

School Strategic Plan 2018-2021

Wellington Secondary College (8462)



Submitted for review by Edward Blaikie (School Principal) on 05 October, 2018 at 10:41 AM

Endorsed by Allen McAuliffe (Senior Education Improvement Leader) on 24 October, 2018 at 09:11 AM

Awaiting endorsement by School Council President

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School vision	<p>Wellington Secondary College is committed to every student achieving their potential by:</p> <ul style="list-style-type: none">• Providing stimulating, supportive and safe learning environments in and out of school hours in all school activities by employing evidence-based educational theory and practice.• Encouraging positive relationships based on tolerance and respect for individual differences and needs.• Empowering students to take responsibility for their own learning and safety and to develop as resilient life-long learners and proactive global citizens in the 21st Century. <p>Wellington Secondary College has a zero tolerance to bullying and child abuse.</p>
School values	<p>The culture of Wellington Secondary College is built on “The Wellington Way” – an iconic creed that draws on the key words of our motto – “Caring, Striving Learning”. This underpins everything we do.</p> <p>These core values and beliefs highlight achievement, excellence, learning, caring, curiosity, respect and responsibility, perseverance, integrity, inclusiveness, respect for diversity, honesty and equity for and within our community. We believe that “The Wellington Way” mirrors and supports the 7 Core DET Values.</p> <p>Sitting at the centre of our work, the school believes in high expectations in all students and a commitment to hard work.</p> <p>Wellington encourages the participation of our students, teachers and parents and carers in developing and maintaining safe and inclusive learning environments.</p>
Context challenges	<p>Wellington Secondary College is a large, single campus, multi-cultural secondary college in the South Eastern suburbs of Melbourne:</p> <ul style="list-style-type: none">• Our current enrolment is over 1850, and as we only have 3 primary schools within our local boundaries, our student cohort is drawn from a very wide catchment area.• Over 60 languages are spoken amongst our families, however in recent years there has been the beginning of a shift from a South East Asian student cohort to one from Continental Asia. Our parent cohort is passively engaged and supportive of the school.• We support a large accredited International Student Program which is strongly aligned with our local community. As part of

	<p>this program we have an English Language Centre on campus.</p> <ul style="list-style-type: none"> • In 2019, we will open a new building incorporating an Administration and Resource Hub, along with a number of 21st Century learning spaces. This project is part of our ongoing commitment to providing our students with state of the art facilities. These new buildings will add to the previous renewal of our buildings and classrooms in 2010. <p>Our commitment to building Literacy remains strong – both within the school and across the system and we have a highly structured approach to making a difference in Literacy outcomes.</p> <p>Currently we are supporting Albany Rise Primary School, our local primary school and with Wodonga Senior Secondary and Wodonga Middle Years Schools through the DET driven School Improvement initiative. We are actively building a strong relationship with the Monash Tech School.</p>
<p>Intent, rationale and focus</p>	<p>Through our vision, values and beliefs, our aim is to prepare young people to become active, engaged and responsible citizens of the local and global community.</p> <p>Our Strategic Plan Goals will prepare students to contend with a very dynamic 21st Century in which creativity, communication, collaboration, connectedness to the world and adaptability are key features. The school aspires to provide a contemporary approach to teaching and learning in its purposeful learning environment.</p> <p>Specifically, we believe that If the school further embeds its instructional model, combined with consistently implemented high impact teaching practices and the effective use of data, then student outcomes will improve.</p> <p>Further, we believe that If the school develops and embeds a greater understanding of empowering students as learners, then student agency and learning outcomes will improve.</p> <p>Although our socio-economic index is high, we are a very high performing school – we are proud to be a flagship school in Victoria’s Education State.</p> <p>Over the last 4 years significant reform has taken place through the development of a Wellington Instructional Model, built collaboratively with staff and now embedded in our expectations and teaching practice.</p> <p>The challenge for the next 4 years will be to continue to build consistency in pedagogy, to ensure that every student in every class has the opportunity to build their skills and prepare themselves for the world of the 21st Century.</p> <p>We have recognised that developing student voice and agency in their learning will provide significant support for teachers in building their capacity to ensure that students are actively engaged in their own learning.</p>

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Goal 1	To optimise learning growth and achievement for every student.
Target 1.1	By 2022 the percentages of high relative growth years 7-9 in reading will increase (from 24% to 30%), writing (from 24% to 30%), and numeracy (from 31% to 35%).
Target 1.2	By 2022 the percentages of 37+ VCE study scores will increase from 13% to 14%.
Target 1.3	By 2022 the percentages of positive responses in the staff survey will increase for collective efficacy (from 55% to 65%), and academic emphasis (from 57% to 65%).
Key Improvement Strategy 1.a Building practice excellence	Develop evidence-based practice excellence for all staff.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capacity to utilise data and a range of assessment strategies to teach to each student's point of need.
Goal 2	To empower every student to take ownership for their learning as 21st century global citizens.
Target 2.1	By 2022 the percentages of positive responses for years 7-9 in the AtSS effective teaching practice domain will increase for differentiated learning challenge (from 52% to 60%), stimulated learning (from 55% to 65%), and teacher concern (from 36% to 50%), and for learning confidence (from 64% to 70%). For years 10-12 the percentages of positive responses will

	increase for differentiated learning challenge (from 58% to 65%), stimulated learning (from 58% to 65%), and teacher concern (from 38% to 50%), and for learning confidence (from 61% to 70%).
Target 2.2	By 2022 the percentages of positive responses in the staff survey will increase for teacher collaboration (from 45% to 50%), staff trust in colleagues (from 57% to 65%), and parent and community involvement (43% to 50%).
Target 2.3	By 2022 the percentages of positive responses in the parent survey will increase for parent participation and involvement (from 65% to 70%), student motivation and support (from 61% to 70%) and for student agency and voice (from 75% to 80%).
Key Improvement Strategy 2.a Empowering students and building school pride	Build student understanding of themselves as interdependent learners.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Articulate and implement 21st century learning and skills.
Key Improvement Strategy 2.c Empowering students and building school pride	Build an engaged, whole school community of learners.