

Wheeler's Hill Secondary College

School Strategic Plan –Semester 1, 2007 to end of Semester 2, 2010 (inclusive)

Purpose and Values: vision statement and values that we already have:

Our Vision:

Wheeler's Hill Secondary College **empowers all students to achieve success** and be **confident, valuable citizens**.

This is accomplished within a **caring and engaging teaching and learning community**.

The values and beliefs underpinning our operation are:

Respect

- For ourselves
- For the environment
- For our shared future
- For the local and global community

Integrity

- In our thinking
- In our intentions
- In our actions

Learning

- Continuous improvement
- Commitment
- Creativity
- Flexibility
- Risk taking

The positive learning environment will be characterised by:

Students

- Are experiencing success in their learning
- Are happy to be at school
- Are inquisitive, motivated and optimistic about their future

Staff

- Enjoy teaching and love working with young people
- Are happy, secure, stimulated in their jobs
- Teaching practice recognizes the different learning needs of all students
- Are highly professional and committed to a whole school team approach to the achievement of College goals and priorities
- Believe that all students can learn and are committed to the success of all students.

Environment

- Buildings and grounds that enable all students and staff to learn, work and play in a pleasant and stimulating environment
- Facilities, equipment and learning technologies are first rate and consistently upgraded

Ethos

- The ethos and culture value learning, artistic achievement, co-operation, friendship, loyalty, fairness and commitment to the rights and needs of others
- The working, learning and recreational environment recognizes everyone's right to success and enjoyment
- Parents, staff, students and other members of the College Community collaborate and work together to ensure a continuous process of improvement in every aspect of College operations.

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
Goals	To improve student achievement in English/Maths Year 7-10 and all studies in VCE (>10 students) through enhanced teaching and learning practices	To improve student engagement in learning and connectedness to school at years 7-10	Improve student pathways and transitions (Year 7-12) through greater opportunities and self awareness.
<p>Targets</p> <ul style="list-style-type: none"> • Improvement in AIM matched and school cohort AIM results (all areas) between Year 7 and Year 9 of 1.0 VELs level. • Improve the percentage of students achieving 40+ in VCE to greater than 7%. • Improvement in all VCE subjects (>10 students) school mean scores to 30. • All study score to indicate 'value add' from GAT to individual study scores. • 75% of students achieving at or above the expected VELs standards at each year 7-10. • 20% of students achieving above expected VELs standards at each year level 7-10 in Maths/English. • Improve attendance rates at all Year Levels to at least equivalent to State average. • Improved Student Attitudes School Survey variables to a school mean of 4.0 (teacher effectiveness, teacher empathy stimulating learning, school connectedness, learning confidence and classroom behaviour). • Improved results in Staff Organisational Health Survey to state means for supportive leadership, role clarity, learning, PD, engagement, curriculum coordination, student decision making, effective discipline policy. • Improved Parent Opinion Survey variables for classroom behaviour & parent input to state means. • Improve real retention rates at Year 7-10 to at least equivalent to State Average. • Reduce number of students leaving education for short term employment in years 10, 11 and prior to completion of year 12 by 30%. • Reduce number of students leaving education and training for short term employment in years 10, 11 and Year 12 (prior to completion) by at least 20%. 			

Key Improvement Strategies

Improve Teaching & Learning practice by:

Developing a performance and development culture that explicitly supports the school's values, beliefs and actions so as to enhance quality of teaching.

- Embedding Principles of Learning & Teaching across the whole school.
- Develop structures, processes and action plans to support a team and whole school approach to teaching and learning.
- Using data (including student achievement – VELs, AIM, VCE; staff, student and parent opinion) to inform future planning and identified areas for improvement.

Develop a whole school curriculum program that embeds VELs by:

- Developing and implementing a curriculum program ensuring that the personal, social, interpersonal and interdisciplinary strands/domains are integrated into the disciplinary strand/domains.
- Review assessment and reporting practices in all domains.
- Develop improved systems for identifying appropriate pathways based on student needs and interest.

Embed a culture of high student expectations across the whole school by:

- Developing and implementing a whole school approach to student wellbeing and student management.
- Setting high expectations for students in academic, personal, social, interpersonal areas.
- Embed a culture of high expectations in
 - academic pursuits
 - social behaviour
 - work habits
 - school environment inside and outside the classroom
 - interpersonal development
- Review and implement programs, strategies to enhance the development of relationships and interactions between students-students, students-staff.

Environmental Context

Social – community and demographics

Wheeler's Hill Secondary College is located in the City of Monash in the eastern suburbs of Melbourne and was established in 1980. Each Year Level cohort has been formed from approximately 30 primary schools upon secondary college entry, with students coming from a wide range of geographic areas to attend the College. Student families are from a broad range of socio economic backgrounds and comprise 42 different nationalities. 14% of families enrolled receive the Educational Maintenance allowance.

The College fosters and nurtures:

- ◆ Attributes such as independence, flexibility, confidence and adaptability.
- ◆ Strong communication and effective social skills.
- ◆ An awareness of social, environmental and cultural issues.
- ◆ Values of integrity, honesty, compassion and tolerance
- ◆ Student leadership in a variety of contexts across the College.

Parental involvement centres upon participation in College Council and its sub-committees, voluntary assistance in the college run canteen and assistance at sporting carnivals, within the College Library, second-hand uniform sales and with the annual second-hand book sale.

Environmental

The College recently underwent significant physical redevelopment which has meant that the College has state of the art facilities that fully support student learning. This redevelopment included:

- A modern library facility to support learning and research and is the central 'hub' of the College
- Four fully equipped computer laboratories with leading edge equipment and software
- A new Science Centre catering for the three major science strands of Biology, Chemistry and Physics
- A Food Technology Centre with modern kitchens
- New Wood and Metals/Plastics Technology areas

This along with the redevelopment of a new administration and staff work area has enabled a conducive working environment for staff and students alike. The College grounds have undergone continual development and will continue to be a focus throughout the period of this strategic plan. The College has applied for Commonwealth Government 'Investing in our Schools' funding to further support the outdoor learning environment – specifically to create an outdoor learning 'space' within the Canteen Courtyard. In 2006, the College committed to improving the learning environment of Year 7 students and consequently funded a Year 7 Learning Centre. This centre has provided an excellent facility for Year 7 students to begin their learning journey within the College and caters for flexible curriculum delivery.

Local community groups make good use of our facilities after hours using - classrooms, the gymnasium and the college oval for sporting and academic activities.

Educational

College programs have been developed to provide the best possible learning opportunities for all students. As students progress through the College they develop skills through these programs that lead to strong results at VCE and VCAL to equip students to take their place in the community. Programs such as debating, instrumental music, performing arts and sporting programs provide opportunities for students to develop particular skills outside the mainstream classroom.

The College has a strong pastoral care program supported by a Student Welfare Coordinator, home groups and sub-school teams at each year level. The Pastoral Programs complement the strong academic tradition of the College. A strong emphasis on development and nurturing of leadership skills is a focus of Wheelers Hill Secondary College and programs and structures are in place to enable this.

Students are developed throughout their years at Wheelers Hill Secondary College. This is demonstrated through ongoing developmental work with students that broadens their experiences. Specific programs at each Year Level address development through this learning journey.

- 'Fantastic Futures' at Year 7 incorporates interdisciplinary curriculum and has been developed to enhance the learning of students through large and small group activities based on current best teaching and learning practices.
- The 'Personal Best' program at Year 8 provides students with the opportunity to participate in a program that promotes independent learning and allows them to enhance their connectedness to the College through the development of their own interests.
- 'Challenge' and the 'City Centre Experience' at Year 9 develops their awareness of self and links with the Melbourne community.
- 'Pathways to a Real Future' at Year 10 allows students to explore an array of career and personal pathways through experiential learning.
- Study Skills at Year 11 and Year 12 provide an emphasis on the development of skills which will enable them to improve their academic outcomes and enhance their connectedness with their peers and teachers.
- The College has a broad elective program at Years 9 to 12, with students given access to advance studies in their chosen area.

The College has embraced a number of programs such as 'Innovations and Excellence', 'Australian Quality Teacher Program', 'Principles of Learning and Teaching' (PoLT) and 'Boys in Education' to build the capacity of every teacher. A number of staff have been involved in Teacher Professional Leave which has enabled, through professional reflection on College practices, the development of such program improvements as 'Pathways to a Real Future' at the Senior School and 'Fantastic Futures' at Middle School. The involvement in such programs allows students to develop individual pathways through the enhancement of self-awareness and greater opportunity.

A significant number of staff have been at the College for many years and are now at the Expert Teacher and Leading Teacher levels. This represents an enormous pool of knowledge and experience upon which to draw. The staff provide excellent teaching and learning experiences for

our students and they are positive about their own professional growth. The leading teachers form a dynamic team that leads planning and implementation of the strategic direction of the College.

Technological

The College has provided a very rich environment for the use of electronic learning devices. Specifically a significant amount of annual funding is provided to keep our classrooms current with the ever-developing technology of the modern world. This incorporates hardware, software and networking needs.

The most recent acquisitions have been three 'TEAM BOARDS' – Interactive White Boards, digital projectors and other supporting equipment that have been set up in our 'E-Learning Centre' and Year 7 Centre. Staff have begun working on strategies for use of these boards with their students. As with other Information and Communications Technology (ICT), this development will provide the opportunity to develop activities appropriate to a range of student learning styles. The interactive nature of the equipment enables real time learning and opportunities for student direct participation in a more open ended learning process.

The College has a modern and dynamic 'INTRANET' that is actively used by students, teaching staff and administration staff from within the College and from their home computer via the internet. This is a powerful tool which underpins effective communication, by sharing resources, promoting student work, ensuring classroom materials are available, and ensuring currency of documentation.

The College is committed to ensuring that our ICTs are up-to-date and support teachers as they adopt appropriate pedagogies for the digital environment. An equipment update and replacement program is in place to ensure that the teaching program is supported by appropriate hardware, software and infrastructure. At present there are five computer laboratories and seven computer pods. These are supported by sophisticated network with fibre backbone that provides high speed connectivity and should provide for College data needs for many years. Emerging technologies & software are reviewed, trialled and adopted as required. For example, the College is presently trialling the use of laptops in the Year 7 Centre, as an alternative to laboratories.

By using ICTs, a wider range of teaching modes can be adopted and adapted for different types of learning goals. It acknowledges the digital environment of work, entertainment and communication which is relevant to our students and wider school community. In striving to build an effective teaching and learning environment, ICTs are used to

- Support interactive learning in a vital and challenging environment
- Enable students to be involved in a wider range of collaborative activities.
- Provide collaboration in the wider community eg via video conferencing
- Develop and implement VELs initiatives.
- Develop interpersonal skills eg via use of Discussion Boards.
- Enable new and appropriate assessment to occur.

Signatures

SIGNED by the Principal

Name [INSERT NAME]

Date / /

SIGNED by the School Council President

Name [INSERT NAME]

Date / /

SIGNED by the Regional Director (or nominee)

Name [INSERT NAME]

Date / /