

School Strategic Plan for Werribee Secondary College Western Metropolitan Region 2012-2015



WERRIBEE SECONDARY COLLEGE

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed..... Name..... Date.....

School Profile

Purpose	<p>Werribee Secondary College provides opportunities for all students, irrespective of background or ability, to access a broad range of knowledge, skills and competencies; this is accompanied by the promotion of values and attitudes that will enable students to become more resilient and ready for the dynamic world of postsecondary education options, both within Australia and overseas. These attributes will be fostered within a climate of community building, promoting a sense of global citizenship.</p> <p>Werribee Secondary College offers students with an international perspective within its curriculum and co-curricular programs. The College is accredited with the Council of International Schools (CIS) and with the International Baccalaureate Organisation (IBO). Werribee Secondary College policies and programs are consistent with the United Nations Universal Declaration of Human Rights.</p>
Values	<p>Werribee Secondary College is committed to a set of values and attributes consistent with the College motto: "Live Worthily". These values and attributes consist of respect, responsibility, honesty and integrity, cooperation, and perseverance. The College promotes these values and attributes through:</p> <ul style="list-style-type: none"> • the content of what it teaches, • the process of how it teaches, and • the implementation of its policies and rules.
Environmental Context	<p>Social - community and demographics</p> <ul style="list-style-type: none"> • Werribee Secondary College is a large secondary school of 1400 students, and is a school of first choice within its local neighbourhood; the College also draws families from farther afield, attracted by the College's clear vision and values, quality of leadership, commitment to hard work and academic excellence, and its desire to deliver quality education benchmarked internationally. • The College has experienced very high demand for places at Year 7 and at other levels since 2000; an enrolment ceiling of 1400 students is currently in place. • The College is located in the long-established part of Werribee, close to growth areas in Hoppers Crossing, Wyndhamvale and Point Cook. • Approximately 30% of families are entitled to receive Educational Maintenance Allowance (EMA). • Approximately 30% of our students have Language Backgrounds Other Than English (LBOTE) <p>Educational</p> <ul style="list-style-type: none"> • Werribee Secondary College is the only Department of Education and Early Childhood Development (DEECD) provider of a Select Entry Accelerated Learning (SEAL) Program in the Wyndham District. • Werribee Secondary College gained accreditation with the Council of International Schools (CIS) in 2006. • The College gained accreditation in Performance and Development Culture (2008). • In 2011, Werribee Secondary College became the first Victorian government school to be authorized to offer the International Baccalaureate Diploma Programme (IBDP).

Technological

- Werribee Secondary College has developed a comprehensive Extranet (*Moodle*) for the delivery of curriculum materials; this will be extended to include *Mahara* to facilitate social / educational networking across the school.
- The College developed its 1:1 netbook program for students in Years 9 and 10, beginning in 2012.
- The College has around 30 data-projectors / interactive whiteboards installed throughout the school.
- All staff have notebook computers, and communicate routinely via email.
- Werribee Secondary College

Environmental - grounds and facilities

- Werribee Secondary College is currently midway through its rebuilding program. Stage 1 of a rebuilding program was completed in 2007, and included new Arts, Technology, Music and Food Technology areas, as well as a canteen, atrium and student toilets. Stage 2 of the rebuilding program was completed in 2010 and saw the construction of a new library, staffroom, general office area, science centre and language laboratories. Funding is being sought to complete the third and final stage of rebuilding works.
- In parts, the grounds are well established with attractive gardens, and extensive planting has been undertaken by students to enhance the appearance of the College.

Strategic Intent

	Goals	Targets <i>(unless stated otherwise, all targets are three-year averages)</i>	Key Improvement Strategies
Student Learning (SL)	<ul style="list-style-type: none"> • To improve college performance in VCE. • To improve the learning gains of students from years 7 to 9. • To improve student achievement in applied learning. 	<ul style="list-style-type: none"> • An increase in the All Studies mean from 31.1 to 31.5. • An increase in: <ul style="list-style-type: none"> ○ VCE English Mean Study Score from 32.8 to 33.0. ○ VCE Maths Methods from 32.5 to 33.0 and ○ VCE Further Mathematics from 32.7 to 33.0. ○ The percentage of study scores above 40 from 8.1 to 8.5. • Increase the percentage of studies where the study score exceeded the level of achievement predicted by the GAT from 34% to 50%. • NAPLAN: <ul style="list-style-type: none"> ○ Increase the percentage of students achieving in Bands 9 and 10 from 21% to 25% for Reading and from 20% to 24% for Numeracy. ○ Increase the percentage of students in Bands 8 or above from 47% to 51% for Reading and from 45% to 48% for Numeracy. • Increase VCAL Satisfactory completion rate from 88% to 94%. • Increase VCE satisfactory completion from 92% to 96%. • Student median IB ATAR-equivalent to be similar to that of the College's VCE students. 	<ul style="list-style-type: none"> • Engage students in the highest quality learning activities centred on learning and personal development, which is active and meets individual needs. • Introduce a national and international curriculum, which is differentiated to meet the range of student needs.

	Goals	Targets	Key Improvement Strategies
Student Engagement and Wellbeing (SWE)	<ul style="list-style-type: none"> To further develop student responsibility, individuality and decision-making. 	<ul style="list-style-type: none"> On the Student Survey, increase: <ul style="list-style-type: none"> Learning Confidence from 3.68 to 3.90 Student Motivation from 4.23 to 4.50 Student Morale from 4.69 to 5.00 On the Staff Survey, increase: <ul style="list-style-type: none"> Student Motivation from 57.4 to 60.0 Respect for Students from 66.1 to 70.0 Engaging Practice from 61.2 to 65.0 Reduce average days absent per student at: <ul style="list-style-type: none"> Year 07 from 18.7 to 16.0 Year 08 from 18.5 to 15.0 Year 09 from 20.0 to 15.0 Year 10 from 20.2 to 14.0 Year 11 from 13.2 to 10.0 Year 12 from 9.3 to 7.0 	<ul style="list-style-type: none"> Engage students in the highest quality learning activities centred on learning and personal development, which is active and meets individual needs. Introduce a national and international curriculum, which is differentiated to meet the range of student needs. Strengthen shared leadership to realise the college vision, build staff capacity and empower staff and students.
Student Pathways and Transitions (SPT)	<ul style="list-style-type: none"> To maximise students' opportunities for further education, training and education. To improve student transitions into the senior school. 	<ul style="list-style-type: none"> <i>The proportion of students exiting to further education and training or fulltime employment on completion of at Years 10, 11 and 12. (As yet, no target has been set).</i> Increase the real retention of students at: <ul style="list-style-type: none"> Year 07 to 10 from 73.4% to 75.0% Year 10 to 11 from 84.0% to 86.0% Year 07 to 12 from 46.9% to 51.0% Reduce absence at Years 10 and 11 (as above). 	<ul style="list-style-type: none"> Engage students in the highest quality learning activities centred on learning and personal development, which is active and meets individual needs. Introduce a national and international curriculum, which is differentiated to meet the range of student needs.

School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas) SL = Student Learning SWE = Student Wellbeing and Engagement SPT = Student Pathways and Transitions	Year	Actions	Achievement Milestones (Changes in practice and behaviours)
Engage students in the highest quality learning activities centred on learning and personal development, which is active and meets individual needs.	Year 1 2012	<ul style="list-style-type: none"> ▪ Leading teachers undertake wider reading of Hattie, DuFours, Marzano et.al. Research used to inform staff and to critically evaluate College practices. SL ▪ Development of the Markbook to include new elements to assist with moderation as required by Faculties. SL ▪ Implementation of the Parent and Student Network (PSN) to improve the quality of feedback on student performance. SL, SWE ▪ Begin longitudinal study into the Like Achievement Group approach (report annually). SL, SWE ▪ Extension of the Faculty-based PLT approach to include the provision of extended project-based work. SL ▪ Review of College's Assessment Policy (assessment of, as and for learning). SL, SWE ▪ Implementation of eLearning Plan. SL 	<ul style="list-style-type: none"> ▪ Teachers evaluate current practices in light of the latest research and its implications on teaching and learning. ▪ Consolidation of moderation of student work in English and Mathematics, as well as in all applicable VCE studies. ▪ Individual student results posted to the Parent and Student Network (PSN) in all subjects, within an agreed time frame. Communication with parents will be further enhanced with the use of the Student Management tool (SMT). ▪ Development of online activities for students, especially in Years 9 and 10 (1:1 Netbook Program). A greater emphasis on developing teacher competence. ▪ All teachers are actively engaged in the PLT process. ▪ All staff provided with Professional Learning to provide required skills and knowledge.
	Year 2 2013	<ul style="list-style-type: none"> ▪ The College Administration continues to develop leadership capacity amongst leading and mid-level teachers. SL ▪ Implementation Assessment Policy, including peer assessment and other effective teaching / learning strategies. SL, SWE ▪ Continued development of the Markbook to facilitate moderation in other Faculties. SL ▪ Ongoing and review of the PLT model. SL ▪ Improve the perception of VCAL held by the students, parents and staff. SL, SWE, SPT ▪ Ongoing implementation of the eLearning Plan. SL 	<ul style="list-style-type: none"> ▪ Developing use of 'evidence-based decision-making and evaluation of current practices' and in the development of new approaches. ▪ Peer-assessment and rubrics utilised more widely throughout the College. ▪ Moderation is utilised more widely across the College, with a focus on Science and Humanities. ▪ School community members view all senior pathways as providing viable alternative options for students.

	Year 3 2014	<ul style="list-style-type: none"> ▪ Administration and senior leaders further develop the leadership capacity amongst wider staff. SL ▪ Ongoing and review and refinement of the PLT model. SL ▪ Conduct review of the eLearning Plan. SL 	<ul style="list-style-type: none"> ▪ Widespread use of 'evidence-based decision-making and evaluation of current practices' and in the development of new approaches. ▪ All staff and students utilize the Extranet (Moodle / Mahara) to share information and resources and provide an interactive learning platform. ▪ All staff use peer-assessment and rubrics in in Years 7 to 10 as appropriate.
	Year 4 2015	<ul style="list-style-type: none"> ▪ Review College progress against the actions and achievement milestones. 	<ul style="list-style-type: none"> ▪ All members of the College community are involved in the self-evaluation and review processes.
Introduce a national and international curriculum, which is differentiated to meet the range of student needs.	Year 1 2012	<ul style="list-style-type: none"> ▪ Australian Curriculum trialled in English, Mathematics, Science and History at Year 8. SL ▪ Differentiated assessment tasks and rubrics (incorporating AusVELS) trialled by Year 8 teachers. SL ▪ English, Mathematics, Science and History Faculties begin planning to ensure Australia Curriculum compliance. SL ▪ Implementation of the IB Action Plan (preparation phase). SL, SPT ▪ Review curriculum provision (to include a possible Middle School Program) for implementation in 2013. SL ▪ Implementation of the IB Action Plan (operation). SL, SPT ▪ College Council to explore school-industry partnerships and examine the scope of a parent / family database. SL, SPT 	<ul style="list-style-type: none"> ▪ Relevant Year 8 courses developed using assessment tasks designed to provide opportunities to assess against a wide range of AUSVELS. Differentiated assessment tasks developed for this purpose by teachers in the pilot. ▪ Raised awareness of IB as a senior school option. The first cohort of student identified and the program to be introduced in 2013. ▪ Teachers committed to IB are trained as necessary. ▪ A Middle School program is developed for implementation in 2013; it is designed to increase levels of student engagement.
	Year 2 2013	<ul style="list-style-type: none"> ▪ Establish more formal / informal arrangements with other CIS / IB schools. SL, SPT ▪ Full implementation of Australian Curriculum in Years 7 to 10 in English, Mathematics, Science and History. Other Faculties begin course planning. SL ▪ A parent / family occupational work expertise database is established. SPT ▪ New curriculum structure, including a possible Middle School Program is implemented. SL, SWE, SPT ▪ Explore opportunities to engagement with other CIS / IB schools. SL, SWE, SPT ▪ Formalise the use of student feedback to improve teaching and learning (Hattie's 'Visible Learning'). SL, SWE ▪ Student Self-Evaluation integrated into the assessment cycle (e.g. rubrics to provide for student self-evaluation) SL, SWE 	<ul style="list-style-type: none"> ▪ IB begins with Year 11 students. ▪ Australian Curriculum: Courses developed using differentiated assessment tasks designed to provide opportunities to assess against a wide range of AusVELS. ▪ A Middle School Program is implemented as agreed. ▪ Use of student feedback by teachers embedded within the PDR and PLT reflection processes. ▪ All rubrics to have provision for student self-evaluation.

	Year 3 2014	<ul style="list-style-type: none"> ▪ The parent / family occupational work expertise database is further developed and maintained. SPT ▪ Teachers evaluate and refine curriculum and assessment tasks based on student performance indicators. SL ▪ Evaluate the first year of IB. SL, SPT ▪ Faculties continue to develop methods of gaining effective student feedback to improve teaching and learning, and to evaluate the effectiveness of strategies used. SL, SWE 	<ul style="list-style-type: none"> ▪ Australian Curriculum: Additional courses developed using assessment tasks designed to provide opportunities to assess against a wide range of AUSVELS. ▪ Students and staff interact more widely with other CIS / IB schools. ▪ Refinements to IB clearly identified.
	Year 4 2015	<ul style="list-style-type: none"> ▪ Review the impact of the parent / family work expertise database. SPT ▪ Review College progress against actions and achievement milestones. 	<ul style="list-style-type: none"> ▪ All members of the College community are involved in the self-evaluation and review processes.
Establish quality 21st Century facilities to achieve a globally-focused learning community.	Year 1 2012	<ul style="list-style-type: none"> ▪ College Council and other bodies within the school work to improve the physical environment, including, the completion of the Stage 3 rebuild. SWE ▪ Development of the Extranet as the principal mode for resource sharing and online interactivity across the College. SL, SWE ▪ ClickView trialled as a media sharing platform. SL ▪ Initiate the 1:1 Netbook Program (delivery phase) SL ▪ Year 7 students access the Ultranet as part of the GEMS programme. SL 	<ul style="list-style-type: none"> ▪ School funds used to improve the physical appearance of the long corridor and a number of relocatable classrooms. ▪ 80% of students access the Extranet each week. ▪ Students and teacher utilise video media via ClickView. ▪ All Years 9 and 10 students who meet user conditions to be allocated a netbook. ▪ All Year 7 students to have used the Ultranet.
	Year 2 2013	<ul style="list-style-type: none"> ▪ Upgrade of the Extranet to 2.0+ to facilitate wider use of web 2.0 approaches. SL, SWE ▪ Exploration of global initiatives which can be accessed by WSC students. SL, SWE, SPT ▪ Review Ultranet use in GEMS and make further plans. SL 	<ul style="list-style-type: none"> ▪ Trialling of web 2.0 approaches across the network. ▪ Staff and students are increasingly exposed to opportunities to engage with others globally. The curriculum across all courses of study has explicit Global Links / Contexts. ▪ Development of an Ultranet user plan for the College.
	Year 3 2014	<ul style="list-style-type: none"> ▪ Wider implementation of web 2.0 technologies across the College and between WSC and other schools nationally and internationally (eLearning priority). SL, SWE 	<ul style="list-style-type: none"> ▪ More extensive use of web 2.0 collaborative approaches across the College. ▪ All staff and students have experienced aspects of global learning through the opportunities afforded by web 2.0.
	Year 4 2015	<ul style="list-style-type: none"> ▪ Review of the provision of 21st century facilities and infrastructures designed to support a globally-focused learning community. 	<ul style="list-style-type: none"> ▪ Staff and students feel that they are part of a globally-focused learning community. ▪ All members of the College community are involved in the self-evaluation and review processes.

<p>Strengthen shared leadership to realise the college vision, build staff capacity and empower staff and students.</p>	<p>Year 1 2012</p> <ul style="list-style-type: none"> ▪ Introduction of a Student Representative Council (SRC) - as a mechanism for student leadership. SWE ▪ The Home Group Program developed collaboratively between House Leaders and their Home Group Teachers and students. SWE ▪ The Journeys to Excellence Framework examined to determine its usefulness. SL, SWE, SPT ▪ Bastow approaches modelled and promoted by Administration and Leading Teachers. SL, SWE ▪ Development of an extended student rewards program. SWE ▪ Extend the hours of the Chaplain; review the provision of provision of student welfare support across the College. SWE ▪ Develop ways to better showcase student work and achievements. SWE 	<ul style="list-style-type: none"> ▪ Students will examine and determine the appropriate SRC model; it will be implemented from Term 2. ▪ House Leaders and Home Group teachers work together to develop and implement the program. The program will promulgate the College Values and promote positive interactions between students and may include a formal buddy-scheme within Home Groups. ▪ Greater level of sharing of between student management teams to ensure greater consistency, as appropriate. ▪ Student Management Tool introduced.
	<p>Year 2 2013</p> <ul style="list-style-type: none"> ▪ Introduction of timetabled Home Group / House sessions; possible introduction of goal-setting for students. SL, SWE ▪ Refinement and consolidation of the SRC model. SWE ▪ Implementation of a student awards program. SWE ▪ Changes to the model for the provision of Student Welfare are implemented. SWE ▪ Review of the 7-12 student mix within Home Groups. SWE ▪ Bastow approaches utilised throughout the College to share leadership and empower staff. SWE 	<ul style="list-style-type: none"> ▪ Decision-making at the College is characterised by clarity, consultation, collaboration and devolution of responsibility. ▪ Students set learning and life-goals within the Home Group structure. Goals are reviewed and refined periodically. ▪ The SRC operates as a semi-autonomous body, using the principles of inclusion and shared decision-making. ▪ The College institutes a comprehensive awards scheme which is known and supported by students and staff. ▪ A greater level of assistance is available to students and their families due to increased provision of welfare support.
	<p>Year 3 2014</p> <ul style="list-style-type: none"> ▪ Further development of the SRC, Houses and Home Groups. SWE 	<ul style="list-style-type: none"> ▪ The SRC and Houses work together to provide opportunities to opportunities for student voice and leadership.
	<p>Year 4 2015</p> <ul style="list-style-type: none"> ▪ Review initiatives designed to strengthen shared leadership at the College. 	<ul style="list-style-type: none"> ▪ Staff and students indicate that they have a greater degree of empowerment and that their views are sought and considered in decision-making.