

# School Strategic Plan for Victorian College of the Arts Secondary School 01-7384 2015-2018

## Endorsements

Endorsement by School Principal	Signed..... Name: Colin Simpson Date.....
Endorsement by School Council	Signed..... Name: Lee-Anne Harrison Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....



## School Profile

<b>Purpose</b>	The Victorian College of the Arts Secondary School provides a nationally and internationally recognised specialist program for the training of talented young dancers, musicians and visual artists. Integral to this program is the provision of a high quality academic education that is also offered to other elite training organisations.
<b>Values</b>	<p>We value the qualities exhibited through the arts and the passion that all staff and students bring to our diverse but arts focussed community. Within our school we have a strong desire for students to develop a passion for learning by our actions and their connection. We also aim for students to have a sense of respect for themselves and others. We promote our students to be strong learners all their lives: Of specific interest is to see them develop and be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open Minded, Caring, Courageous, Balanced and Reflective. We promote responsible citizenship through the following attitudes: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance. The Victorian College of the Arts Secondary School identifies the potential of young musicians, dancers and visual artists seeking entry to the school into years 7 - 12 through an audition process that is based on potential not privilege.</p> <p>We believe in: a thorough technical training which begins at an early age, daily classes and many hours of practice and the nurturing of creativity, specialist teaching by highly skilled and experienced dance, music teachers and visual arts experts, with Master classes by visiting national and international artists and high quality performance and exhibition opportunities</p> <p>We also value the provision of a high quality comprehensive education suitable for young artists, which comprises a core curriculum covering the Key Learning Areas, a well-planned program focussing on individual student needs, delivered using diverse teaching strategies, a safe and purposeful school environment and the active promotion of cooperative and supportive relationships between all members of the school community.</p> <p>As a school of educational leadership we will also provide our academic program to other elite specialist training institutions, provide appropriate access to the school's facilities to the educational and arts and participate in wider community activities</p>
<b>Notes</b>	This Strategic Plan is written for a Specialist School in Dance, Music and the Visual Arts. It has at its core an academic program which is also offered to other elite trainers. We are a school of education and training. The great part of this Strategic Plan, by its nature, is directed to the Academic Program. The Dance, Music and Visual Arts Programs are managed through the School Council and Reviews are conducted every five years. The focus of this document on the Academic Program should not be interpreted as having no interest in the Specialist Programs. They are developed, reviewed and advanced through other processes. The work we do from this Strategic Plan does however have direct benefits for the whole school and by association our Specialist Programs.

<p><b>Environmental Context</b></p>	<p>The Victorian College of the Arts Secondary School provides a nationally and internationally recognised specialist program for the training of talented young dancers, musicians and visual artists (year 11 and 12). Integral to this program is the provision of a high quality academic education that is also offered to other elite training organisations. Within our school community, students will be encouraged to develop a passion for learning and a sense of respect for themselves and others. The VCA Secondary School is a highly professional school that has high expectations of staff and students.</p> <p>The school is committed to providing a safe and nurturing learning environment that recognises and caters for the different academic, artistic, cultural, health and pastoral needs of students. The school is based at 57 Miles Street, Southbank in state of the art facilities and resources designed for this significant institution for the education and training of young dancers, musicians and visual artists.</p> <p>Entry to the school for VCA Secondary School dance and music students is by competitive audition, which is held in August each year. This is a wonderful experience for the whole school community as we watch our school take shape for the next year. The mission of our school is to help identify, and assist, children with exceptional potential, regardless of their personal circumstances, to benefit from world-class specialist training as part of a broad and balanced education, which will enable them, if they choose, to proceed towards self-sustaining careers in music, dance and the visual arts.</p> <p>Education and training - The VCA Secondary School provides a training program supported by a high quality general education, to prepare talented young people for professional careers in music and dance. We also provide academic programs for elite students from other specialist institutions. Students at VCA Secondary School spend approximately half of their day in their academic studies and half of their day in their specialist area being taught by musicians and dancers from the tertiary college.</p> <p>Academic Studies - As well as music and dance, the VCA Secondary School offers a full course of study from each of the Victorian curriculum to years 7 to 10 students. We have also embraced the new Essential Learning elements and have restructured our curriculum management to take advantage of this initiative. This includes English, Mathematics, Science, Humanities, The Arts, French, Health Education and Information Technology. Musicians also undertake physical activity and are offered several electives in this area.</p> <p>In Year 10, Year 11 and Year 12 students undertake the Victorian Certificate of Education (VCE) in music and dance and also have the choice of a range of other VCE subjects to complete a full VCE, thus providing them with as broad a range of tertiary course options as possible. VCE results in both the specialist and academic areas at the VCA Secondary School are remarkable and show that our students are consistently able to achieve outstanding results. Our school has been ranked in the top ten government schools in VCE results since 2004. VCA Secondary School students also study VCE Vocational Education and Training (VET) units in Years 11 and 12 for dancers and Years 10 and 11 for musicians.</p>
-------------------------------------	---

<p><b>Service Standards</b></p>	<p>General</p> <ul style="list-style-type: none"> <li>• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</li> <li>• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</li> <li>• The school guarantees all students access to its education and training package including skills for learning and life, and readiness for further education or training in their chosen areas of interest</li> <li>• The school provides a safe and stimulating learning environment to ensure all students can achieve potential in our education and training package</li> <li>• All students will receive instruction that is adapted to their individual needs through a focus on differentiated curriculum, balanced with the Specialist nature of our courses. The best way to see this is we offer an accelerated Specialist Program with a differentiated Academic Program</li> </ul> <p>Specific</p> <ul style="list-style-type: none"> <li>• The school will endeavor to respond to all communication by parents* within two working days.</li> <li>• Parents will have the opportunity to be involved in the school through a Parents and Friends Association and relevant volunteer work</li> <li>• The school will provide systematic and structured reports and interview communications each reporting cycle.</li> <li>• All teachers will provide timely and targeted feedback to students on their work.</li> </ul> <p>*Where we say parents you should also read guardian and caregiver</p>
---------------------------------	--

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p><b>Achievement</b> Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To maximise learning for every student across the curriculum 7-10.</p> <p>Improvement in English and Mathematics in the VCE.</p>	<p><b>Targets 7-10 in student learning growth in English and Mathematics against current achievement:</b></p> <ul style="list-style-type: none"> <li>Increasing the percentage achieving high growth on NAPLAN relative growth reports.</li> <li>Increasing the proportion of students in the two top NAPLAN bands.</li> <li>Decreasing low growth on NAPLAN (as above)</li> <li>Growth measures by AusVELS and school based assessment.</li> </ul> <p><b>Targets at years 11 and 12:</b></p> <ul style="list-style-type: none"> <li>Increase VCE study scores in English and Maths;</li> <li>Increase percentage of VCE scores over 40</li> </ul>	<ol style="list-style-type: none"> <li>Build and document a guaranteed and viable curriculum in all areas of curriculum so that there is a clear, rigorous coherent learning journey through the school.</li> <li>Build the skills and capacity of every teacher so that there is high quality pedagogy and practice across the school.</li> <li>Build the professional learning teams (PLT's) to ensure teacher collaboration and learning.</li> </ol>
<p><b>Specific Targets</b></p> <ul style="list-style-type: none"> <li>Increasing the percentage achieving high growth on NAPLAN relative growth reports. And school mean year 7 - Grammar and Punctuation from 596 to 600, Numeracy 585 to 589, Reading 600 to 604 spelling from 575 to 579 and Writing from 563 to 567. School mean year 9 - Grammar and Punctuation from 639 to 644, Numeracy 630 to 634, Reading 642 to 644 spelling from 618 to 622 and writing from 587 to 591.</li> <li>Increasing the proportion of students in the two top NAPLAN bands – we will set this benchmark in 2015 after NAPLAN results are out, we have some unusual figures in 2014.</li> </ul>			

	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>
<p><b>Engagement</b> Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	To maximise student engagement in learning in the middle years 7-10.	<p><b>Improvement in student engagement:</b></p> <ul style="list-style-type: none"> <li>Improving teaching and learning variable means for the Attitudes to School Survey</li> </ul> <p><b>Improvement in teacher engagement:</b></p> <ul style="list-style-type: none"> <li>High levels of teacher engagement as demonstrated in the new staff survey modules (particularly professional development of school staff).</li> <li>Staff opinion survey – collective responsibility and collective efficacy measures.</li> <li>Increasing the percentage of students going on to higher education and training.</li> </ul>	<p>4. Develop a whole school approach to providing feedback to teachers.</p> <p>5. Plan, build and monitor student transitions and pathways choices across the school.</p>
<p><b>Specific Targets</b></p> <ul style="list-style-type: none"> <li>Improving teaching and learning variable means for the Attitudes to School Survey</li> <li>Learning Confidence from 78 to 85, School Connectedness 84 to 88, Stimulating Learning 58 to 62, Student Motivation from 79 to 84, Teacher Effectiveness from 58 to 62 and Teacher Empathy from 45 to 49</li> <li>Maintain Student Absence at below State levels and within 2 days of our School Mean 2014</li> </ul>			
<p><b>Wellbeing</b> Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	To maximise the wellbeing outcomes for students from years 7-12	<p><b>Enhance the wellbeing of our community</b></p> <ul style="list-style-type: none"> <li>Student Attitudes to School survey variables, for example, student morale, school connectedness and the student relationship variables</li> <li>Parent opinion surveys</li> <li>School developed audits and feedback from students</li> </ul>	<p>6. Build and implement a whole school approach to Health and Wellbeing.</p> <p>7. Build parent and community partnerships.</p>
<p><b>Specific targets</b></p> <ul style="list-style-type: none"> <li>Student Attitudes to School survey variables, student morale from 4.82 to 4.95, school connectedness from 3,84 to 3.95 and the student distress from 5.00 to 5.15 variables</li> </ul>			

	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>
<p><b>Productivity</b> Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To monitor the strategic plan and annual implementation plans so that they are appropriately resourced to ensure achievement of the goals.</p>	<p><b>To effectively use our available resources:</b></p> <ul style="list-style-type: none"> <li>• Staff and parent surveys could be used, for example, staff satisfaction with professional growth, parent opinion of school improvement.</li> <li>• Student focus groups and feedback from school-based surveys.</li> <li>• School Council survey.</li> </ul>	<p>8. Target school resources to achieve the goals of the school strategic plan.</p> <p>9. Conduct reviews of the specialist programs of Dance, Music and Visual Arts.</p>
<p><b>Specific targets</b></p> <ul style="list-style-type: none"> <li>▪ Staff Surveys to be used to discuss Goal Congruence with staff. To keep School Scores and Principal/Teacher Scores above 75% endorsement.</li> <li>▪ Improve the percentage of parents responding to the parent opinion survey from the current lower numbers (16 of 56 – 28% response rate)</li> </ul>			



## School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement	Year 1 2015	<ul style="list-style-type: none"> <li>▪ <b>Compilation of documentation for staff use in VCASS Shares following the curriculum review and alignment with AusVELS in each academic learning area. This revised documentation present in support materials and reports</b></li> <li>▪ List of academic vocabulary included</li> <li>▪ <b>Planned City Edge Professional Development Activities 2015 in Differentiation and VCASS delivery of Performing Arts Program</b></li> <li>▪ <b>Participation in and evaluation of City Edge Network Activities</b></li> <li>▪ <b>Achievement of targets 7-10 in English and Mathematics and VCE English and Mathematics as described</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ VCASS Shares to have the relevant material available for staff and curriculum documentation uploaded to system</li> <li>▪ The inclusion of academic vocabulary in this material</li> <li>▪ The achievement of the planned City Edge Day and evaluation of the day by a survey of staff</li> <li>▪ A City Edge 2015 Activities Program published for staff</li> <li>▪ Analysis of NAPLAN results during Academic Meeting time with an Action Plan developed</li> <li>▪ Analysis of VCE Results including detailed examination data Academic Meeting time with an Action Plan developed</li> </ul>
	Year 2 2016	<ul style="list-style-type: none"> <li>▪ <b>The development of a Junior Literacy and Numeracy Strategy</b></li> <li>▪ <b>The compilation of documentation for staff use in VCASS Shares following the literacy and numeracy curriculum review</b></li> <li>▪ <b>Professional Development on Coaching and Mentoring made available to staff</b></li> <li>▪ <b>Revised Professional Learning Team structure and process in place</b></li> <li>▪ Audit of ICT and e-learning in the school curriculum and teacher pedagogical approaches with recommendations of future professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed Junior Literacy and Numeracy Strategy</li> <li>▪ VCASS Shares to have the relevant material available for staff and curriculum documentation uploaded to system in regards literacy and numeracy</li> <li>▪ All teachers to have access to and professional development in Coaching and Mentoring</li> <li>▪ The presentation to staff of the Professional Learning Team structure</li> <li>▪ Results of the audit and the tabling of the Action Plan on recommendations</li> </ul>
	Year 3 2017	<ul style="list-style-type: none"> <li>▪ The development of an agreed and research-based instructional classroom delivery model in all subject areas across the school.This includes a review of our current School Instructional Model</li> <li>▪ New School Pedagogical Model adopted by staff and the development of a professional development program to support it.</li> <li>▪ Explore our whole school approach to the regular monitoring of learning and growth for every student and determine the best way forward</li> </ul>	<ul style="list-style-type: none"> <li>▪ The completed revised Instructional Model and the publication of the New School Pedagogical Model and planned professional learning to support its implementation</li> <li>▪ The publication of the new whole school approach to monitoring of learning and growth for every student</li> </ul>
	Year 4 2018	<ul style="list-style-type: none"> <li>▪ Revise our coaching and mentoring approaches</li> </ul>	<ul style="list-style-type: none"> <li>▪ Publication of revised approaches for 2019</li> </ul>

Key Improvement Strategies		Actions	Achievement Milestone
<b>Engagement</b>	Year 1 2015	<ul style="list-style-type: none"> <li>▪ Achieve high levels of teacher engagement as demonstrated in the new staff survey modules (particularly professional development of school staff).</li> <li>▪ Seek improvement in the Staff opinion survey – collective responsibility and collective efficacy measures.</li> <li>▪ School developed classroom survey and feedback from students for each classroom teacher</li> <li>▪ Implementation of the survey with results used by staff in professional learning and other staff discussions</li> <li>▪ Achievement of the documented Performance and Development process each year</li> <li>▪ Leadership Team response to Staff Opinion Survey</li> <li>▪ Achievement of the Managed Individual Pathways Plan</li> <li>▪ Implementation of new student subject plans and a new timetable process</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff survey to show improvements in the defined areas</li> <li>▪ Development of the new classroom survey for teachers and a trial by each teacher in the school</li> <li>▪ Action Plan developed by staff of how they will use and apply survey information</li> <li>▪ Documented achievement of the Performance and Development process both at a school and DET level</li> <li>▪ Leadership Team to lead a discussion with staff and develop an action plan for improvements following the annual Staff Opinion Survey</li> <li>▪ MIP Leader to table documentation with Principal in the Mid-cycle process each year and completion of DET accountability measures</li> <li>▪ Implementation of EDVAL and new student course selection and timetable process for 2016</li> </ul>
	Year 2 2016	<ul style="list-style-type: none"> <li>• Development of a school wide student feedback tool for classroom teachers from Survey Monkey</li> <li>• Implementation of the survey with results used by staff in professional learning and other staff discussions</li> <li>• Achievement of the documented Performance and Development process each year</li> <li>• Leadership Team response to Staff Opinion Survey</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of new survey system and an action plan from staff on how they will use the survey</li> <li>▪ Documented achievement of the Performance and Development process both at a school and DET level</li> <li>▪ Leadership Team to lead a discussion with staff and develop an action plan for improvements following the annual Staff Opinion Survey</li> </ul>
	Year 3 2017	<ul style="list-style-type: none"> <li>• Achievement of the documented Performance and Development process each year</li> <li>• Leadership Team response to Staff Opinion Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Documented achievement of the Performance and Development process both at a school and DET level</li> <li>• Leadership Team to lead a discussion with staff and develop an action plan for improvements from the Staff Opinion Survey</li> </ul>
	Year 4 2018	<ul style="list-style-type: none"> <li>• Achievement of the documented Performance and Development process each year</li> <li>• Leadership Team response to Staff Opinion Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Documented achievement of the Performance and Development process both at a school and DET level</li> <li>• Leadership Team to lead a discussion with staff and develop an action plan for improvements from the Staff Opinion Survey</li> </ul>
<b>Wellbeing</b>	Year 1 2015	<ul style="list-style-type: none"> <li>▪ Review the current health programs in the school and develop new program/s</li> <li>▪ The Integrated Program to communicate their health goals in 2015 and how other parts of the school may support these</li> </ul>	<ul style="list-style-type: none"> <li>▪ The development and publication of revised Health Programs in the school including the new Senior Health and Wellbeing week.</li> <li>▪ The development of health goals for each student in year 9</li> </ul>
	Year 2 2016	<ul style="list-style-type: none"> <li>▪ Preparation of parent briefings in the use of Compass</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presentation of Compass briefings for parents</li> </ul>
	Year 3 2017	<ul style="list-style-type: none"> <li>• Professional Learning Team to review transition programs</li> <li>• The preparation and delivery of parent transition programs</li> </ul>	<ul style="list-style-type: none"> <li>• Development of revised transition programs</li> </ul>
	Year 4 2018	<ul style="list-style-type: none"> <li>• Run health and wellbeing programs for juniors (7-9) and seniors (10 -12). Include stress management, study skills.</li> </ul>	<ul style="list-style-type: none"> <li>• The development and delivery of the Health and Wellbeing Programs</li> </ul>

Key Improvement Strategies		Actions	Achievement Milestone
Productivity	Year 1 2015	<ul style="list-style-type: none"> <li>▪ Student focus groups and feedback from school-based surveys.</li> <li>▪ Completed Annual Report &amp; Annual Implementation Plan Memorandum of Understanding or Agreements , exchange of letters completed or requested and tabled at School Council</li> <li>▪ School Council Special Project Group to explore timetable and accommodation options Theatre Arts Program</li> <li>▪ Workforce Plan 2015</li> <li>▪ Develop and conclude a revision of our Guiding Principles to include the visual arts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Development of the new classroom survey for teachers and a trial by each teacher in the school</li> <li>▪ Action Plan developed by staff of how they will use and apply survey information</li> <li>▪ School Captains to chair focus groups of students with feedback for the Leadership Team</li> <li>▪ Completed AIP and Annual Report Completed MOU and/or Agreement</li> <li>▪ Minutes of School Council Meeting on Theatre Arts options</li> <li>▪ Workforce Plan presented to Consultative Committee</li> <li>▪ Completed revised Guiding Principles</li> </ul>
	Year 2 2016	<ul style="list-style-type: none"> <li>▪ Complete Annual Report &amp; Annual Implementation Plan</li> <li>▪ Dance, Music and Visual Arts Review Panels formed by Council in 2016</li> <li>▪ Reviews reporting to School Council by the end of 2016</li> <li>▪ Theatre Arts Program commences year 11?</li> <li>▪ Workforce Plan 2016</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed AIP and Annual Report</li> <li>▪ Workforce Plan presented to Consultative Committee</li> <li>▪ Completed Dance, Music and Visual Arts Review documents tabled at and accepted by School Council</li> <li>▪ Draft Theatre Arts Course?</li> </ul>
	Year 3 2017	<ul style="list-style-type: none"> <li>▪ Completed Annual Report &amp; Annual Implementation Plan</li> <li>• Review findings implemented</li> <li>• Theatre Arts commences year 12?</li> <li>▪ Workforce Plan 2017</li> <li>▪ Theatre Arts program implemented?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed AIP and Annual Report</li> <li>▪ Workforce Plan presented to Consultative Committee</li> <li>▪ Action Plan for the implementation of completed Dance, Music and Visual Arts Review documents tabled at and accepted by School Council</li> <li>▪ Draft Theatre Arts Course?</li> </ul>
	Year 4 2018	<ul style="list-style-type: none"> <li>▪ Completed Annual Report &amp; Annual Implementation Plan</li> <li>▪ Review findings implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Completed AIP and Annual Report</li> <li>• Workforce Plan presented to Consultative Committee</li> <li>• Reports from Head of Programs to School Council</li> </ul>