



School Strategic Plan for Wallan Secondary College School number 8791 2015 - 2018



Endorsements

Endorsement by School Principal	<p>Signed </p> <p>Name: Sally Lasslett</p> <p>Date: 10th August 2015</p>
Endorsement by School Council	<p>Signed: </p> <p>Name: Craig Triffett</p> <p>Date: 10th August 2015</p>
Endorsement by the delegate of the Secretary	<p>Signed: Judy Rose (Acting Regional Director)</p> <p>Name: Judy Rose</p> <p>Date: 10th August 2015</p>

School Profile

<p>Purpose</p>	<p>Wallan Secondary College will be a leader in state education. It will be at the forefront of educational initiatives, programs and policies. Wallan Secondary College will apply exceptional teaching and learning practices that inspire and engage students to achieve excellence in all that they do. It will become the local school of choice for families seeking educational options for their children.</p> <p>Wallan Secondary College educates, motivates and supports students to become responsible and respectful citizens, engaged in lifelong learning. All students have access to diverse academic and technical pathways that prepare them for a successful, productive and rewarding future.</p>
<p>Values</p>	<p><i>Learning, Success, Safety, Community, Respect Responsibility.</i></p>
<p>Environmental Context</p>	<p>Wallan Secondary College is situated in the township of Wallan, approximately 50 kilometres north of Melbourne. It is a single campus coeducational college, located in the Mitchell Shire which is one of the fastest growing areas outside of the Melbourne CBD. The College opened in 2006 with approximately 110 students enrolled. The first year 12 VCE group graduated in 2011. The VCAL program commenced in 2012.</p> <p>Students travel from surrounding areas including; Beveridge, Kilmore, Wandong, Upper Plenty, Romsey, Whittlesea and Broadford to access the College and its facilities. The main feeder Primary School for the College is Wallan Primary School with approximately 66% of Year 6 students from Wallan Primary school enrolled at our College in 2015. There are a number of students from a range of language backgrounds other than English; many students are of Multi Pacific Islander origin, this population is continually growing in our College community and many students arrive at the College during the school year with very low level literacy and numeracy skills.</p> <p>The College has a well-developed and resourced Equity Program with a current enrolment of 10 students, which is funded by the Department of Education and Trainings program for students with a disability additional funding. An English as an Additional Language program is funded through cluster money and 31 students access the program (though the College does not receive funding for all of these students). The College also has a program for our Koorie students and families; this program is supported by our Koorie Engagement Support Officer.</p>

	<p>College grounds and facilities improvement is on-going with a new soccer pitch under construction. There is a great need for increased areas of shade in the College and for outdoor seating given the growing student numbers. The classroom environment is safe, healthy and engaging. A \$5 million building commitment by the current State Government will further improve the facilities available at the College.</p> <p>At Wallan Secondary College all students are encouraged to develop their leadership skills in order to support fellow students and to benefit the wider community. There are many student roles throughout the year levels that offer support and leadership for students in the school community. Every student is encouraged to build their own sense of themselves as leaders.</p> <p>Family involvement in all aspects of the College's program is keenly encouraged. Community and family involvement in our College is increasing, families volunteer by supporting classroom learning opportunities, attending camps, excursions and sporting activities, musical performances and special events. The College Council is strong and supportive and takes great pride in the achievements of the school, working hard to lead the school forward.</p>
<p>Service Standards</p>	<ul style="list-style-type: none"> • The school commits to the active sharing of its purpose, values and goals through mediums such as the College Council, College Website and Facebook page to ensure school community engagement in the School's Strategic Plan (SSP). • The school commits to fostering closer links with parents and the broader school community through its commitment to open and regular communications. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for life long learning. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • The school is committed to ensuring that all students will receive instruction that is tailored to their individual needs. • The school is committed to a rich and dynamic extra-curricular program that compliments classroom teaching and aims to enhance the wellbeing and learning outcomes of our students. • The school has high expectations of student behaviour and is committed to working in partnership

with parents to maintain an appropriate standard of conduct.

- Student voice will play an active part in the development of all areas of the College
- All teachers will provide timely and targeted feedback to students on their work in an attempt to improve the learning outcomes of our students.
- The school is committed to dynamic partnerships between teachers and students that ensure that individual excellence is achieved, which is recognised by a rewards system.

Strategic Direction

Achievement		Key improvement strategies
<p>Achievement refers to both the absolute level of learning attainment and growth in student learning that schools strive to support. 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.</p>		
Goals	<p>To provide for all students at Wallan Secondary College a challenging and differentiated curriculum that equips each and every student for successful future pathways and ensures that they are lifelong learners.</p> <ul style="list-style-type: none"> To improve the learning growth of every student across all domains but particularly in literacy and numeracy. To improve student achievement and completions rates in VCE, VET and VCAL programs. 	<ol style="list-style-type: none"> Use the PDP process to hold staff accountable for professional practices – including the provision of engaging and stimulating teaching and learning opportunities, professional conduct and connections with the whole College community. Form a working party to review all assessment practices (including administration of the reporting system) to determine the effectiveness of the end of Semester reports and SPIs and enhance communication of these with parents.
Targets	<ul style="list-style-type: none"> All VCE study scores to increase yearly to 27 by 2018: <ul style="list-style-type: none"> 2015 – 24 2016 – 25 2017 – 26 2018 – 27 VCE study scores over 40 to increase to 4% by 2018: <ul style="list-style-type: none"> 2015 – 1% 	<ol style="list-style-type: none"> Build teacher understanding of a whole school approach to assessment, with an emphasis on the use of a variety of assessment practices and summative and formative assessment. Provide staff with the knowledge and skills, through professional learning opportunities, to allow them to use NAPLAN, On Demand, VCAA and Student Voice data, assessment and feedback (which is useful and timely) to increase the expectations of student achievement and effort.

	<p>2016 – 2%</p> <p>2017 – 3%</p> <p>2018 – 4%</p> <ul style="list-style-type: none"> • VCAL and VET completion rates to be at or above the state bench mark by 2018 • 70% of students from Year 7 to Year 10 to achieve at or above the expected AusVELs (score of C) in English and Mathematics each year to 2018. • To decrease low relative growth for NAPLAN (Year 7 to 9) reading to 25% from 35% • To decrease low relative growth for NAPLAN (Year 7 to 9) writing to 25% from 38.2% • To decrease low relative growth for NAPLAN (Year 7 to 9) numeracy to 25% from 35% <p><u>School Staff Survey:</u> Increase the percentage endorsements for</p> <ul style="list-style-type: none"> • Collective efficacy: from 39% to 51% (State Secondary School Benchmark) • Collective responsibility: from 48% to 69% (State Secondary School Benchmark) • Academic Emphasis: from 24% to 44% (State Secondary School Benchmark) 	<ul style="list-style-type: none"> 5. Develop a VCE improvement plan which includes professional learning opportunities, VCAA data analysis and mentoring to develop positive pathways for all senior students. 6. Ensure the continued development of the senior programs networking, (VCE/VET/VCAL cluster and other networks) 7. Develop and implement a Learning for Life program which ensures a whole school approach to Literacy and Numeracy learning to support students with low literacy and numeracy levels.
--	--	---

	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Implement Literacy and Numeracy small groups for students • Learning Area Managers to lead their teams in mapping the curriculum (7 – 12), share resources and assessment practices and develop engaging and differentiated classroom delivery strategies. • Develop a team (working party) to complete the Bastow – Creating a High Performing Learning Culture program • Provide professional learning for all staff on understanding and analysing data • Provide professional development for staff on the assessment, feedback and moderation of all student work (7-12) • Develop a Wallan Secondary College Assessment Schedule (7-12) • All staff to be involved in professional development on using VASS data to inform revision and improve outcomes at VCE 	<ul style="list-style-type: none"> • Increase the number of students achieving high growth and decline in the number of students achieving low growth. • All staff involved in team planning which ensures the sharing and development of resources and strategies to engage students in learning • Team planning time (at least 4 times per term) provided in the Learning Area meeting structure. This is used effectively by all staff for planning, assessment and moderation purposes • Working party completes an audit of assessment practices (7 – 12) and oversees the development of an assessment schedule (7-12) • Data is used by all staff to inform teaching practices and to allow differentiation to occur for student learning needs • Rubrics and assessment criteria are used in all learning areas and at all year levels to provide moderated feedback to students • Assessment schedule used to provide accurate and timely feedback to all students and indicate areas for future growth • VCE and VCAA data used to inform teaching and results improved VCE Study Scores

<p>Year 2</p>	<ul style="list-style-type: none"> • Ensure that Learning Area Leaders are effectively managing their staff to use Team Planning time to: <ul style="list-style-type: none"> ○ review and map curriculums and share resources. ○ develop assessment rubrics and criteria ○ moderate student work and provide timely feedback ○ use data to develop engaging and differentiated classroom delivery strategies • Learning for Life program to be fully implemented to engage students who are showing low growth – literacy, numeracy and general life and study skills • Implement the recommendations of the assessment working party to enhance assessment practices. • Develop varied assessment tasks across all year levels; ensure that moderation and feedback is used consistently to improve outcomes of students. • Staff experts are used to promote varied assessment tasks • Reports to be printed for students who show low growth or who are working below their capability levels. • Student Management meetings to involve discussion about teaching and learning of students and to identify and ensure growth of students who are showing low growth or who are working below their capability levels. 	<ul style="list-style-type: none"> • Align professional development to student learning needs. • Literacy and numeracy professional learning is embedded in the professional learning plan of the College • Team planning time is used effectively for all staff members • Differentiation is embedded as the common practice for all teachers • Students who are part of the Learning for Life Program are showing learning gains in Literacy, Numeracy and study skills are enhanced. • Communication of assessment tasks across year levels – assessment schedule developed yearly and implemented • Parents who attend Student Management meetings have seen reports • The percentage of Year 9 students achieving above one year's growth in all NAPLAN areas is maintained or improved when compared to their Year 7 data. • A VCE Median Study Score of 25 or above is achieved
----------------------	--	---

<p>Year 3</p>	<ul style="list-style-type: none"> • Differentiation and engaging teaching practices are evidenced in the P&D process of all staff. • Learning for Life program is embedded to engage students who are showing low growth – literacy, numeracy and general life and study skills • Continued professional development and support for teachers on the use of data to inform teaching 	<ul style="list-style-type: none"> • All staff are able to show differentiation as part of the P& D process. This is evidenced in peer observations and walk throughs • P&D Process indicates teacher use of data and differentiated practice to inform teaching and learning of all students • All staff have imbedded differentiation in their classroom pedagogy and as a result the student voice survey shows that students are engaged and enjoying their learning environment • Students who are part of the Learning for Life Program are continuing to show learning gains in Literacy, Numeracy and study skills. • All staff are using the data to identify and support the learning needs and progression of all students
<p>Year 4</p>	<ul style="list-style-type: none"> • Embed data use as common practice of all teachers • Review of all curriculum documentation, teaching strategies and assessment • Review the use of data analysis tools • Review differentiation as a tool for improving student outcomes within the school. 	<ul style="list-style-type: none"> • PD on the provision of feedback is put into practice to achieve each of the milestones • Improvement in teacher value adding data as reflection of the use of data used to identify and support all individual students • Teacher effectiveness at or above the 75th percentile • Staff opinion survey results are positive in the following areas: Collective responsibility, Collective efficacy, Collective focus on student learning and active participation.

Engagement		Key improvement strategies
<p>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>		
Goals	To provide a stimulating learning environment so that all students are actively engaged in all learning opportunities both inside and outside of the classroom and capable of achieving their full individual potential.	<ol style="list-style-type: none"> 1. Expansion/enhancement of student pathways – cluster connections, on line teaching forums, VET programs 2. Ensure that the needs of the school/students are reflected in the timetable and through the course counselling process 3. Implementation of a differentiated and engaging curriculum which caters for student learning needs (7-12) 4. Develop a whole school professional learning plan ensuring that GANAG experts are used to PD new staff and for those who need a refresher) which is linked to the SSP 5. Develop a yearly review process for all curriculum documentation. 6. Assessment results to be shared during Learning Area teamwork time. 7. Enhance communication with parents and feedback
Targets	<p><u>Parent Opinion Survey:</u> data to be at or above the state bench mark in:</p> <ul style="list-style-type: none"> • Stimulating learning • Learning focus • Transitions <ul style="list-style-type: none"> • Increase the real retention rate of students from Year 11 to Year 12 to exceed 80% by 2018 • Increase in the number of first preferences for Yr. 12 students – 70% of cohort achieving first round offers • Decrease student absences to ensure that attendance at all year levels exceeds 90% by 2018 	

	<p>Increase to at or above the 50th percentile the <u>Student Attitudes to School Survey</u> Factor mean score for:</p> <p>Motivation Connectedness to peers</p>	<p>to students who are showing low performance and low growth</p> <p>8. Develop and implement an improved transition program, to enhance the transition of all Students College wide.</p>
	<p>Actions</p>	<p>Success criteria</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Utilise data to explain the importance, purpose and yearly outcomes of the Student Attitudes to School Survey • Use the WSC Student Voice Survey to collect data related to Student Attitudes to School Survey. • Engage students through the Student Leadership program in improving the learning environment. • Implementation of an accountable P&D process which focuses in the use of GANAG, engaging learning environment to ensure that students feel connected and engaged. • Implementation of the peer observation and walk throughs with a focus on GANAG and engagement • Use of Staff meetings as Professional Learning opportunities. • Use of Team Planning times as Professional Learning opportunities. 	<ul style="list-style-type: none"> • Increased to at or above the 50th percentile the Student Attitudes to School Survey mean score for motivation and connectedness to peers • Students engaged in learning and achieving improved outcomes in all areas – as evidence in College generated student exit data and student voice surveys. • Maximum number of financially viable subjects options available to students • Curriculum needs of the students inform the development of the timetable • Staff are given the required skills and knowledge to plan, develop and assess engaging teaching and learning experiences for students. • 2 meetings per term of the Principal class from both

	<ul style="list-style-type: none"> • Improve the relationship between feeder Primary Schools with a focus on Wallan Primary School to improve the transition of students from Year 6 to 7. • Year Level Leaders to implement a transition program for all students 7- 12. 	<p>Wallan Primary and Secondary is incorporated into the WSC College calendar.</p> <ul style="list-style-type: none"> • The sharing of resources, skills and knowledge between primary school and secondary school, occurs regularly.
Year 2	<ul style="list-style-type: none"> • Evaluate and analyse the Student Attitudes to School Data and WSC Student Voice survey data to understand more about; Student Connectedness and areas for school improvement • Consistent implementation of the enhanced P&D process with a focus on the use of data for engaging teaching and learning and the use of GANAG. • Continued use of Staff meetings and team planning times to focus on engaging delivery of curriculum and shared use of resources and assessment data. 	<ul style="list-style-type: none"> • Improved threshold data, student connectedness and other outcomes data to be at or above state benchmarks • Students engaged in learning and achieving improved outcomes in all areas as evidence in College generated student exit data and student voice surveys. • Student attendance data to be at or above the state mean. Senior students to be attending school for 90% or more of all class time. • Development of a school wide understanding of student concerns – through student voice surveys and student leadership.
Year 3	<ul style="list-style-type: none"> • Consistent use of observations and walk throughs to improve teacher to teacher feedback, documented in the PDP process. • Use of team planning time for assessment sharing and moderation of all assessment tasks to provide feedback to students. 	<ul style="list-style-type: none"> • Decreased student's exits from classes, as evident in College exit data. • Improved results on the Student Attitude to School survey to the state benchmarks for all factors. • Ongoing professional development and collegiate discussion to enhance teacher capacity to deliver engaging lessons and provide feedback on assessment.
Year 4	<ul style="list-style-type: none"> • Review of P& D processes that include peer observation and walk throughs • Review of the Student Voice survey • Review of Professional Develop Plan and Meeting Schedule (Team Planning & Staff meetings with 	<ul style="list-style-type: none"> • Teacher effectiveness and stimulating learning environment at or above the 75th percentile. • All staff using the peer observation and walk throughs as a teacher improvement tool – the learnings from these tools are evident in positive

	professional learning) <ul style="list-style-type: none"> Review of ES staff member as timetable developer. 	and engaging classrooms, student voice surveys and evidenced in PDP documentation <ul style="list-style-type: none"> Staff opinion survey results are positive in the following areas: Collective Responsibility, Collective Focus on student learning, renewal of skills and knowledge and feedback. Staff survey data to be at or better than the state benchmarks. All senior students attending for 90% of total class time.
--	--	--

<h2>Wellbeing</h2> <p>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>		<h3>Key improvement strategies</h3>
<h3>Goals</h3>	<p>To develop a positive, healthy and safe learning environment that enhances student voice and empowers all students to achieve positive pathways in their own community and beyond.</p>	<ol style="list-style-type: none"> Consistent implementation of the Student Management practices (to reduce the number of classroom exits and suspensions), Ensure accountability of all staff for student management practices
<h3>Targets</h3>	<p><u>School Staff Survey:</u> Increase the percentage endorsements for:</p> <ul style="list-style-type: none"> Trust in students and parents; from 24% to 46 (State Secondary School Benchmark) Staff trust in Colleagues from 45% to 66% (State Secondary School Benchmark) <p><u>Parent Opinion Survey:</u> data to be at or above the state bench mark in:</p> <ul style="list-style-type: none"> Behaviour management School Connectedness 	

	<p>Increase to at or above the 50th percentile the Student Attitudes to School Survey Factor mean score for:</p> <ul style="list-style-type: none"> • Learning confidence • Stimulating learning • Student distress • Student morale • Student safety 	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Reconfigure the J Block learning streets to create productive learning spaces for literacy and numeracy learning. • Student Management Team to investigate and then implement a variety of alternative consequences to reinforce the school wide positive behaviours expected within the learning community. 	<ul style="list-style-type: none"> • Learning streets are used as productive learning spaces for literacy and numeracy learning. • Alternative consequences implemented – consistently, for behaviour which is not appropriate to our learning community. Data on student exits and suspensions are reduced and only includes “serious” misdemeanours.

Year 2	<ul style="list-style-type: none"> • Development of the Learning for Life - literacy and numeracy program, using the learning streets as productive learning spaces. • Review and implement changes to the year level co-ordination structure to ensure positive transition experience for all students. • Embed a shared culture of high expectations for all students. 	<ul style="list-style-type: none"> • A well-resourced Learning for Life program is developed and implemented (using the learning streets); relative gain/growth of students is seen. • Implementation of the review findings related to the co-ordination structure occurs. • Staff are aware of student learning needs through the whole school transition program. • Students understand and accept the high expectations expected of them for the year ahead.
Year 3	<p>Implementation of consistent engaging delivery of the curriculum based on the WSC Guaranteed and Viable curriculum.</p> <ul style="list-style-type: none"> • Pathways programs, career mapping and mentoring to be implemented school wide. • Continued focus on student leadership and student voice to ensure a stimulating learning environment for all students of the College. 	<p>Increase to state benchmark; the Student Attitudes to School survey Factor mean score for Learning Confidence, Student Distress, Student Morale and Student Safety</p> <ul style="list-style-type: none"> • Students are progressing in relevant pathways from Year 9 through to Year 12 as a result of effective career and pathway programs, subject selection counselling and timetable offerings. • Positive pathways occur for all students College wide. • There is an increase in the number of students who have achieved first round offers at the end of Year 12. • Improvement in connectedness of students is evidenced in relevant threshold data to be at state benchmarks.

Year 4	<ul style="list-style-type: none"> • All staff at WSC to be high quality teachers, engaging students in the learning process. • Review of implemented programs – Learning for Life, • Review of Organisational structure • Review of pathways program • Review of learning streets as productive learning spaces. 	<ul style="list-style-type: none"> • PD Process holds all staff to account, professional conversations are had to acknowledge inconsistent management practices. • Staff opinion survey results in all aspects are positive. • Student Attitudes to School survey results in all aspects are positive.
---------------	--	---

Productivity

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables and individual learning plans – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

Key improvement strategies

Goals

To build the capacity of all staff at Wallan Secondary College in order to develop an equitable, sustainable and high performing teaching and learning environment.

Targets

Parent Opinion Survey General satisfaction to exceed 75% (4th quartile)

School Staff Survey: Maintain the percentage endorsement for Shielding and Buffering at or above 41% (in line with benchmarks) and increase the percentage endorsements for:

- Teacher collaboration from 41% to 50% (State Secondary School Benchmark)

1. Build a high performing outcome focused and accountable leadership team
2. Assess and redevelop leadership and management structures in line with the SSP goals. Ensure role clarity and clear expectations of leaders and individual staff members
3. Implement a Performance and Development Process with a focus on development in line with DET expectations, sharing of best practice amongst staff at WSC, student voice and WSC Non negotiables
4. Develop individual staff Learning Plans which address the roles of the SPP and AIP. Completed as part of the Performance and Development process.
5. Professional learning opportunities for relevant and identified staff via a leadership development program to prepare staff for all leadership and management roles.

	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • All members of the leadership team to be involved in GROWTH coaching professional learning • All leadership members to engage a coach. <ul style="list-style-type: none"> • Develop the 2015-18 School Strategic Plan <ul style="list-style-type: none"> • Develop a school wide professional learning plan which is informed from staff PDPs and the SSP & AIP 	<ul style="list-style-type: none"> • Completion of GROWTH coaching group session • Adoption of individual and team GROWTH coaching sessions on a regular basis • GROWTH coaching model is adapted by all Leadership members and leadership team are regularly being mentored by their coaches. • Implementation of the actions as a result of coaching sessions (at least one action plan per term) • Individual coaches assigned to each Leading Teacher • Successful use of the GROWTH coaching framework when having difficult conversations with staff. • Residential completed and key goals and focus established for the team <ul style="list-style-type: none"> • The 2015- 18 SSP is written and populated to the College community <ul style="list-style-type: none"> • School wide professional learning plan provide professional learning opportunities for all staff.
Year 2	<ul style="list-style-type: none"> • Use of the Student Voice Survey to identify key strategies for building teaching and learning capacity and leadership capacity of staff • Review Learning Area Managers roles • Ensure role clarity and communication of roles and 	<ul style="list-style-type: none"> • Through the PDP process the Principal class are able to identify area of need for PD – these are prioritised and for the Whole School PD plan and are intended to build capacity of all staff. • College Professional Learning Plan developed and

	<p>expectations for all Leaders/Managers</p> <ul style="list-style-type: none"> • Review leadership structure • The sharing of best practice to be common place throughout the College 	<p>communicated to College community.</p> <ul style="list-style-type: none"> • At least one PD per leading teacher to be completed per calendar year. To be included in the 2016 PDP cycle • Align role and responsibilities of Learning Area managers with SSP goals • Implementation of an updated leadership structure to include LALs, SMT as a part of the overall leadership structure • Facilitate staff discussion on clear expectations, publish and promote these, hold staff accountable to these • School wide PD plan to be developed each year, fulfilled and evidence of improved capacity of all staff • Meetings to include 10 minutes administration and the rest of time spent on staff capacity building
Year 3	<ul style="list-style-type: none"> • Continued focus on coaching model for professional conversation. • Identify potential future leaders - leadership and roles that require leadership are sought after • Continued use of the student voice survey to provide teacher feedback. 	<ul style="list-style-type: none"> • Evidence of improved leadership capacity throughout the college • Student voice included in all decision making. • Future leaders identified and provided with targeted professional development and mentoring.
Year 4	<ul style="list-style-type: none"> • Targeted professional development and mentoring of future leaders • Reflection of GROWTH coaching model • Review of all professional learning work undertaken • Review of the SSP 	<ul style="list-style-type: none"> • Staff opinion survey results are positive in the areas of: Parent and community involvement, School level support and coherence.