

School Strategic Plan for Weeroona College Bendigo Loddon Mallee Region 2013-2016

Purpose	Values	Environmental Context	Endorsement by School Principal	Signed..... (Principal's signature) Name..... Date.....
<p>Students at Weeroona College Bendigo are actively engaged in their learning which is personalised according to their needs and interests. Our students are independent; know what they need to learn and our teachers challenge and support them to achieve personal excellence.</p>	<p>Respect</p> <ul style="list-style-type: none"> ★ Treating people and things the way we would like to be treated ourselves. <p>Integrity</p> <ul style="list-style-type: none"> ★ Acting honestly and in a trustworthy manner. <p>Personal Excellence</p> <ul style="list-style-type: none"> ★ Doing the best we can by always challenging ourselves. 	<p>Weeroona College Bendigo is currently a year 3 to 10 school with the Primary section being phased out towards the end of the life of this strategic plan. Key factors specific to our school are;</p> <ul style="list-style-type: none"> • Our School Family Occupation Index (SFO) is currently 0.59 • We are one of five schools that are part of the Bendigo Education Plan (BEP) which involves us taking on 39 recommendations and the BEP Teaching and Learning declaration. • After 3 ½ years of being part of a building site with all of the associated disruptions, we are now in a brand new school with 21st century learning spaces. • Our leadership team has been involved with David Hopkins to support school improvement through his Theories of Action. 	<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature) Name..... Date.....</p>
			<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature) Name..... Date.....</p>



Strategic Intent

	Goals	Targets	Key Improvement Strategies																				
Student Learning	To improve learning outcomes for all students through building the capacity of all staff, with a strong focus on literacy and numeracy.	<p>Teacher Judgments - AusVELS</p> <ul style="list-style-type: none"> By 2016, 85% of students in years 7-10 will be at or above the expected level in reading, writing, speaking and listening, number, measurement, chance and data and structure. By 2016, 25% of students in years 7 -10 will be above the expected level in reading, writing, speaking and listening, number and algebra, measurement and geometry, statistics and probability. <p>NAPLAN</p> <ul style="list-style-type: none"> By 2016, 90% of students deemed capable in years 7 and 9 will be achieving at or above the National Minimum Standard for reading, writing and numeracy. By 2016, 30% of students deemed capable in years 7 and 9 will be in the top two bands in reading, writing and numeracy. By 2016, the matched cohort growth on reading, writing and numeracy at years 7 and 9 will be 40 or greater. 	<ul style="list-style-type: none"> ➤ Build a strong and vibrant learning culture within each learning community. ➤ Continued implementation of the Weeroona Lesson Model. ➤ Build quality teacher practice through shared professional learning. 																				
Student Engagement and Wellbeing	<p>To improve student engagement in learning and support students to become confident and independent learners.</p> <p>To improve student wellbeing within a supportive college culture built on respectful relationships.</p>	<p>Student Attendance</p> <p>By 2016 reduce student absenteeism from year 7 to 10:</p> <ul style="list-style-type: none"> Year 7 from 19.7 days absence per student to 15 days per student or less. Year 8 from 24.6 days absence per student to 18 days per student or less. Year 9 from 34.1 days absence per student to 21 days or less. Year 10 from 26.0 days absence per student to 20 days or less. <p>Student Attitudes to School Survey</p> <p>By 2016 the following means for the variables of teacher effectiveness, teacher empathy and stimulating learning to be:</p> <table border="1"> <thead> <tr> <th></th> <th>Teacher Effectiveness</th> <th>Teacher Empathy</th> <th>Stimulating Learning</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>Mean score to be 4.0 or greater (2011 – 3.74)</td> <td>Mean score to be 3.90 or greater (2011 – 3.66)</td> <td>Mean score to be 3.50 or greater (2011 - 3.23)</td> </tr> <tr> <td>Year 8</td> <td>Mean score to be 4.0 or greater (2011 – 3.60)</td> <td>Mean score to be 3.8 or greater (2011 – 3.48)</td> <td>Mean score to be 3.20 or greater (2011 – 2.98)</td> </tr> <tr> <td>Year 9</td> <td>Mean score to be 3.50 or greater (2011 – 3.06)</td> <td>Mean score to be 3.40 or greater (2011 – 2.98)</td> <td>Mean score to be 2.80 or greater (2011 – 2.48)</td> </tr> <tr> <td>Year 10</td> <td>Mean score to be 3.6 or greater (2011 – 3.33)</td> <td>Mean score to be 3.50 or greater (2011 – 3.37)</td> <td>Mean score to be 3.0 or greater (2011 – 2.85)</td> </tr> </tbody> </table>		Teacher Effectiveness	Teacher Empathy	Stimulating Learning	Year 7	Mean score to be 4.0 or greater (2011 – 3.74)	Mean score to be 3.90 or greater (2011 – 3.66)	Mean score to be 3.50 or greater (2011 - 3.23)	Year 8	Mean score to be 4.0 or greater (2011 – 3.60)	Mean score to be 3.8 or greater (2011 – 3.48)	Mean score to be 3.20 or greater (2011 – 2.98)	Year 9	Mean score to be 3.50 or greater (2011 – 3.06)	Mean score to be 3.40 or greater (2011 – 2.98)	Mean score to be 2.80 or greater (2011 – 2.48)	Year 10	Mean score to be 3.6 or greater (2011 – 3.33)	Mean score to be 3.50 or greater (2011 – 3.37)	Mean score to be 3.0 or greater (2011 – 2.85)	<ul style="list-style-type: none"> ➤ Build the capacity of teachers to engage students in stimulating, student-centred learning. ➤ Review and document our whole school wellbeing program ensuring that it: <ul style="list-style-type: none"> ○ focuses on the needs of students and promotes ○ positive community relationships.
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Student Pathways and Transitions	To improve transitions and pathways at all key stages to enable students to achieve success at school and continue in further training.	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> By 2016 the transition mean score in the parent opinion survey to be 5.0 or greater (2011 – 4.85). <p>Exit Destination Year 10</p> <ul style="list-style-type: none"> The percentage of year 10 destination continuing in education or training to be at or greater than 80% by 2016 The percentage of unknown destinations to be reduced to nil (2010 – 25.3%) by 2016. 	<ul style="list-style-type: none"> ➤ Refine and embed transition programs as students enter progressive stages in their schooling. 																				

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Student Learning <ul style="list-style-type: none"> • Build a strong and vibrant learning culture within each learning community. • Continued implementation of Weeroona Lesson Model. • Build quality teacher practice through shared professional learning. 	Year 1	<ul style="list-style-type: none"> ▪ Define how each space can be used to support personalised learning ▪ Recognise student achievement and success through displaying student work samples ▪ Develop a plan for professional learning ▪ Develop and implement a shared curriculum scope & sequence for each DLG (AusVELS for Maths, English, Science & Humanities- History), including an assessment schedule ▪ Develop whole school data plan ▪ Refine and implement an agreed model of explicit teaching (Weeroona Lesson Model – WLM), to be implemented across all learning domains ▪ Establish shared understanding of what is personalised learning and implement this strategy ▪ Identify and implement support for students who are underachieving ▪ Embed whole school literacy plan ▪ Develop a whole school numeracy plan ▪ Develop WCB coaching plan ▪ Develop and a four year e-learning plan 	<ul style="list-style-type: none"> ▪ Documentation of shared understanding of use of community spaces ▪ Leadership walk-throughs will identify all communities implementing shared understandings of effective communities ▪ Evidence of consistent Implementation of AusVELS (Maths, English, Science and History) ▪ All staff have a common understanding of personalised learning evidenced through formal peer observation ▪ All DLG' leaders share with the Literacy and Numeracy Leaders 4 x per year on the implementation of whole school Literacy and Numeracy plans based on their in-class observations ▪ A school Professional learning plan prepared and updated by key person responsible for overseeing professional learning ▪ All teachers referring to WLM when planning through consistent use of the WLM ▪ Staff and students regularly using data to inform teaching and learning.... ▪ Regular use of the Ultranet by the school community ▪ Community leaders implementing and monitoring of implementation of agreed model in every community and providing feedback to Principal 1 x term
	Year 2	<ul style="list-style-type: none"> ▪ Ensure there is agreement on, and progressively facilitate the implementation of effective community model. ▪ Ensure students are taught at point of need using student data ▪ Ensure staff are developing and implementing appropriate detailed individual learning plans ▪ Develop agreed coaching model for peer observation and feedback ▪ Moderation of student work through work samples and clearly identified standards ▪ Develop school protocols regarding use of ICT ▪ Embedding of 'academic vocabulary' ▪ Ensure that AusVELS is used for scope & sequence for additional DLG's 	<ul style="list-style-type: none"> ▪ Teams of teachers consistently working together and using data to deliver learning outcomes for students, at their point of need, on a fortnightly basis. ▪ All DLG's focusing on moderation of work ▪ Consistent peer coaching and feedback ▪ Consistent protocols for use of ICT ▪ All students with individual learning plans
	Year 3	<ul style="list-style-type: none"> ▪ Regular professional learning for whole staff &DLG's (learning walks) ▪ Regular review of student learning plans using data to inform classroom programs ▪ Assessment practices that inform teaching and track student progress ▪ Continue to embed agreed model of explicit teaching. ▪ Continue to embed whole school numeracy plan ▪ Continue to embed coaching model ▪ Continue to embed moderation of work ▪ Continue to embed professional protocols (around what?) ▪ Embed AusVELS scope & sequence for any additional DLG's 	<ul style="list-style-type: none"> ▪ Regular Learning walks ▪ Regular updating of student learning plans ▪ Common explicit teaching model being implemented ▪ Regular coaching ▪ Regular moderation of work ▪ Regular tracking of student progress to inform point of need teaching
	Year 4	<ul style="list-style-type: none"> ▪ Embed AusVELS scope & sequence for any additional DLG's ▪ Ensure all initiatives are part of every teacher's practice through peer observation and professional learning plans for all staff ▪ Review effectiveness of literacy and numeracy plans ▪ Review school protocols(ICT, explicit teaching model, coaching model, student learning plans and Weeroona assessment schedule ▪ Reflect on the effectiveness of current strategic plan and begin planning for next strategic plan ▪ Review effectiveness of e- learning plan 	<ul style="list-style-type: none"> ▪ Regular learning walks at least 3 times per year ▪ Regular updating of student learning plans at least 3 x per year ▪ Common explicit teaching model being implemented ▪ Regular coaching ▪ Regular moderation of work at least 3 x per year ▪ Regular tracking of student progress to inform point of need teaching ▪ Review progress of SLT improvement strategies.
Student Engagement and Wellbeing <ul style="list-style-type: none"> • Build capacity of teachers to engage students in stimulating, student-centred learning. • Review and document our whole school wellbeing program ensuring that it focuses on the needs of students and promotes positive community relationship. 	Year 1	<ul style="list-style-type: none"> ▪ Develop a whole school plan that sequences higher order thinking ▪ Develop protocols to develop student research skills and how to work in cooperative groups ▪ Review student management protocols and embed agreed practice and ensure that teachers use a common language ▪ Develop common understandings of the schools approach to teaching and learning ▪ Document wellbeing initiatives that build a school focus ▪ Document and implement protocols regarding student attendance policies ▪ Develop and implement protocols for dealing with students with high levels of absences ▪ Develop and implement protocols for celebrating student achievement 	<ul style="list-style-type: none"> ▪ Development and documentation of protocols by Student Engagement and Wellbeing Team ▪ Implementation of student support plan management protocols ▪ My School Too language/expectations part of everyday practice ▪ Evidence of students working regularly in cooperative groups
	Year 2	<ul style="list-style-type: none"> ▪ Effectively use ICT to engage students in their learning ▪ Implement protocols to develop student research skills and cooperative groups ▪ Continue to celebrate a safe school and positive student behaviour ▪ Implement wellbeing initiatives that allow parents to be actively involved in the school ▪ Embed protocols regarding student attendance ▪ Embed celebration of student achievement across communities 	<ul style="list-style-type: none"> ▪ Embed protocols in the school culture. ▪ Ensure that the relevant teams within the school understand the protocols and how to embed practices ▪ Organise celebration of student achievement on a regular basis ▪ Encourage parent participation in a variety of activities ▪ Support promotion policy regarding student attendance

	Year 3	<ul style="list-style-type: none"> ▪ Continue to make explicit to students and families the strong connection between wellbeing, attendance and improved learning outcomes ▪ Promote student involvement and participation in decision making. ▪ Monitor student attendance ▪ Celebrate student achievement through a range of activities and forums 	<ul style="list-style-type: none"> ▪ Provide opportunities for families to understand the role of wellbeing in student outcomes ▪ Provide opportunity for student involvement in decision making ▪ Support promotion policy regarding student attendance
	Year 4	<ul style="list-style-type: none"> ▪ Review higher order thinking implementation ▪ Monitor student research skills and cooperative group work ▪ Review wellbeing initiatives ▪ Monitor student attendance and review process and policies ▪ Review student celebration of success ▪ Review student management protocols 	<ul style="list-style-type: none"> ▪ Seek feedback from relevant parties regarding the successes and the areas for improvement of relevant policies and procedures ▪ Support promotion policy regarding student attendance
Student Pathways and Transitions <ul style="list-style-type: none"> • Refine and embed transition programs as students enter progressive stages in their schooling. 	Year 1	<ul style="list-style-type: none"> ▪ Document programs and protocols and implement for all school transitions ▪ Document protocols and implement for communication with families at key transition stages ▪ Document protocols and implement for supporting new students at Year 7 and all year levels ▪ Document procedure and implement for planning pathways for students with special needs and Koorie students ▪ Document and implement protocols for PSD meetings ▪ Review and refine Transition Process including seeking feedback from parents, students, teachers and feeder schools regarding transition process 	<ul style="list-style-type: none"> ▪ Develop documentation of protocols and procedures relating to all school transitions, communicating with families at key transition stages, supporting new students to the college, planning pathways for students with special needs and Koorie students. ▪ Sharing of policies with relevant teams within the school ▪ Seek feedback from relevant parties regarding transition process ▪ Sharing of review findings ▪ all students in years 8 to 10 will have career/pathways goal updated in their student PLP's.
	Year 2	<ul style="list-style-type: none"> ▪ Develop protocols for refinement of elective choices at Year 9 and 10 ▪ Embed practices for all school transitions ▪ Embed protocols for communication with families at key transition stages ▪ Embed protocols for supporting new students ▪ Review Transition Process ▪ Seek feedback from parents, students, teachers and feeder schools regarding transition process 	<ul style="list-style-type: none"> ▪ Work with relevant teams within the school to refine elective process and refinement ▪ Embedding of transition protocols with relevant teams. ▪ Embed protocols for supporting new students ▪ Seek feedback from relevant parties regarding transition process ▪ Sharing of review findings
	Year 3	<ul style="list-style-type: none"> ▪ Embed procedures for planning pathways for students with special needs and Koorie students ▪ Review and refine elective choices at Year 9 & 10 ▪ Review Transition Process (repeated below?) 	<ul style="list-style-type: none"> ▪ Work with relevant parties to embed and refine transition protocols ▪ Seek feedback from relevant parties regarding transition process ▪ Sharing of review findings
	Year 4	<ul style="list-style-type: none"> ▪ Enhance links with feeder primary schools ▪ Review and refine elective choices at Year 9 & 10 ▪ Review effectiveness of Transition Processes for new strategic plan 	<ul style="list-style-type: none"> ▪ Work with relevant parties to embed and refine transition protocols ▪ Seek feedback from relevant parties regarding transition process ▪ Sharing of review findings