

# School Strategic Plan 2020-2024

Copperfield College (8799)



Copperfield  
COLLEGE

Submitted for review by Phillipa Griffiths (School Principal) on 11 August, 2021 at 05:17 PM

Endorsed by Anne Fox (Senior Education Improvement Leader) on 12 August, 2021 at 12:43 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2020-2024

Copperfield College (8799)

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| <b>School vision</b>               | <p>Our mission is to empower every student to aspire and achieve. Our vision as to how this will be achieved is that Copperfield families, carers, students and staff will work as a collaborative learning community to motivate, challenge and set high expectations for each other. Our engaging learning environment will inspire in all students, a passion for learning and a commitment to creating opportunities for themselves and others. Both the mission and vision were collaboratively developed with the school community.</p>  |
| <b>School values</b>               | <p>Copperfield College's values are:<br/>Collaboration<br/>Inclusivity<br/>Growth<br/>When these values are at the forefront of our work, it will be purposeful and aligned with our mission and vision.</p>   |
| <b>Context challenges</b>          | <p>One of the school's key challenges is creating consistency in how we apply or work to realize the college's mission and vision. This is contributed to by our size and the complexity of being a three campus school, but also by a perceived lack of clarity about how our everyday actions can contribute to this endeavor.<br/>The group of students requiring particular focus is the Year 9 and 10 cohort, where attendance, performance and engagement generally decline. Transition to the senior campus for this cohort can also be challenging.</p>  |
| <b>Intent, rationale and focus</b> | <p>Copperfield College's focus is to implement our mission of 'empowering every student to aspire and achieve'. Our goal is for students to be independent self directed learners in order to thrive in the future world.<br/>Our first priority is to refine our PLC practices to provide differentiated intervention and extension for students in every classroom. We will collaboratively develop a coherent framework for teaching and learning at Copperfield College. It will articulate the responsibilities of of students, teachers and leadership in providing and maintaining a positive learning environment where every student grows academically and maintains healthy habits.</p> |

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| <b>Goal 1</b>     | To improve the learning growth and achievement for every student.   |
| <b>Target 1.1</b> | <p>VCE</p> <ul style="list-style-type: none"><li>• VCE All Study score increase to 30 from 27.45 in 2020</li><li>• VCE English to 29 from 27.06 in 2020</li><li>• School per cent of students with a VCE study score above 40 to be 5 per cent from 2.2 per cent in 2020</li><li>• VCE Value-Add: Increase the average achieved versus predicted score (VASS Report 10) across all VCE studies up by 1.4 points to 2.1 from the four-year average of 0.7 in 2020.</li></ul> |
| <b>Target 1.2</b> | <p>VCAL</p> <ul style="list-style-type: none"><li>• Intermediate completion percent to 70 per cent from 53 per cent in 2020.</li></ul>  |
| <b>Target 1.3</b> | <p>NAPLAN per cent retained in Year 9 in top two bands:</p> <ul style="list-style-type: none"><li>• Reading to 80 per cent from 49 per cent in 2019</li><li>• Writing to 80 per cent from 31 per cent in 2019</li><li>• Numeracy to 80 per cent from 43 per cent in 2019</li></ul>  |

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| <b>Target 1.4</b> | <p>NAPLAN above benchmark growth between Year 7 and Year 9 to increase:</p> <ul style="list-style-type: none"> <li>• Reading to 30 per cent from 23 per cent in 2019</li> <li>• Writing to 30 per cent from 19 per cent in 2019</li> <li>• Numeracy 30 per cent from 20 per cent in 2019.</li> </ul>  |
| <b>Target 1.5</b> | <p>AToSS per cent of positive endorsement to improve for the following measures:</p> <ul style="list-style-type: none"> <li>• Effective teaching time to 75 per cent from 66 per cent in 2019</li> <li>• Differentiated learning challenge to 72 per cent from 63 per cent in 2019</li> <li>• Stimulated learning to 70 per cent from 61 per cent in 2019</li> <li>• Student voice and agency to 65 per cent from 51 per cent in 2019</li> </ul>  |
| <b>Target 1.6</b> | <p>Staff Opinion Survey measures:</p> <ul style="list-style-type: none"> <li>• Collective responsibility to 77 per cent from 66 per cent in 2020</li> <li>• Collective focus on student learning to 75 per cent from 68 per cent in 2020</li> <li>• Guaranteed and viable curriculum to 65 per cent from 57 per cent in 2020</li> <li>• T&amp;L Module: Practice Improvement to 62 per cent from 53 per cent in 2020</li> <li>• T&amp;L Module: Implementation to 62 per cent from 56 per cent in 2020</li> <li>• Leadership: Visibility Factor to 45 per cent from 35 per cent in 2019.</li> </ul> |
| <b>Target 1.7</b> | <p>Parent opinion</p>   |

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|  | <ul style="list-style-type: none"> <li>• Student agency and voice to 75 per cent from 68 per cent in 2019</li> </ul>   |
| <b>Key Improvement Strategy 1.a</b><br>Building practice excellence                  | Further embed a professional learning community culture through Professional Learning Teams, that is collaborative, based on trust, the use of data and feedback, so that it reflects student achievement against the standards and a strong emphasis on individual and collective responsibility for improved student learning outcomes.  |
| <b>Key Improvement Strategy 1.b</b><br>Curriculum planning and assessment            | Further build the capacity of all teachers to fully implement a sequential and developmental guaranteed and viable curriculum that integrates the capabilities, pedagogy and assessment into a coherent, program of learning that is differentiated to reflect students' point of need.  |
| <b>Key Improvement Strategy 1.c</b><br>Empowering students and building school pride | Embed collaborative, school wide practices to implement pedagogy that enables student ownership, engagement, involvement, and achievement, is evidence based and underpinned by high expectations for all.   |
| <b>Key Improvement Strategy 1.d</b><br>Instructional and shared leadership           | Continue to build a culture of shared, distributed, and instructional leadership.  |
| <b>Goal 2</b>  | Empower all students to aspire and achieve.  |
| <b>Target 2.1</b>  | <p>Attendance</p> <ul style="list-style-type: none"> <li>• Reduce the per cent of students with more than 20 days absent to 20 per cent from 36 per cent in 2019</li> <li>• Increase the percent of students with less than 20 days absent to above 90 per cent from 69 per cent in 2020</li> <li>• Reduce the average days absent per student to less than 18, from 21.5 days in 2020.</li> </ul> |
| <b>Target 2.2</b>  | Student Attitudes to School Survey measures:   |

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|   | <ul style="list-style-type: none"> <li>• Self-regulation and goal setting to 80 per cent from 70 per cent in 2019</li> <li>• Motivation and interest to 75 per cent from 67 per cent in 2019</li> <li>• School stage transitions (Year 10 to 12 only) to 75 per cent from 65 per cent in 2019.</li> </ul> |
| <b>Target 2.3</b>   | <p>Staff Opinion Survey measures:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement to 60 per cent from 51 per cent in 2020.</li> </ul>   |
| <b>Target 2.4</b>   | <p>Parent Opinion measures</p> <ul style="list-style-type: none"> <li>• Teacher communication to 74 per cent from 61 per cent in 2020.</li> </ul>   |
| <b>Target 2.5</b>   | <p>Exit Destination</p> <ul style="list-style-type: none"> <li>• Early leavers (prior to Year 12 completion) going into study or fulltime work to 85 per cent from 76 per cent in 2019.</li> </ul>  |
| <b>Key Improvement Strategy 2.a</b><br>Vision, values and culture         | Embed a culture of high aspirations and expectations across the school that transforms the school vision into systems, processes and practices that are supported by staff, students and community members to: 'empower every student to aspire and achieve'.   |
| <b>Key Improvement Strategy 2.b</b><br>Curriculum planning and assessment | Develop and embed data-driven pathways and transition structures and processes, including curriculum, that ensure that all students and families are provided with adequate and timely advice and education to support their individual pathways planning.  |

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| <b>Key Improvement Strategy 2.c</b><br>Setting expectations and promoting inclusion | Develop and embed a whole school strategy that engages teachers, students and families to foster high levels of attendance, including systems and processes to monitor and support improved attendance.  |
| <b>Goal 3</b>   | To foster the social and emotional wellbeing of all students.  |
| <b>Target 3.1</b>   | Student Attitudes to School Survey measures: <ul style="list-style-type: none"> <li>• Resilience to 75 per cent from 66 per cent in 2019</li> <li>• Sense of connectedness to 65 per cent from 57 per cent in 2019</li> <li>• Respect for diversity to 65 per cent from 54 per cent in 2019</li> <li>• Advocate at school to 80 per cent from 70 per cent in 2109</li> <li>• Teacher concern to 70 per cent from 48 per cent in 2019.</li> </ul> |
| <b>Target 3.2</b>   | Parent Opinion Survey measures: <ul style="list-style-type: none"> <li>• Confidence and resiliency skills to 75 per cent from 67 per cent in 2019.</li> </ul>  |
| <b>Key Improvement Strategy 3.a</b><br>Health and wellbeing                         | Develop and implement an integrated, data-driven, whole-school health and wellbeing curriculum and program.  |
| <b>Key Improvement Strategy 3.b</b><br>Building communities                         | Strengthen connections and relationships, within the school and through community partnerships to enhance student wellbeing.   |

