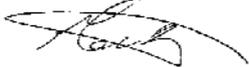


# School Strategic Plan for Wellington Secondary College 8462

2015 - 2018



<p>Endorsement by School Principal</p>	<p>Signed: </p> <p>Name: Hugh Blaikie Date: 17 February 2015</p>
<p>Endorsement by School Council</p>	<p>Signed: </p> <p>Name: Merih Acar Date: 17 February 2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed: </p> <p>Name: R Stephens (NEVR) Date: 17February 2015</p>

## School Profile

<b>Purpose</b>	<p>“Wellington Secondary College is committed to maximising the potential of every individual by:</p> <ul style="list-style-type: none"><li>• <b>Providing a stimulating, supportive and safe learning environment incorporating sound educational theory and practice.</b></li><li>• <b>Encouraging positive relationships based on tolerance and respect for individual differences and needs.</b></li><li>• <b>Empowering students to take responsibility for their own learning and to develop as resilient life-long learners and good citizens.”</b></li></ul> <p>Our school’s vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. It aims to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, 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>Wellington values achievement and excellence in learning, caring, curiosity, empathy, respect and responsibility in our relationships, honesty, integrity, equity, inclusiveness and respect for diversity as fundamental to our belief system. At the core of our vision, the Wellington community believes in high expectations for all students and a commitment to perseverance and hard work.</p>

<p><b>Values</b></p>	<p>The “Wellington Way” is the key shaper and driver of student, parent, community and staff expectations and behaviour. It is espoused and represented through:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>The College Motto</b></p> <p><b>‘Caring’ (for others)</b> Tolerance for others, helpfulness and co-operation are valuable qualities for all students</p> <p><b>‘Striving ‘ (for success)</b> Goal setting, hard work and commitment are important requirements for personal success</p> <p><b>‘Learning’ (for life)</b> Education is a lifelong process and a right that should not be hindered by inappropriate behaviour</p>  </div> <div style="width: 45%;"> <p><b>The College Crest</b> <i>The crest was updated in 2001 and is now stylised</i></p> <p><b>‘Circle’</b> Symbolises the nature of education that is all encompassing and never ending. The clasped circle represents the concept of caring, respect and working together</p> <p><b>‘Tree’</b> Illustrates the history of the Mulgrave District that was originally cultivated as fruit orchards</p> <p><b>‘Birds of Flight’</b> Depicts striving for success as well as portraying the ‘Vanellus’ (Spur Wing Plover)</p> <p><b>‘Book’</b> Is the traditional symbol for learning and knowledge</p> </div> </div>
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<b>Environmental Context</b>	Wellington Secondary College is a large co-educational school located in the city of Monash that provides programs for students in years 7 to 12. The College has over many years had a strong and consistent student population growth with a current student enrolment of over 1600. The cultural diversity of the College is one the most prominent in Melbourne. Additional to the local intake, the College possess a flourishing International Program of close to one hundred students. The Wellington community includes over 150 teaching and support staff.
<b>Service Standards</b>	Wellington Secondary College prides itself on the quality service it provides to the community. In particular: <ul style="list-style-type: none"> <li>• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</li> <li>• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan.</li> <li>• The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</li> <li>• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>• All students will receive instruction that is adapted to their individual needs.</li> <li>• Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</li> <li>• Students will play an active part in the development and review of the school’s behaviour policies.</li> <li>• All teachers will provide timely and targeted feedback to students on their work.</li> </ul>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies									
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.									
<p><b>Achievement</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential</p>	<p><b>Improve learning outcomes for all students from all levels and ability groups across the College so that they can achieve their full potential.</b></p>	<table border="1"> <thead> <tr> <th>NAPLAN Year 7-9 Relative Growth – Low Category</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>26.0</td> <td>21.0</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	NAPLAN Year 7-9 Relative Growth – Low Category	2014	2018	Writing	26.0	21.0				<ul style="list-style-type: none"> <li>• Build alignment in the Instructional practices across the College by developing a WSC Instructional Model for Years 7-12</li> <li>• Build teacher capacity to collect and interpret data</li> </ul>
NAPLAN Year 7-9 Relative Growth – Low Category	2014	2018										
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foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.

<b>NAPLAN Year 7-9 Relative Growth – High Category</b>	<b>2014</b>	<b>2018</b>
<b>Numeracy</b>	<b>39.9</b>	<b>42.0</b>
<b>Writing</b>	<b>19.5</b>	<b>24.5</b>

<b>VCE Mean Study Score</b>	<b>2014</b>	<b>2018</b>
<b>All Studies</b>	<b>29.2</b>	<b>30.0</b>

<b>ePotential Staff Survey</b>	<b>2014</b>	<b>2018</b>
<b>Teaching and Learning</b>	<b>51% (Innovative)</b>	<b>80% (Transformative)</b>
<b>Assessment and Reporting</b>	<b>48% (Emerging)</b>	<b>75% (Innovative)</b>

<b>AusVELS Teacher Judgements – Ave % A's of English dimensions per Year Level</b>	<b>2014</b>	<b>2018</b>
<b>Year 7 English</b>	<b>3</b>	<b>6</b>
<b>Year 8 English</b>	<b>1</b>	<b>6</b>
<b>Year 9 English</b>	<b>2</b>	<b>6</b>
<b>Year 10 English</b>	<b>2</b>	<b>6</b>

to inform teaching and learning of the needs of all students across the College

- Build teacher capacity to make consistent and accurate assessment judgements of all students across the College
- Improve Literacy outcomes for all students at all levels, especially Years 7 to 10

<p><b>Engagement</b></p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p><b>Create a stimulating and challenging learning environment that supports self-actualised 21st century learners.</b></p>	<table border="1"> <tr> <td><b>Student Attitudes To School Survey – Mean Factor Score</b></td> <td><b>2014</b></td> <td><b>2018</b></td> </tr> <tr> <td><b>Stimulating Learning</b></td> <td><b>3.29</b></td> <td><b>3.35</b></td> </tr> <tr> <td><b>Learning Confidence</b></td> <td><b>3.81</b></td> <td><b>3.85</b></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <table border="1"> <tr> <td><b>Parent Opinion Survey – Mean Factor Score</b></td> <td><b>2014</b></td> <td><b>2018</b></td> </tr> <tr> <td><b>Learning Focus</b></td> <td><b>5.64</b></td> <td><b>5.75</b></td> </tr> <tr> <td><b>Social Skills</b></td> <td><b>5.48</b></td> <td><b>5.55</b></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <table border="1"> <tr> <td><b>School Staff Survey – % Endorsement</b></td> <td><b>2014</b></td> <td><b>2018</b></td> </tr> <tr> <td><b>School Climate – Parent and Community Involvement</b></td> <td><b>38</b></td> <td><b>50</b></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	<b>Student Attitudes To School Survey – Mean Factor Score</b>	<b>2014</b>	<b>2018</b>	<b>Stimulating Learning</b>	<b>3.29</b>	<b>3.35</b>	<b>Learning Confidence</b>	<b>3.81</b>	<b>3.85</b>				<b>Parent Opinion Survey – Mean Factor Score</b>	<b>2014</b>	<b>2018</b>	<b>Learning Focus</b>	<b>5.64</b>	<b>5.75</b>	<b>Social Skills</b>	<b>5.48</b>	<b>5.55</b>				<b>School Staff Survey – % Endorsement</b>	<b>2014</b>	<b>2018</b>	<b>School Climate – Parent and Community Involvement</b>	<b>38</b>	<b>50</b>				<ul style="list-style-type: none"> <li>• Increase student cognitive engagement with learning and capacity to be more independent, active and resilient learners.</li> <li>• Develop enhanced student pathways and key transitions as they move through the school.</li> <li>• Increase parent and community engagement and connection with the College</li> </ul>
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<p><b>Wellbeing</b></p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p><b>Foster a safe and inclusive environment for all students that supports diversity and positive relationships and promotes empathy and life readiness now and beyond school.</b></p>	<table border="1"> <tr> <td><b>Student Absence Trends (Days per Full Time Equivalent by Year Level)</b></td> <td><b>2013</b></td> <td><b>2017</b></td> </tr> <tr> <td><b>Year 7 -12</b></td> <td><b>10.94</b></td> <td><b>9.0</b></td> </tr> <tr> <td><b>Year 9</b></td> <td><b>14.99</b></td> <td><b>12.99</b></td> </tr> <tr> <td><b>Year 10</b></td> <td><b>14.11</b></td> <td><b>12.11</b></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	<b>Student Absence Trends (Days per Full Time Equivalent by Year Level)</b>	<b>2013</b>	<b>2017</b>	<b>Year 7 -12</b>	<b>10.94</b>	<b>9.0</b>	<b>Year 9</b>	<b>14.99</b>	<b>12.99</b>	<b>Year 10</b>	<b>14.11</b>	<b>12.11</b>				<ul style="list-style-type: none"> <li>• Develop strategies that will improve student attendance.</li> <li>• Investigate, develop and apply proactive programs that promote students' resilience, wellbeing, management of stress and the achievement of an appropriate work/life balance.</li> </ul>																		
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		<b>Student Attitudes To School Survey – Mean Factor Score</b>	<b>2014</b>	<b>2018</b>	
<p><b>Productivity</b> Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p><b>Manage the human, physical and financial resources of the College to support the goals of the WSC Strategic Plan 2015-2018.</b></p>	<b>Distress</b>	<b>5.35</b>	<b>5.40</b>	<ul style="list-style-type: none"> <li>Review leadership structures and functions to maximise achievement of specified Strategic Plan goals.</li> <li>Invest in targeted Professional Learning to facilitate high level knowledge transfer and succession planning in leadership and staff professional learning processes.</li> <li>Invest in new ICT trends to promote innovative use of new technologies by teachers, students and their families</li> <li>Appropriately resource the wellbeing program to cater for the expected increase in size and complexity of the College over the next four years.</li> </ul>
		<b>Morale</b>	<b>5.51</b>	<b>5.60</b>	
		<b>School Staff Survey – % Endorsement</b>	<b>2014</b>	<b>2018</b>	
		<b>School Climate - Collective Efficacy</b>	<b>62</b>	<b>70</b>	
		<b>Professional Learning – Coherence</b>	<b>63</b>	<b>70</b>	
		<b>Professional Learning – Applicability of Professional learning</b>	<b>58</b>	<b>65</b>	
		<b>Professional Learning – Active Participation</b>	<b>45</b>	<b>55</b>	
		<b>% of parents across the College who use Compass on average at least once per week.</b>	<b>15</b>	<b>70</b>	

## School Strategic Plan 2015- 2018: Indicative Planner

<b>Key Improvement Strategies</b>		<b>Actions</b>	<b>Achievement Milestone</b>
<b>Achievement</b> <ul style="list-style-type: none"> <li>• Build alignment in the Instructional practices across the College by developing a WSC Instructional Model for Years 7-12</li> <li>• Build teacher capacity to collect and interpret data to inform teaching and learning of the needs of all students across the College</li> <li>• Build teacher capacity to make consistent and accurate assessment judgements of all students across the College</li> <li>• Continue to improve Literacy outcomes for all students at all levels, especially Years 7 to 10</li> </ul>		<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
		<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Create and implement an Instructional Model that is endorsed by the College Community.</li> <li>• Establish the Wellington Classroom Narrative for teachers and students.</li> <li>• Reshape the focus of PLTs to prioritise teaching and learning.</li> <li>• Extend and consolidate the work begun on improving inferential comprehension and develop agreed common understandings of what student good writing is.</li> <li>• Analyse A-E AusVELS data to identify inconsistencies with other data sets</li> <li>• Sample and moderate student work within Domains to assist in building consistent teacher judgements</li> </ul>	<ul style="list-style-type: none"> <li>▪ A documented and live Instructional Model for Effective Teaching is published on the school website and is reflected in teaching pedagogy and evidenced by: <ul style="list-style-type: none"> <li>▪ A published Classroom Narrative</li> <li>▪ Consistent implementation of Learning Intentions across the College classrooms</li> <li>▪ An agreed moderation process documented across domains</li> </ul> </li> <li>▪ Good writing protocols documented</li> </ul>
		<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Embed the Instructional Model in the College pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implementation of a Peer Observation Model.</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Development of Learning Walk protocols.</li> <li>▪ Improved consistency in implementation of moderation in years 7 to 12</li> <li>▪ PDP SMART goals for staff reflect the implementation of the Instructional Model.</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>▪ Review, evaluate and refine the Instructional Model</li> </ul>	<ul style="list-style-type: none"> <li>▪ ‘Learning Confidence’, ‘Stimulating Learning’ and ‘Teacher Effectiveness’ data from the Attitudes to School survey begin to show improvement</li> <li>▪ Adjustments in the Model documented and applied</li> </ul>
	<b>Year 4</b>	<b>TBA</b>	<b>TBA</b>
<b>Engagement</b> <ul style="list-style-type: none"> <li>• Increase student cognitive engagement with learning and capacity to be more independent, active and resilient learners.</li> <li>• Develop enhanced student pathways and key transitions as they move through the school.</li> <li>• Increase parent and community engagement and connection with the College</li> </ul>	<b>Year 1</b>	<ul style="list-style-type: none"> <li>▪ Review and restructure the Middle School curriculum provision in preparation for 2016</li> <li>▪ Target key transition points (Years 6-7, 8-Middle and 10-Senior) and develop programs to enhance student transition</li> <li>▪ Establish protocols and identify areas where parents and broader community can interact</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented changes to Middle School timetable provision by end of Semester one in preparation for 2016</li> <li>▪ Adjustments to Transition programs documented and evaluated.</li> <li>▪ Increase in parent/community activity at school.</li> </ul>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>▪ Implement restructured middle school curriculum and evaluate impact of changes</li> <li>▪ Evaluate transition programs</li> <li>▪ Expand and consolidate contact with parents/community</li> </ul>	<ul style="list-style-type: none"> <li>▪ The beginnings of improved Achievement and Engagement data in Middle and Senior Years</li> <li>▪ Improvement in Parent Opinion data evident</li> </ul>

	<b>Year 3</b>	<b>TBA</b>	<b>TBA</b>
	<b>Year 4</b>	<b>TBA</b>	<b>TBA</b>
<b>Wellbeing</b> <ul style="list-style-type: none"> <li>• Develop strategies that will improve student attendance.</li> <li>• Investigate, develop and apply proactive programs that promote students' resilience, wellbeing, management of stress and the achievement of an appropriate work/life balance.</li> </ul>	<b>Year 1</b>	<ul style="list-style-type: none"> <li>▪ Interrogate attendance data to identify chronic absences and proactively case manage targeted individuals and groups</li> <li>▪ Interrogate Wellbeing/Engagement data to identify middle school groups (girls in particular), re: engagement/disengagement from school and develop response strategies.</li> <li>▪ Develop and expand a socially acceptable ICT usage policy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented case histories and responses in attendance and wellbeing</li> <li>▪ ICT usage policy documented and implemented</li> </ul>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>▪ Continue to develop responses to targeted attendance and wellbeing concerns.</li> <li>▪ Evaluate and adjust ICT usage policy to meet changing nature in technology</li> </ul>	<ul style="list-style-type: none"> <li>▪ The beginnings of Improved attendance and wellbeing data</li> </ul>
	<b>Year 3</b>	<b>TBA</b>	<b>TBA</b>
	<b>Year 4</b>	<b>TBA</b>	<b>TBA</b>
<b>Productivity</b> <ul style="list-style-type: none"> <li>• Review leadership structures and functions to maximise achievement of specified Strategic Plan goals.</li> <li>• Invest in targeted Professional Learning to facilitate high level knowledge transfer and succession planning in leadership and staff professional learning processes.</li> </ul>	<b>Year 1</b>	<ul style="list-style-type: none"> <li>▪ Conduct a Principal class team induction program.</li> <li>▪ Develop Staff professional norms of behaviour aligned with school goals (As part of the development of an Instructional model).</li> <li>▪ Identify and resource PORs according to college priorities (as part of the EBA Consultation process)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principal Class roles and responsibilities developed and documented for all staff.</li> <li>▪ Norms of behaviour documented and incorporated into Staff Induction program.</li> <li>▪ PORs publicised and positions filled in preparation for the 2016-17 cycle.</li> <li>▪ Appropriate COMPASS modules enabled with explanation throughout the year.</li> </ul>

<ul style="list-style-type: none"> <li>Invest in new ICT trends to promote innovative use of new technologies by teachers, students and their families.</li> <li>Appropriately resource the wellbeing program to cater for the expected increase in size and complexity of the College over the next four years.</li> </ul>		<ul style="list-style-type: none"> <li>Increase the availability of Compass modules and services relevant to parents</li> <li>Increase staff ICT capacity through targeted PL using various sources (eg. teachers and students)</li> <li>Increase staffing of the Wellbeing Centre and increase MEA support and outside agencies.</li> </ul>	<ul style="list-style-type: none"> <li>ICT pedagogy enhanced through PL in classes across the school.</li> <li>Key appointments made in Wellbeing (eg Student Welfare assistant and in Student Support (new MEA in Mandarin)</li> </ul>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>Identify Teacher and Leading Teacher capacity to specifically target individuals for local and system leadership succession planning</li> <li>Target specific teachers for PL in identified areas.</li> </ul>	<ul style="list-style-type: none"> <li>Successful applications for local and system wide leadership positions.</li> <li>Professional learning translated into enhanced classroom pedagogy and demonstrated through teacher performance plans.</li> </ul>
	<b>Year 3</b>	<b>TBA</b>	<b>TBA</b>
	<b>Year 4</b>	<b>TBA</b>	<b>TBA</b>