

**WERRIBEE SECONDARY COLLEGE**  
**Strategic Plan 2016-2019**

Endorsement			Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Steve Butyn	28/03/17	[name]	[date]	[name]	[date]
School council:	Damian Marinaro	28/03/17	[name]	[date]	[name]	[date]
Delegate of the Secretary:	Helen Hobley	[date]	[name]	[date]	[name]	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Werribee Secondary College is a leader in international education in the Victorian state education system. We implement the best quality educational practices evident throughout Australia and internationally.</p> <p>The Werribee Secondary College community "lives worthily". We are adaptable life-long learners, who are confident, creative and resilient individuals, empowered to shape the world in which we live.</p>	<p>At Werribee Secondary College we nurture the values of respect, cooperation, honesty, integrity, confidence, perseverance, resilience and responsibility. Driven by these ideals, the College community embraces cultural and social diversity. Students develop a strong sense of personal identity and global citizenship, enabling different cultural groups to interact, learn from each other and grow together.</p>	<p>A very significant and growing proportion of the College's high-achieving students enrolled at Year 7 gain entry to one of the four Victorian selective high schools at Year 9 and beyond. This will continue to have a significant impact on the learning outcomes achieved at the Senior School.</p> <p>In recent years the College has experienced strong growth in the proportion of students with refugee backgrounds and those whose mother-tongue is not English.</p> <p>Staff at the College have indicated that leadership, school culture and staff-staff trust are significant issues that needs to be addressed. Unresolved, these issues will continue to limit the ability of the staff to provide the very best learning environment for our students.</p> <p>The College developed its 'Like Achievement Group' model in 2000; despite serving the needs of our students well in the past, there is a perception that this model may not be the most appropriate way in which to meet the needs of current students.</p> <p>Instituted in 2009, the College has further developed its House, Student Wellbeing and Leadership Model. The College has an active student leadership team who plan and implement various programs for the benefit of our community, both within and outside the College. In accordance with its Guiding Statement, the College needs to further develop student voice, harness the diversity within our community and increase opportunities for students to develop their sense of global citizenship.</p>	<p>In order to improve the quality and consistency of teaching and learning across the school, the College will embed its ENGAGE Instructional Model (2015). In addition, the model will develop teacher capacity to differentiate teaching and learning; it is anticipated that these approaches will better meet the learning needs of all students. Teacher Learning Communities and Faculty meetings will be utilised embed the model. The Like Achievement Groupings model will be reviewed and a greater emphasis placed on in-class differentiation.</p> <p>The College will work to address issues identified in the school staff survey by increasing collegiate efficacy, leading to improved student learning outcomes. An external facilitator will work with staff and College leadership to develop and implement new approaches. In addition, the College will work to better inform and more effectively engage with its parent community by providing opportunities for meaningful participation in school life.</p> <p>Additional resources will be directed toward raising awareness of the needs of students and families with refugee backgrounds and on meeting the learning needs of students with English as an additional language. Strategies for enhancing the learning of EAL students will be developed with all teachers; teachers working with EAL classes will receive more comprehensive advice and support.</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)																																																																																																									
Enhance active student engagement in their learning within a differentiated curriculum to stimulate and engage all students	Excellence in teaching and learning / Building practice excellence	<b>Embed the College's Teaching and Learning Model (ENGAGE)</b> <ul style="list-style-type: none"> <li>The ENGAGE Instructional Model is utilised across the College, providing greater consistency in teaching and learning</li> <li>Peers and Leaders observe lessons and provide teachers with feedback</li> <li>Students provide feedback to their teachers regarding teaching and their learning</li> <li>A common approach to study skills implemented across the College and is reinforced by external providers via seminars</li> </ul>	<table border="1"> <thead> <tr> <th>Student Attitudes to School Survey</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>3.10</td> <td>3.18</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Parent Opinion Survey</th> 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<b>Build teacher capacity to differentiate teaching to ensure challenge and progress for every student</b> <ul style="list-style-type: none"> <li>Assessment Rubrics, aligned to the Victorian Curriculum are developed by Faculties and implemented throughout the College</li> <li>Student performance data is shared by staff and used to develop approaches to address student need</li> <li>Teachers differentiate student learning in every classroom</li> <li>Teachers design assessments that identify each student's performance level and communicate these and improvement strategies with students</li> </ul>																																																																																																												
<b>Develop and implement a Response to Intervention Model to support student learning and wellbeing needs</b> <ul style="list-style-type: none"> <li>Clear school wide processes are in place to ensure that the needs of all students are met</li> <li>The school wide Response to Intervention Model (Tiers 1 to 3) is widely communicated and known within the College community</li> <li>All staff received training in Tier 1 approaches and others are trained in Tier 2 and Tier 3 approaches as required.</li> </ul>																																																																																																												



Develop leadership that is shared and distributed	Professional leadership / Building leadership teams	<p><b>Enhance the leadership capacity of the College’s Principal Class, Leading Teachers and Heads of Faculty</b></p> <ul style="list-style-type: none"> <li>A Facilitator is engaged to work with Principal Class Officers (PCO) and Leading Teaching to build leadership capacity</li> <li>The Staff Development Team coach the Heads of Faculty in relation to their specific professional development needs, and how to coach others</li> <li>The College develops a widespread coaching model to meet the professional learning needs of all staff.</li> <li>PCO are more visible across the College and provide direct instructional feedback and support to teachers</li> </ul>	<table border="1"> <thead> <tr> <th>Student Attitudes to School Survey</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>3.51</td> <td>3.63</td> </tr> </tbody> </table>	Student Attitudes to School Survey	2015	2019	School Connectedness	3.51	3.63													
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<p><b>Develop a culture of staff professional trust and co-operation</b></p> <ul style="list-style-type: none"> <li>Following consultation with staff, schoolwide agreed ‘non-negotiables’ are developed and communicated widely across the College</li> <li>Issues related to individual staff meeting non-negotiables are addressed according to clearly communicated approaches</li> <li>All staff has a responsibility to ensure that colleagues are supported to meet the ‘non-negotiables’</li> </ul>	<table border="1"> <thead> <tr> <th>Parent Opinion Survey</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>School Improvement</td> <td>4.95</td> <td>5.41</td> </tr> <tr> <td>Approachability</td> <td>4.76</td> <td>5.35</td> </tr> <tr> <td>Teacher Morale</td> <td>4.80</td> <td>5.26</td> </tr> <tr> <td>Parent Input</td> <td>4.35</td> <td>4.96</td> </tr> <tr> <td>General Satisfaction</td> <td>5.44</td> <td>5.85</td> </tr> <tr> <td>School Connectedness</td> <td>5.09</td> <td>5.35</td> </tr> </tbody> </table>	Parent Opinion Survey	2015	2019	School Improvement	4.95	5.41	Approachability	4.76	5.35	Teacher Morale	4.80	5.26	Parent Input	4.35	4.96	General Satisfaction	5.44	5.85	School Connectedness	5.09	5.35
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Staff Wellbeing: Staff Psychological Safety	49.92	58
Staff Wellbeing: Professional Safety	47.85	59
Staff Wellbeing: Social Behaviour	63.34	69
Staff Wellbeing: School Support for Staff Physical Safety	71.23	75
Staff Wellbeing: Build Resilience / Resilient Environment	58.02	63
Professional Learning: School Level Support	56.57	63
Professional Learning: Applicability of Professional Learning	64.90	70
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Professional Learning: Feedback	61.00	66
School Leadership: Leading Change	51.57	64
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School Leadership: Visibility	41.76	56



<p><b>Improve student connectedness to their peers and the College</b></p>	<p><b>Positive climate for learning / Empowering students and building school pride</b></p>	<p><b>Create opportunities to promote student voice and involve students in decision-making about how they can make a difference to their local and global communities</b></p> <ul style="list-style-type: none"> <li>The College further builds on its student leadership and wellbeing approaches to develop greater levels of connectedness between students and between students and the school</li> <li>The College further enhances its broadly based student leadership program by establishing a Student Representative Council (SRC)</li> <li>Via the SRC students across the College are encouraged to discuss issues of importance to them, develop potential solutions and to have their views heard</li> <li>Members of the SRC meet regularly with Principal Class Officers to communicate the views of student and seek to effect positive change in the local and wider community</li> <li>The College explicitly references internationalism / global citizenship within the curriculum and provides opportunities for students to make a difference</li> <li>Particular groups of students are provided with additional supports to better enable them to become more actively involved within the student body: <ul style="list-style-type: none"> <li>Students with refugee backgrounds</li> <li>Students with English as an Additional Language</li> <li>Members of the College's International Student Program</li> </ul> </li> <li>Students provide feedback relating to the effectiveness of the College in developing student attributes, as outlined in the Guiding Statement</li> <li>The College has an ongoing commitment to Child Safety</li> </ul>	<table border="1"> <thead> <tr> <th>Student Attitudes to School Survey</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>3.51</td> <td>3.63</td> </tr> <tr> <td>Stimulating Learning</td> <td>3.10</td> <td>3.18</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>School Staff Survey</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Climate: Parent and Community Involvement</td> <td>59.65</td> <td>64</td> </tr> <tr> <td>Climate: Shielding and Buffering</td> <td>55.07</td> <td>59</td> </tr> <tr> <td>School Leadership: Intellectual Stimulation</td> <td>56.01</td> <td>69</td> </tr> <tr> <td>School Leadership: Visibility</td> <td>41.76</td> <td>56</td> </tr> </tbody> </table>	Student Attitudes to School Survey	2015	2019	School Connectedness	3.51	3.63	Stimulating Learning	3.10	3.18	School Staff Survey	2015	2019	Climate: Parent and Community Involvement	59.65	64	Climate: Shielding and Buffering	55.07	59	School Leadership: Intellectual Stimulation	56.01	69	School Leadership: Visibility	41.76	56																																							
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<p><b>Increase community involvement in achieving the College's vision</b></p>	<p><b>Community engagement in learning / Building communities</b></p>	<p><b>Improve communication between all elements of the College community</b></p> <ul style="list-style-type: none"> <li>The College develops and implements a Communication Policy that streamlines communication and feedback within the school and between school and home.</li> </ul> <p><b>Develop real and meaningful opportunities for parents to become more actively involved in the school community</b></p> <ul style="list-style-type: none"> <li>Our staff seek to develop positive and respectful interactions with parents</li> <li>Our parents know how to access information relating to their child and who to contact for further support</li> <li>Our staff take a proactive approach to student safety, wellbeing and academic achievement</li> </ul>	<table border="1"> <thead> <tr> <th>Student Attitudes to School Survey</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Student Morale</td> <td>4.66</td> <td>4.86</td> </tr> <tr> <td>School Connectedness</td> <td>3.51</td> <td>3.63</td> </tr> <tr> <td>Teacher Empathy</td> <td>3.60</td> <td>3.68</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Parent Opinion Survey</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Teacher Morale</td> <td>4.80</td> <td>5.26</td> </tr> <tr> <td>School Connectedness</td> <td>5.09</td> <td>5.35</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>School Staff Survey</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Climate: Collective Responsibility</td> <td>73.76</td> <td>76</td> </tr> <tr> <td>Climate: Staff Trust in Colleagues</td> <td>59.15</td> <td>73</td> </tr> <tr> <td>Climate: Collective Focus on Student Learning</td> <td>68.57</td> <td>73</td> </tr> <tr> <td>Staff Wellbeing: Staff Psychological Safety</td> <td>49.92</td> <td>58</td> </tr> <tr> <td>Staff Wellbeing: Professional Safety</td> <td>47.85</td> <td>59</td> </tr> <tr> <td>Staff Wellbeing: School Support for Staff Physical Safety</td> <td>71.23</td> <td>75</td> </tr> <tr> <td>Staff Wellbeing: Build Resilience / Resilient Environment</td> <td>58.02</td> <td>63</td> </tr> <tr> <td>Professional Learning: Feedback</td> <td>61.00</td> <td>66</td> </tr> <tr> <td>School Leadership: Leading Change</td> <td>51.57</td> <td>64</td> </tr> <tr> <td>School Leadership: Cultural Leadership</td> <td>49.82</td> <td>63</td> </tr> <tr> <td>School Leadership: Flexibility</td> <td>42.04</td> <td>55</td> </tr> <tr> <td>School Leadership: Leaders' Support for Change</td> <td>54.18</td> <td>65</td> </tr> <tr> <td>School Leadership: Visibility</td> <td>41.76</td> <td>56</td> </tr> </tbody> </table>	Student Attitudes to School Survey	2015	2019	Student Morale	4.66	4.86	School Connectedness	3.51	3.63	Teacher Empathy	3.60	3.68	Parent Opinion Survey	2015	2019	Teacher Morale	4.80	5.26	School Connectedness	5.09	5.35	School Staff Survey	2015	2019	Climate: Collective Responsibility	73.76	76	Climate: Staff Trust in Colleagues	59.15	73	Climate: Collective Focus on Student Learning	68.57	73	Staff Wellbeing: Staff Psychological Safety	49.92	58	Staff Wellbeing: Professional Safety	47.85	59	Staff Wellbeing: School Support for Staff Physical Safety	71.23	75	Staff Wellbeing: Build Resilience / Resilient Environment	58.02	63	Professional Learning: Feedback	61.00	66	School Leadership: Leading Change	51.57	64	School Leadership: Cultural Leadership	49.82	63	School Leadership: Flexibility	42.04	55	School Leadership: Leaders' Support for Change	54.18	65	School Leadership: Visibility	41.76	56
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