parent/carers involvement in education within the school and beyond</p>