

School Strategic Plan 2020-2024

Wantirna College (8428)



WANTIRNA
COLLEGE

Submitted for review by Kevin Murphy (School Principal) on 14 December, 2020 at 04:33 PM

Endorsed by Justin Butler (Senior Education Improvement Leader) on 20 January, 2021 at 04:53 PM

Endorsed by Kevin Van Grondelle (School Council President) on 24 January, 2021 at 09:42 PM

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<p>School vision</p>	<p>Values, Philosophy and Vision</p> <p>We place a strong emphasis on values and emotional intelligence. Our core College value is respect with an emphasis on respect for self, respect for others and respect for the community and the environment. Our curriculum, programs and approaches are designed to allow us to educate our students to be inquiring learners with high levels of literacy and numeracy who are:</p> <ul style="list-style-type: none"> • 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
<p>School values</p>	<p>Wantirna College's values are centred on RESPECT.</p> <p>Respect:</p> <ul style="list-style-type: none"> • Respect for self • Respect for others • Respect for the community <p>We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us and their ability to learn.</p> <p>We model and demonstrate kindness and take every opportunity to help others that may be in need.</p> <p>Our College Moto is: We strive, we achieve, we excel.</p>
<p>Context challenges</p>	<p>The Panel found student voice and agency was embedded through student leadership programs. Student leaders effectively communicated ideas and opinions and influenced curriculum and change across the college. However, evidence of student voice and agency varied in classroom learning and teaching. The Panel suggested future focus on student voice and agency in learning to empower students as partners in their learning.</p> <p>The Panel determined that the college focus on learning and teaching was strengthened through strategic planning and implementation of whole-school professional learning to embed practice excellence. A restructured leadership team enabled an improvement framework to be developed that encompassed a curriculum continuum to be delivered through Wantirna 21+, an instructional model to guide learning and teaching and developmental assessment to track and give students agency over their</p>

	<p>progress. An area for future focus suggested by the Panel was strengthened instructional leadership and feedback for staff to build their practice.</p> <p>The Panel found the college had in place a number of programs and processes to cater for the individual learning needs of students although some mainstream classes did not cater fully for the range of student learning needs. The Panel endorsed the strategic approach adopted by the college that led to documenting a student-centred instructional model and commencement of developmental assessment. The Panel found this approach provided the framework for meeting the learning needs of each student.</p>
<p>Intent, rationale and focus</p>	<p>The Panel found improvement in above benchmark growth in reading and writing. However there were some fluctuations in learning outcomes and performance below similar schools, particularly in the percentage in the top NAPLAN bands at Year 9 for reading, below benchmark growth for reading, above benchmark growth for numeracy and the percentage in the lower two bands for writing. VCE English and the All Studies means showed decline. The Panel therefore suggested a goal to maximise learning growth for every student. This allows all students regardless of their ability the opportunity to have success in their learning. In particular, we need a more sustained and focussed approach on stretching students at the "top end". The shift to developmental assessment is key to making this happen.</p> <p>The Panel evaluation of the FISO dimension, Empowering students and building school pride, showed that the school had made progress to embed student voice, agency and leadership and was overall at the evolving stage. However, the Attitudes to School Survey data showed a declining trend in positive endorsement of the factor student voice and agency. In addition, it was noted that girls generally rated their confidence and connectedness to school lower than boys. Fieldwork findings indicated that there was inconsistency in the extent that students were empowered as self-regulated learners, and in the extent that students were actively involved in questioning, collaborating, and seeking feedback. The Panel recommended a goal to empower students as confident, self-regulated learners. The data from 2020 indicates we are beginning to have success with improving student/staff relationships, however this progress needs to be sustained.</p> <p>Survey data showed that there was a trend down in the student survey across the SSP and this was particularly evident for teacher-student relationships and measures such as respect for diversity and resilience. The need for focus on student wellbeing and improvement of physical and mental wellbeing was heightened during COVID-19. The panel therefore recommended a goal to improve students' wellbeing. The impacts of the 2020 pandemic and its effects on mental health underline the importance of a sustained focus in this area from 2021. The inclusion of the mental health practitioner allows for increased resources to make this a priority.</p>

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Goal 1	Maximise the learning growth of every student.
Target 1.1	By 2024 increase the percentage of Year 9 students above benchmark growth on NAPLAN: <ul style="list-style-type: none">• Reading from 26% (2018-19) to 28%• Writing from 20% (2018-19) to 27%• Numeracy from 15% (2018-19) to 20%.
Target 1.2	By 2024 increase the percentage of Year 9 students in the top two NAPLAN bands: <ul style="list-style-type: none">• Reading from 19% (2018-19) to 24%• Writing from 9% (2018-19) to 12%• Numeracy from 23% (2018-19) to 26%
Target 1.3	By 2024 increase the percentage of students in Year 7, 8 and 9 above age expected levels in reading and viewing, writing and number and algebra. (To be finalised)
Target 1.4	By 2024 improve the VCE All studies mean score from 27.48 (2019) to 29.5.

Target 1.5	By 2024, improve the percentage of VCE English scores over 37 from 4% (2019) to 11%.
Key Improvement Strategy 1.a Instructional and shared leadership	Build the capability of high performing teams and improve instructional leadership.
Key Improvement Strategy 1.b Building practice excellence	Embed a student-centred culture of teaching and learning through targeted professional learning.
Key Improvement Strategy 1.c Building practice excellence	Implement data driven school improvement.
Goal 2	Empower students to be confident, self-regulated learners.
Target 2.1	<p>By 2024 improve the percentage of positive responses for the following factors on the Attitudes to School Survey for Years 7-12.</p> <ul style="list-style-type: none"> • Student voice and agency from 47% (2019-20) to 60% • Sense of confidence from 57% (2019-20) to 65% • Self-regulation and goal setting from 59% (2019-20) to 65%.
Target 2.2	<p>By 2024 improve the percentage of positive responses for the following factors on the School Staff Survey – Teaching and Learning module:</p> <ul style="list-style-type: none"> • Use pedagogical model from 46% (2020) to 66% • Plan differentiated learning activities from 52% (2020) to 66% • Promote student ownership of learning from 49% (2020) to 66%

Key Improvement Strategy 2.a Empowering students and building school pride	Build student voice and agency in their learning.
Key Improvement Strategy 2.b Building practice excellence	Build the capability of all staff to design and facilitate challenging learning.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Create rich learning environments that enhance engagement in learning.
Goal 3	Improve the physical and mental wellbeing of all students.
Target 3.1	<p>By 2024 improve the percentage of positive responses for the following factors on the Attitudes to School Survey for Years 7-12:</p> <ul style="list-style-type: none"> • Advocate at school from 60% (2019-20) to 65% • Sense of connectedness from 59% (2019-20) to 65% • Respect for diversity from 49% (2019-20) to 65%.
Target 3.2	<p>By 2024 improve the percentage of positive responses for the following factors on the School Staff Survey - School Climate module:</p> <ul style="list-style-type: none"> • Collective efficacy from 50% (2019-20) to 60% • Trust in students and parents from 50% (2019-20) to 60%.

Target 3.3	By 2024 improve the percentage of positive responses on the Parent Opinion Survey for student development from 78% (2019) to 80%.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Build a college culture that embraces inclusivity, diversity, and respectful relationships.
Key Improvement Strategy 3.b Empowering students and building school pride	Enable advocacy for all students.
Key Improvement Strategy 3.c Health and wellbeing	Develop and implement a preventative approach to physical and mental wellbeing.