

# School Strategic Plan 2018-2022

Wheelers Hill Secondary College (8474)



**WHEELERS HILL**  
Secondary College

*Be The Best That You Can Be*

**Respect | Excellence | Creativity**

Submitted for review by Aaron Smith (School Principal) on 27 October, 2018 at 10:32 AM

Endorsed by Allen McAuliffe (Senior Education Improvement Leader) on 30 October, 2018 at 08:39 AM

Endorsed by Dawne Brown (School Council President) on 20 December, 2018 at 01:48 PM

# School Strategic Plan - 2018-2022

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<b>School vision</b>	As a school that values respect, excellence and creativity, Wheelers Hill Secondary College strives to develop students capable of being global citizens ready to embrace the future. We encourage members of our College Community to be 'the best that they can be' in all of their endeavours".
<b>School values</b>	<p>Respect – “we promote respectful, inclusive and positive relationships. Our students and staff act with integrity and value diversity.”</p> <p>Excellence – “we provide opportunities to demonstrate excellence in all areas of learning and teaching by adopting a focused and committed approach.”</p> <p>Creativity – “we have developed a creative approach to learning and teaching. Our students and staff are encouraged to seek innovative solutions to problems.”</p>
<b>Context challenges</b>	<p>Location and history - Wheelers Hill Secondary College (WHSC) is located in the City of Monash, Melbourne approximately 25 kilometers from the Central Business District. The school was founded in 1980.</p> <p>School facilities - This school comprises a single level and two storey brick construction buildings with a range of general-purpose classrooms and special purpose rooms for programs including food technology, information and communication technology (ICT), science, technology engineering and mathematics (STEM). There is also a library, gymnasium and a performing arts complex.</p> <p>Enrolments - Enrolments have been increasing in recent years and at the time of the review were 650 students. Approximately 50% of enrolments attend from outside the local community.</p> <p>SFO and SFOE - The Student Family Occupation (SFO) index was 0.4766 in 2016 and the Student Family Occupation Education</p>

(SFOE) index was 0.4449 in 2017.

Staff profile - The staffing profile of WHSC includes a Principal, 2 Assistant Principals, 5 leading teachers, 2 learning specialists, 37 EFT teachers, 15 Education Support (ES) staff.

Curriculum - WHSC provides an inclusive and comprehensive curriculum for Years 7 to 12. Teaching and learning is guided by the WHSC Teaching and Learning (T&L) model based on learning theories including high impact teaching strategies. An extension and enrichment (E&E) program operates at years 7 to 10 with a particular focus on extending literacy and numeracy competency with student groupings based on ability. At senior levels the Victorian Certificate of Education (VCE) is offered with some students accessing Vocation and Education Training (VET) subjects.

Additional information - The school provides specialist programs including instrumental music, drama and physical education. A co-curricular program offers activities in sport, music debating, outdoor adventure camps and international tours. Student leaders are elected to a student representative council (SRC).

#### School Highlights:

##### Extension and Enrichment Program

The Extension and Enrichment Program (E&E) supported growth in numeracy and literacy at Years 7 and 8. Students were placed into ability groups for half of their learning time in numeracy and literacy.

The E&E Program attracted many families to the college as it was viewed as a way of providing a differentiated approach to learning. Students and parents endorsed that the program provided targeted learning at the ability levels of participating students.

The panel agreed with parent and staff comment that the E&E Program was a highlight and generated interest amongst prospective families to the school because of the tailored approach to learning offered in numeracy and literacy. The highlight was aligned to the Framework for Improving Student Outcomes (FISO) and in particular the priority area of improving a positive climate for learning.

##### Student Wellbeing Program

The panel observed the operation of the wellbeing team and concurred with staff, student and parent comment that endorsed the student Wellbeing Program at the college as a highlight of the college that aligned with the FISO area of health and wellbeing.

Wellbeing mentors supported by Student Wellbeing Coordinators (SWC) engaged regularly with students and were considered by staff and students to provide valuable support.

The college developed a range of associations with community organisations that supported the In School Mentoring Program (ISMP) that linked members of the community with students who would benefit from mentoring support. Mentors visited the college on a weekly basis through terms two and three yearly.

Staff and students agreed that the program had raised the self-esteem of students, increased levels of student support within the school and created improved community spirit.

	<p>A Year 9 and 10 Wellbeing Day was conducted yearly and comprised activities, events and guest speakers to support student wellbeing. Students attested in focus groups that they enjoyed the day and they learnt more about the importance of their own wellbeing and developed practical strategies to support their own wellbeing.</p> <p>College Production The college developed yearly school productions. In 2018 the college presented The Wizard of Oz with year 4 students from four local primary schools being involved for the first time. The decision to invite the local primary schools was made to further strengthen the connection with these schools, and to provide opportunities for younger students to engage with the Performing Arts. Feedback from the college community regarding the production of the Wizard of Oz was overwhelmingly positive. In focus groups the panel found that staff and students attested to the positive value of the opportunities for the students to be involved in this creative endeavor. Feedback from participating primary school principals supported the positive impact of their students' involvement on the community view of the school and this supported the student and staff feedback that the production was a special part of the school culture that the panel agreed was a highlight. The experience of the production supported the FISO priority of a positive climate for learning.</p> <p>Summary of Key Directions for the next SSP (2019 - 22):</p> <ul style="list-style-type: none"> <li>• Improving student outcomes and learning growth for all students, particularly by engaging all students and providing challenge to extend all learners at their point of need</li> <li>• Improving the school's policies, procedures and practices relating to developing a high level of student agency in their learning</li> <li>• Improving staff capacity to utilise assessment data to better inform differentiation in teaching and learning practice</li> <li>• Strengthening the capacity of mid-level leaders</li> <li>• Improving the levels of collaboration and connectedness of all staff across the school.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Goal 1 Maximise student learning and achievement outcomes. Suggested FISO high-impact improvement initiatives for this goal (in order of priority) 1. Building practice excellence (BPE) 2. Curriculum planning and assessment (CPA)</p> <p>Goal 1 rationale An analysis of the school's NAPLAN and school-based benchmarking data identified a high proportion of students demonstrating low to medium growth in reading, writing and numeracy, and also low levels of students achieving in the top two bands in all three areas. Numeracy and literacy were therefore identified as areas requiring focus for the next SSP, particularly in the areas of reading and</p>

	<p>writing. An analysis of the school's VCE data identified that both the study score mean for VCE and also the percentage of scores above 40 had decreased in the past three years and were both well below the state mean. The panel agreed that VCE was as an area requiring focus for the next SSP.</p> <p>Goal 2 Empower students to actively engage in their learning.</p> <p>Suggested FISO high-impact improvement initiatives for this goal (in order of priority) 1. Empowering students and building school pride (ES) 2. Building practice excellence (BPE)</p> <p>Goal 2 rationale An analysis of survey responses from students and staff indicated that students were not actively engaged in their learning and that responses to factors of motivation and stimulating learning were low. School data also demonstrated that the number of days of absence for students was above the state average and had not improved over recent years. The panel agreed that a focus on empowering students to be more actively engaged in their learning should be a focus for the next SSP.</p> <p>Goal 3 Improve student outcomes relating to differentiated teaching and learning. Suggested FISO high-impact improvement initiatives for this goal (in order of priority) 1. Building leadership teams. (BLT)</p> <p>Goal 3 rationale Discussion with staff validated the staff survey data that indicated that levels of confidence of teachers and leaders to support high-level differentiated teaching and learning programs was of concern. Survey data indicated that staff perceptions of levels of collaboration were low. Student survey data indicated low levels of positive view of teacher concern. The panel agreed that a focus on building teaching and leadership capacity for staff would assist to address the issue of differentiated teaching and learning and improve outcomes evident at VCE.in the next SSP.</p> <p>Our priorities for the next SSP (2019 - 22) will be recorded in each of our Annual Implementation Plans (AIPs) and our priorities will be linked to the Goals as shown above.</p>
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<b>Goal 1</b>	Maximise student learning and achievement outcomes.
<b>Target 1.1</b>	<p>By 2022 scores for VCE will demonstrate:</p> <ul style="list-style-type: none"><li>• Mean study score will increase by 1.83 from 28.17 to 30.</li><li>• Mean English score will increase by 3.3 from 25.7 to 29</li><li>• Percentage of scores above 37 will increase by 3.17% from 4.83% to 8%.</li></ul>
<b>Target 1.2</b>	<p>By 2022 Year 9 NAPLAN scores will demonstrate:</p> <p>The percentage of students in the Top 2 bands:</p> <ul style="list-style-type: none"><li>• In reading: will increase by 6% to 20%</li><li>• In writing: will increase to be at or above state average</li><li>• In numeracy will increase by 2% to 21%</li></ul> <p>The percentage of students in the bottom 2 bands to be at or below 25% in all areas.</p> <ul style="list-style-type: none"><li>• For reading, the percentage of students achieving high growth to be at or above 22%, and low growth to be at or below 15%.</li><li>• For numeracy, the percentage of students achieving high growth to be at or above 25%, and low growth to be at or below 15%.</li></ul>

<b>Target 1.3</b>	By 2022, AToSS data of positive response rates for Stimulating Learning for Years 7-12 will increase by 5% to 55%.
<b>Target 1.4</b>	By 2022, Staff Opinion Survey data of positive response rates for teacher collaboration will increase by 5% to 39
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students. (CPA)
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Provide professional learning for staff to support consistent implementation of the WHSC Teaching and Learning Model. (BPE)
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Enhance assessment processes to improve monitoring of student progress and to support targeted differentiated teaching and learning. (BPE)
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Define and implement practices that will support the embedding of a culture of high expectations amongst staff, students and families. (BPE)
<b>Goal 2</b>	Empower students to actively engage in their learning.
<b>Target 2.1</b>	By 2022 the percentage of students with 20 or more days absence for Year 10 will decrease by 10% to 28% and for Year 11 will decrease by 10% to 18%.
<b>Target 2.2</b>	By 2022, AToSS data of positive response rates for Stimulating Learning will increase by 5% to 55%, and Sense of Connectedness will increase by 5% to 65% for years 7-12.

<b>Target 2.3</b>	By 2022, Staff Opinion Survey data of positive response rates for Academic Emphasis will increase 5% to 39%.
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Embed a program of coaching and mentoring for teaching staff and middle level leaders focused on improving student agency. (BPE)
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop policies and procedures to ensure consistent implementation of practices to improve student engagement in their learning. (ES)
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Develop procedures to ensure effective whole school collaboration and communication in the review, development and implementation of school policies and practices focused on improving student agency. (BPE)
<b>Goal 3</b>	Improve student outcomes relating to differentiated teaching and learning.
<b>Target 3.1</b>	By 2022, Staff Opinion Survey data will indicate positive response rates for Collective Efficacy to be at or above 45% .
<b>Target 3.2</b>	By 2022, Staff Opinion Survey data will indicate positive response rates for Trust in Colleagues to be at or above 55%.
<b>Target 3.3</b>	By 2022, AToSS data will indicate positive response rates for Teacher Concern to be at or above 48%.
<b>Target 3.4</b>	By 2022, the percentage of 'VCE Scores above 37 to be at or above 8%.
<b>Key Improvement Strategy 3.a</b>	Develop and implement a professional learning program focused on building middle level leadership capacity. (BLT)

Building leadership teams	
<b>Key Improvement Strategy 3.b</b> Building leadership teams	Develop clear expectations for leaders of teaching and learning and year levels to empower them to collectively improve student outcomes. (BLT)
<b>Key Improvement Strategy 3.c</b> Building leadership teams	Review and redefine school organisational structures that will improve goal congruence, alignment and collaboration for all staff. (BLT)