

School Strategic Plan

Wantirna College

Eastern Metropolitan Region

2013-2016

Endorsement by School Principal	Signed..... (Principal's signature) Name..... Date.....
Endorsement by School Council	Signed..... (School Council President's signature) Name..... Date.....
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....

School Profile

Purpose

Wantirna College is committed to educating our students to be inquiring learners with high levels of literacy and numeracy



Prepared to be global, ethical citizens in the 21st century



Capable of showing resilience and flexibility of thinking



Willing to show initiative and take on challenges throughout their lives

Theories of Action

- are cause and effect statements that encapsulate the research on which this plan is based

If we develop a *common language of teaching* for Wantirna College, *then* teachers will gain more from the professional conversations in which they engage and develop stronger professional efficacy



If teachers document, plan and assess together, **then** both the quality and consistency of teaching will improve



If we articulate the learning goals and success criteria of each lesson to students, **then** we will have created an atmosphere for them to create an inquisitive mind.



If we prioritise the creation, documentation and sharing of inspiring, relevant and challenging curriculum, **then** students will be academically engaged and stretched.



If we develop and adopt a consistent approach to the type of learner we aim to develop, **then** we will increase students metacognitive skills and thus control of their own learning

If we develop *teachers' knowledge of the learning continuum*, and their capacity to intervene with the most appropriate teaching strategy, *then* learning tasks will be more relevant and have more impact on the individuals' learning.



If we commit to formative assessment as a learning strategy, **then** student engagement, learning and achievement will accelerate.



If teachers create learning tasks with the right balance of challenge and achievability for the individual, **then** students will develop academic resilience.



If we continue to develop students' comprehension skills through reading programs in English and across the curriculum, **then** they will more easily access the high level of reading needed for academic success.



If we utilise a variety of data on a student's performance to provide feedback to the teacher, **then** teachers will be better able to track student progress and provide authentic feedback to students

If teachers have *high expectations* of students' capability to learn, and express this through an *authoritative relationship*, *then* students will develop a positive belief in their ability to learn



If we provide a safe and engaging environment, **then** students will be receptive to learning.



If we continue to offer and promote the cocurricular program, **then** students will be more engaged and connected to the College



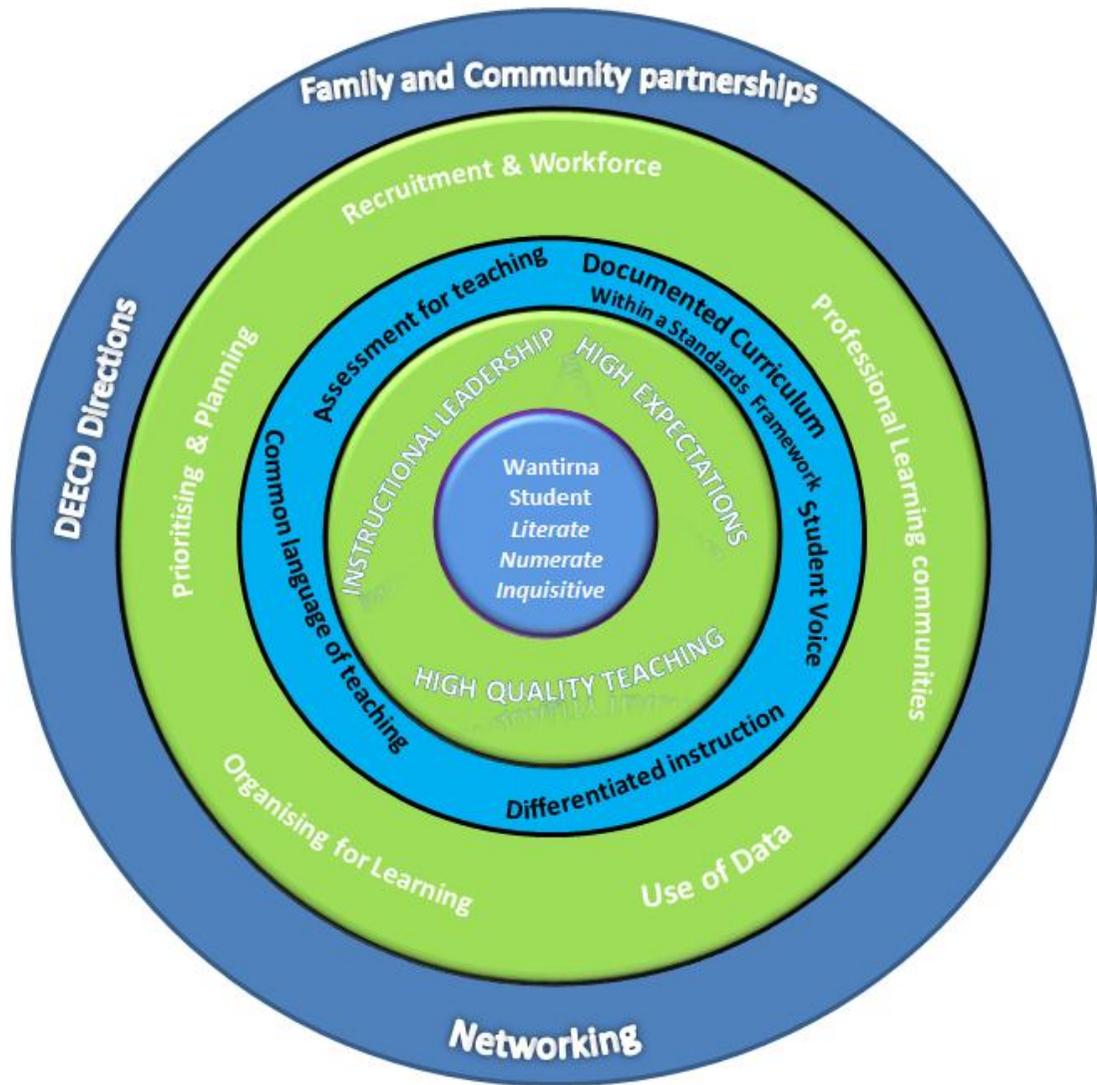
If we strategically teach and utilise higher order thinking strategies, **then** students will be confident to develop, articulate and build on informed opinions.

Values	<p><i>The core value of our College community is</i></p> <p>RESPECT</p> <ul style="list-style-type: none"> • <i>respect for self</i> • <i>respect for others</i> • <i>respect for our community and the environment.</i>
Environmental Context	<p>Social: Community and Demographics</p> <ul style="list-style-type: none"> • A growing student demographic • Enrolment capacity capped at 1500 students, currently 1200, anticipated to grow numbers • Students drawn largely from Local Government Area: City of Knox • 16% of students have a Language background other than English • 19% of families are entitled to receive Education Maintenance Allowance • Staffing profile is stable, but many teachers approaching retirement • The largest group of teachers in the school are at the Expert level - 54% • Parent involvement through College Council, Parents Association and Music Parents Association <p>Educational</p> <ul style="list-style-type: none"> • Flexible Learning spaces used to enhance differentiation, within a discipline based approach • A team based approach to teaching • VCE, VCAL and VET pathways • Part of the Knox Secondary Learning Community incorporating the Knox Innovation, Opportunity and Sustainability Centre (KIOSC) • KIOSC programs used to enhance quality curriculum around sustainability and technology • Formative assessment implemented to provide feedback to teachers on their teaching, to allow for more targeted differentiation • Strong co-curricular music, performing arts and sports programs • International Student program <p>Technological</p> <ul style="list-style-type: none"> • All staff have notebooks which are used for planning, assessment and administrative purposes

- 1:1 Computer program for student computers through parent contribution at Years 10 to 12
- Substantial access to desktops, laptops and netbooks for all students to facilitate integrated use across the curriculum
- Interactive Whiteboards and Digital projectors in about 60 % of rooms
- Portal used by staff and students to facilitate communication around educational programs
- Proficiency in using portal for teaching and learning developing. Growing use of Web 2 tools

Environmental- Grounds and Facilities

- \$8 million building project completed giving new Performing Arts Precinct, new classroom blocks, The Orchard cafeteria, outdoor recreational spaces
- Science and Language Centre
- Well maintained brick, core buildings in a landscaped garden setting with a focus on differentiated recreational spaces for students
- Year 7 Flexible Learning Centre (Mason House) to promote differentiated curriculum
- Literacy Centre of Excellence (Byrne House) to promote team teaching and differentiation in English and integration of Quicksmart Literacy
- Numeracy Centre of Excellence (Rees House) to promote team teaching and differentiation in Mathematics and integration of Quicksmart Numeracy (Open in 2013)
- Indoor cafeteria, The Orchard, with seating for 170
- The building program has enabled a major move away from portable classrooms
- Multiple staff rooms
- Spacious and well resourced senior study centre and school library
- Two ovals, one shared with the local council



Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ol style="list-style-type: none"> To substantially improve each student's learning in all AusVELS domains. For each student to demonstrate greater than expected growth and development in English and Mathematics learning 	<ol style="list-style-type: none"> Each student to make at least 1.0 AusVELS level progress each year (as measured by teacher judgments and corroborated by other assessment data, eg, VCAA on-demand testing, NAPLAN Year 7&9 converted to AusVELS equivalents in English and Mathematics). Increase the proportions of Year 7-10 students achieving at or above the expected AusVELS Levels to >90% by 2015 (along with targets for A and B grade proportions) Increase the percentage of Year 9 students performing in NAP bands 9 and 10 in reading, writing and numeracy by 2015 (based on 2012 results). Decrease the percentage of Year 9 students performing in the NAP bands 5 and 6 in reading, writing and numeracy by 2015 (based on 2012 results). All VCE Studies to have an Adjusted Score where the Confidence Interval crosses 0 (the zero line) Median Study score at VCE of 31 	<ol style="list-style-type: none"> Affirm a new College purpose statement that incorporates a culture of high expectations Organise to achieve improved student learning outcomes Develop a whole College approach to teachers as diagnosticians Build teacher capacity to deliver the agreed whole College teaching practice and common language of teaching Provide instructional leadership focused on improving teacher practice and student outcomes

	Goals	Targets	Key Improvement Strategies
Student Engagement and Wellbeing	<p>To improve:</p> <ul style="list-style-type: none"> • Student Motivation • Learning Confidence and participation in learning • Connectedness to School . 	<p>Student Attitudes to School Survey 2015 scores for the following measures to demonstrate improvement from the 2012 results:</p> <p>Student Motivation Learning Confidence School Connectedness Classroom Behaviour Teacher Empathy Teacher Effectiveness</p>	<p>Nurture and sustain student cognitive, emotional and behavioural engagement with schooling.</p> <p>Continue with a comprehensive whole school approach to issues of student absence and lateness.</p>
Student Pathways and Transitions	<p>To build personalised pathways into, through and beyond the College to build high expectations and encourage success</p>	<p>All students exiting to positive tertiary education or further training or employment outcomes</p> <p>Parent Opinion Survey – demonstrated improvement from 2012 results</p> <p>Transitions moved to the 3rd quartile</p>	<p>Create personalised pathways tailored to meet the needs and aspirations of each individual student.</p>