

## Wantirna College Strategic Plan 2017-2020

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Sue Bell [date]	.....[name].....[date]	.....[name].....[date]
College Council: Joanne Challinor-Rogers [date]	.....[name].....[date]	.....[name].....[date]
Delegate of the Secretary: Justin Butler [date]	.....[name].....[date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Wantirna College is committed to educating our students to be inquiring learners with high levels of literacy and numeracy:</p> <ul style="list-style-type: none"> <li>Prepared to be global, ethical citizens in the 21<sup>st</sup> century</li> <li>Capable of showing resilience and flexibility of thinking</li> <li>Willing to show initiative and take on challenges throughout their lives</li> </ul>	<p>Respect:</p> <ul style="list-style-type: none"> <li>Respect for self</li> <li>Respect for others</li> <li>Respect for the community</li> </ul>	<p>We have been focusing on improving the quality of teaching for the last two strategic plans, with some success, and it now needs to be taken to the next level and embedded into the daily practice of all. Building the percentage of students in the top two bands of NAPLAN reading and writing is a key focus.</p> <p>NAPLAN data examined during the review showed a direct correlation between higher literacy scores in Year 9 NAPLAN and higher VCE Scores. As having students reach, and exceed, what is considered their potential at VCE is a driving force in our approaches, a strong focus on building literacy and critical and creative thinking is essential.</p> <p>At the same time our school community seeks opportunities for students to excel in a range of cocurricular areas so they are being extended and developing the characteristics of the well rounded adult they will become.</p> <p>To do all of this we need to continue to build the collective capacity of leaders at all levels in the College. The Leading Teachers and Assistant Principals are at the front line of change and improvement, and it is critical they have the necessary skills to think strategically and to make the most of every opportunity.</p>	<p><b>Intent: what is your school trying to achieve?</b></p> <ul style="list-style-type: none"> <li>Improved academic learning outcomes for all students from their current point of knowledge, skills and abilities</li> <li>A broad co curricular program that will allow students to experience success and growth in a number of fields of endeavour.</li> </ul> <p><b>Rationale: Why is this important?</b> Students need both sets of skills to lead productive and fulfilled lives. This is what our community asks of us.</p> <p><b>Focus: What are we prioritising? How will the plan unfold over 4 years?</b></p> <p>Our Performing Arts program is already achieving the goals of its strategic plan, and our sporting program is very well organised and ready for the next stage of improvement.</p> <p>We will continue to prioritise building the knowledge of teachers about best practice teaching and learning, and embed that best practice by rolling out the Curiosity and Powerful Learning program over the next four years.</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)
<p>[DN: Goals are SMART statements that define the outcomes your school is striving to achieve, expressed in terms of student achievement, engagement and/or wellbeing, and that are inclusive of all students.]</p> <p><b>I. Through an increased focus on literacy across the curriculum, all students will demonstrate high learning growth.</b></p>	<p>Excellence in teaching and learning Building practice excellence</p>	<p>[DN: What are the high-level actions your school will undertake over the next four years to achieve your goals and targets? List chronologically from most immediate, short, medium to longer term strategies]</p> <ol style="list-style-type: none"> <li>Develop a plan for the rollout of "Literacy Across the Curriculum"</li> <li>Implement the Literacy Improvement Plan</li> <li>Employ additional teacher to deliver the Fountas &amp; Pinnell reading program at Year 8 level</li> <li>Begin an English Language Centre in-house for International students to ensure they quickly improve their language in all subjects.</li> </ol>	<p>[DN: Associated four-year targets for measuring the successful achievement of your goal. Targets should describe impact on student achievement, engagement and/or wellbeing. This could include specific targets for student cohorts within the school, including high ability, Koorie and refugee. ]</p> <ol style="list-style-type: none"> <li>Increase in the percentage of students in the top two bands of NAPLAN Reading at Year 9 level from 24% to 30% and writing from 9.9% to 20%.</li> <li>Increase the percentage of students achieving high growth between Year 7 and Year 9 in Reading and Numeracy to 30%</li> <li>Increase the percentage of students achieving study scores in VCE over 30 from 48.4% to 60%</li> <li>Increase the percentage of students achieving study scores in VCE over 37% from 10.6% (State 10.4) in 2016 to 15%.</li> <li>Increase study scores in English over 37 from 0.9% in 2016 to State level of 8.6%</li> <li>Increase the median VCE study score to 31.</li> <li>All VCE studies are above 0 on intake adjusted measures</li> <li>PAT Reading &amp; PAT Mathematics data indicating one year's growth in 12 months</li> <li>In the Staff Survey, increase the Academic Emphasis module from a mean of 60.29 in 2016 to 66 – 70. Or move percentage endorsement from 38.4% to the top 25% of schools.</li> </ol>

<p><b>2. Teachers and students work in partnership to create a dynamic learning community where students are supported to develop as curious, creative and resourceful learners who are actively involved in shaping and monitoring their own learning.</b></p>	<p>Positive Climate for Learning <b>Empowering Students and building school pride</b></p>	<p>5. Engage the College in the <i>Curiosity and Powerful Learning</i> program with Monash University</p>	<p>[DN: Associated four-year targets for measuring the successful achievement of your goal. Targets should describe impact on student achievement, engagement and/or wellbeing. This could include specific targets for student cohorts within the school, including high ability, Koorie and refugee. ]</p> <ol style="list-style-type: none"> <li>1. Increase in Collective Efficacy in the Staff Survey to the upper 25% of schools</li> <li>2. Increase in Stimulating Learnin in ATSS in Yrs 7 to 12 from factor 2.95 in 2016 to 4.00</li> <li>3. Increase in Learning Confidence in ATSS in Yrs 7 to 12 from factor 3.53 in 2016 to 4.00</li> <li>4. Increase Teacher Effectiveness in ATSS in Yrs 7 to 12 from 3.45 in 2016 to 4.00</li> <li>5. 100% of teachers using Powerful Learning teaching strategies such as Learning Intentions and Success Criteria</li> <li>6. Planned lessons have a 'curiosity' hook /focus</li> <li>7. Attendance above the State average</li> </ol>
<p><b>3. Ensure a focus on student wellbeing, which builds a stable platform to enable individuals to gain the most possible from the academic and cocurricular programs.</b></p>	<p>Positive Climate for Learning <b>Empowering Students and building school pride</b></p>	<ol style="list-style-type: none"> <li>6. Review the Student Behaviour Policy and associated practices to ensure we live an aligned emotional intelligence approach</li> <li>7. Engage with the Respectful Relationships program</li> <li>8. Review the scope and sequence of the 6 year Mentor Program to ensure it is supporting student wellbeing initiatives, study skills and pathways development</li> <li>9. Provide a series of prevention and intervention needs-based programs in relation to wellbeing issues.</li> <li>10. Investigate the possibility of increasing time to the Heath subject in Year 8 &amp; 9</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase in student perception of Student safety in the ATTSS</li> <li>2. Increase in student Connectedness to the school in the ATTSS</li> <li>3. Increase in Student Morale in the ATTSS</li> <li>4. All processes to do with student management align with emotional intelligence</li> <li>5. All new staff are inducted to our EQ approach</li> <li>6. Respectful Relationships adopted as a whole of College approach.</li> <li>7. Mentor Program Score and Sequence redeveloped</li> <li>8. Review of Health allocation of time completed and recommendations adopted.</li> <li>9. A schedule of needs based programs is advertise and implemented each year</li> </ol>
<p><b>4. Build the leadership capacity of our leaders</b></p>	<p>Professional leadership <b>Building leadership teams</b></p>	<p>11. Develop a Leadership Development Program for all teachers in Leadership roles</p>	<ol style="list-style-type: none"> <li>1. Course developed and run</li> <li>2. 15% of teachers involved in volunteer leadership programs in first year, rising to 50% over the four years</li> <li>3. Staff survey results for Professional Learning module component increase from 68.12 mean in 2016 to 75. Or increase in Percentage endorsement from 55.1% in 2016 to 60%.</li> </ol>
<p><b>5. Acquire and distribute resources to support school goals and improvement strategies</b></p>		<ol style="list-style-type: none"> <li>12. Develop plans for a new school gymnasium</li> <li>13. Utilise Equity Funding to have the greatest impact</li> <li>14. Progressively reduce the SRP salary deficit</li> </ol>	<p>[DN: Associated four-year targets for measuring the successful achievement of your goal. Targets should describe impact on student achievement, engagement and/or wellbeing. This could include specific targets for student cohorts within the school, including high ability, Koorie and refugee. ]</p> <ol style="list-style-type: none"> <li>1. Plans developed for new gymnasium</li> <li>2. Funding sources identified and in place</li> <li>3. Gymnasium begun</li> <li>4. Equity funding targeted at improving learning outcomes as evidenced by QS Literacy and QS Numeracy and Fountas &amp; Pinnell growth data</li> <li>5. Salary Deficit in a state of balance, utilising other sources of funding</li> </ol>