

8799 Copperfield College Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Anthony Sokol [date][name] [date][name] [date]
School council: Antonio Prosia [date][name] [date][name] [date]
Delegate of the Secretary: Jason Smallwood [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Copperfield College, parents, students, and staff will work as a collaborative learning community to motivate, challenge and set high expectations for each other.</p> <p>Our engaging learning environment will inspire in all students a passion for learning and a commitment to creating opportunities for themselves and others.</p>	<p>At Copperfield College we value:</p> <ul style="list-style-type: none"> • Respect: for ourselves, others, our environment and the community • Responsibility: for our learning and the learning of others • Relationships across the school community 	<p>Copperfield College is a large multi-campus school situated in Melbourne's North-West. The College comprises two junior campuses in Kings Park and Sydenham and a purpose-built senior campus in Delahey. The College has experienced significant population growth. Enrolment numbers presently total 2016, supported by a large cohort of teachers, educational support staff and a leadership team comprising 13 Leading Teachers and 7 Principal Class Officers.</p> <p>The SFOE for the College is 0.61, with approximately 41% of our students from a Language Background other than English. English as an Additional Language (EAL) is taught at all campuses and student enrolments in Languages other than English (LOTE) in post-compulsory years continue to increase, supported by a 20 year old sister school relationship with Fuji Junior High School in Japan. We also support the International Student Program, with approximately 20 students attending the College at the commencement of 2017.</p> <p>Improving numeracy and literacy are central to our learning program. Copperfield College performs favourably in comparison with 'like' schools. In particular, our VCE performance has continued to improve, culminating in the attainment of our best ever results in 2016.</p> <p>Copperfield is also a large provider of 'VET in Schools' and a key member of the Brimbank VET Cluster. The College also emphasises the importance of a robust co-curricular program, student leadership and engagement within the broader community.</p> <p>While the College has been successful in driving improved outcomes in VCE and in NAPLAN Writing, NAPLAN trend data in the area of reading has stagnated, requiring renewed emphasis within this area across all levels of the College. Student perceptions with regards to their own agency in the learning process and the overall effectiveness of the learning program, as measured by the Attitude to Schools Survey, also present significant challenges for the College.</p>	<p>While the College has maintained an upward trajectory towards targets set out in previous strategic planning cycles, focus must now turn to where we will derive the next improvement increments.</p> <p>Central to this document is our intention to improve student achievement through an emphasis on effective collaboration by teachers in a Professional Learning Community (PLC), and in tandem with students by further empowering them to act as equal partners in the learning process.</p> <p>The rationale for these foci is clear: schools where teachers work collaboratively to track and analyse student learning data and implement meaningful interventions foster significant learning growth, while analysis of measures on student agency outside of a co-curricular context have highlighted the need for further emphasis within this area.</p> <p>Copperfield College will therefore primarily seek improvement within the Excellence in Teaching and Learning (Building Practice Excellence) and the Positive Climate for Learning (Empowering Students and Building School Pride) priorities of the Framework for Improving Student Outcomes. The College will pursue these ends through the lens of the Professional Learning Community, seeking to implement this framework across all areas of the College</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 individual student learning growth.	<p>Excellence in teaching and learning:</p> <ul style="list-style-type: none"> • Building practice excellence • Curriculum Planning and Assessment 	<p>Implement the Professional Learning Community (PLC) At Work framework across the College to:</p> <ul style="list-style-type: none"> • Underpin teacher collaboration in planning, assessment development and moderation; • Develop, implement and refine a standards-based Guaranteed and Viable Curriculum (GVC); • Develop the assessment literacy and capacity of all staff and students, including the ability to analyse and triangulate student-learning data; • Support teacher understanding and capacity to apply high impact teaching strategies; • Ensure diverse student learning needs are catered for; • Implement appropriate intervention structures. <p>Further expand and develop the College literacy focus, with particular emphasis on reading and writing, across all learning areas.</p>	<ul style="list-style-type: none"> ➢ VCE all study score mean at or above 31 ➢ VCE English study score mean at or above 30 ➢ Percentage of VCE study scores above 40 at or above 6% ➢ Senior VCAL Pass rate at or above 90% ➢ Stimulating Learning (AtoSS) at or above 4.00 ➢ Teacher Effectiveness (AtoSS) at or above 4.00 ➢ Percentage of students achieving in the top 2 bands in NAPLAN Numeracy, Reading and Writing (Year 9) at or above 15% ➢ Percentage of students experiencing 'High Relative Growth' in NAPLAN Numeracy, Reading and Writing at or above 25% ➢ Percentage of students experiencing 'Low Relative Growth' in NAPLAN Numeracy, Reading and Writing below 20%
To build student engagement through the employment of authentic student voice.	<p>Positive Climate for Learning:</p> <ul style="list-style-type: none"> • Empowering students and building school pride <p>Excellence in teaching and learning:</p> <ul style="list-style-type: none"> • Building practice excellence 	<p>Develop individual student capacity to act as partners in their learning.</p> <p>Develop the leadership skill and agency of all students to enable active participation in the school and wider community.</p> <p>Embed instructional practices and processes consistent with the School-Wide Positive Behaviours framework.</p>	<ul style="list-style-type: none"> ➢ Learning Confidence (AtoSS) at or above 3.80 ➢ Student Motivation (AtoSS) at or above 4.40 ➢ Increase the proportion of students reporting favourably on Stimulating Learning to 40%. ➢ School Connectedness (AtoSS) at or above 3.75
To improve individual student capacity for resilience.	<p>Positive Climate for Learning:</p> <ul style="list-style-type: none"> • Health & Wellbeing 	<p>Investigate, develop and implement a whole-school approach for building student resilience.</p> <p>Develop and apply an overarching framework for student wellbeing at the College.</p>	<ul style="list-style-type: none"> ➢ Student Morale (AtoSS) at or above 4.85 ➢ Student Distress (AtoSS) at or above 5.3 ➢ Overall student absence rates at or below 10%

