**School Strategic Plan**

**Wheelers Hill Secondary College**

**018474**

**2015 - 2018**

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Marie Ghirardello</td>
</tr>
<tr>
<td>Date</td>
<td>March 18 2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endorsement by School Council</th>
<th>Signed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Brett Inder</td>
</tr>
<tr>
<td>Date</td>
<td>March 18 2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endorsement by the delegate of the Secretary</th>
<th>Signed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>R Stephens (NEVR)</td>
</tr>
<tr>
<td>Date</td>
<td>March 19, 2015</td>
</tr>
</tbody>
</table>
## School Profile

### Purpose

The Wheelers Hill Secondary College Community is committed to:

- Providing a safe and welcoming learning environment where every individual is valued
- Encouraging and supporting all students to achieve their personal best and continue as life-long learners
- Promoting student confidence and self-belief to assist them in reaching their full potential

### Values

Key values that underpin our community include:

- The pursuit of personal best for all
- Respect for self and others in our learning pursuits
- Sustaining an environment that promotes honesty, compassion, resilience and understanding
- Encouraging collaborative learning and teamwork

### Environmental Context

Established in 1980, Wheelers Hill Secondary College is a Year 7-12, government school. Situated in the City of Monash in Melbourne's eastern suburbs, the student population is drawn from a wide geographic area, with more than 30% of students travelling from outside the immediate neighbourhood. Our student enrolment demonstrates a steady gradual growth and more than 94% of our graduates proceed to university or TAFE training.

We provide a high quality learning environment that is both supportive and challenging. Our innovative and successful Extension and Enrichment Program provides a breadth of challenge and opportunity, particularly at Middle School. In addition, there are a great range of extra-curricula opportunities.

The school is strongly committed to the innovative use of ICT to assist learning and is particularly well resourced in this area. In 2015 we have introduced a Bring Your Own Designated Device (BYOD) program for years 7 to 9 and this will expand into senior school in the coming years. We will continue to provide excellent support to eLearning opportunities and infrastructure.

Senior school students have access to a breadth of VCE studies and some VET programs. There is a strong pathways program and commitment and support available for every student across years 7 to 12 with a careers framework implemented and connections with external providers and industry where appropriate.

Each year level cohort has been formed from approximately 30 primary schools upon secondary college entry. Student families are
from a broad range of socio economic backgrounds and comprise 45 different nationalities and the college provides extensive ESL support. For organisational purposes the College is divided into two sub-schools - Senior and Middle School.

The College is a full fee paying school for international students. Approximately 5% of enrolled students are part of this program, predominantly from China, Korea, Vietnam, India and Sri Lanka adding cultural diversity and interest to our learning community.

The College is a ‘core plus’ design with well maintained buildings and grounds. Major upgrades and expenditure in recent years have improved classroom design and amenities. The College grounds have undergone significant development and this, along with highly functional administration and staff work areas, has created a thoroughly agreeable working environment for students and staff alike.

<table>
<thead>
<tr>
<th>Service Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
</tr>
<tr>
<td>• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</td>
</tr>
<tr>
<td>• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan.</td>
</tr>
<tr>
<td>• The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</td>
</tr>
<tr>
<td>• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</td>
</tr>
<tr>
<td>• All students will receive instruction that is adapted to their individual needs.</td>
</tr>
<tr>
<td><strong>Specific</strong></td>
</tr>
<tr>
<td>• The school will respond to all communication by parents and caregivers within 2 working days.</td>
</tr>
<tr>
<td>• Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</td>
</tr>
<tr>
<td>• Students will play an active part in the development and review of the learning environment</td>
</tr>
<tr>
<td>• All teachers will provide timely and targeted feedback to students on their work.</td>
</tr>
</tbody>
</table>
Strategic Direction

Achievement

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 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.

To improve the learning growth of every student across all domains and year levels.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average VCE study score</td>
<td>2014: 27.9</td>
<td>2018: 29.5</td>
</tr>
<tr>
<td>%40+ study scores</td>
<td>2014: 2.43</td>
<td>2018: 5</td>
</tr>
<tr>
<td>Year 9 NAPLAN</td>
<td>% Above</td>
<td>% Below</td>
</tr>
<tr>
<td>G&amp;P</td>
<td>73.5</td>
<td>6.4</td>
</tr>
<tr>
<td>Num</td>
<td>87.7</td>
<td>4.2</td>
</tr>
<tr>
<td>Read</td>
<td>78.9</td>
<td>2.1</td>
</tr>
<tr>
<td>Spell</td>
<td>85.1</td>
<td>3.2</td>
</tr>
<tr>
<td>Writing</td>
<td>66</td>
<td></td>
</tr>
</tbody>
</table>

Further enhance the instructional practice of every teacher, implementing an agreed instructional framework that ensures a whole school, consistent approach to curriculum development and pedagogical practice.

Further build teacher capacity to more effectively interpret and use a broad range of data and evidence to support them in ensuring the curriculum is stimulating and differentiated to better cater for each student’s point of learning.
### Goals

**Engagement**

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.

Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.

**Wellbeing**

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.

**Targets**

**Key Improvement Strategies**

**Goals**

To create a stimulating learning environment where students are actively engaged in their learning, are aspirational, and are motivated to achieve their personal best.

**To develop and promote positive behaviours and attitudes across the whole school community that enhances student wellbeing and relationships.**

<table>
<thead>
<tr>
<th>Goals</th>
<th>2014</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Attitudes to</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Survey</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stimulating learning</td>
<td>2.96</td>
<td>3.2</td>
</tr>
<tr>
<td>Student motivation</td>
<td>4.35</td>
<td>4.4</td>
</tr>
<tr>
<td><strong>Parent survey</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stimulating learning</td>
<td>4.87</td>
<td>4.95</td>
</tr>
<tr>
<td>Student motivation</td>
<td>4.62</td>
<td>4.70</td>
</tr>
<tr>
<td><strong>Staff survey</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% endorse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher collaboration</td>
<td>54</td>
<td>58</td>
</tr>
<tr>
<td>Parent and community involvement</td>
<td>53</td>
<td>57</td>
</tr>
<tr>
<td><strong>Real Student retention 7 - 12</strong></td>
<td>2013</td>
<td>2018</td>
</tr>
<tr>
<td><strong>Wellbeing</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**To develop and promote positive behaviours and attitudes across the whole school community that enhances student wellbeing and relationships.**

<table>
<thead>
<tr>
<th>Goals</th>
<th>2014</th>
<th>2018</th>
</tr>
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<tbody>
<tr>
<td><strong>Student Attitudes to</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Survey</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student morale</td>
<td>4.68</td>
<td>4.80</td>
</tr>
<tr>
<td>Classroom behaviour</td>
<td>2.70</td>
<td>3.05</td>
</tr>
<tr>
<td>Student safety</td>
<td>4.29</td>
<td>4.40</td>
</tr>
<tr>
<td><strong>Parent survey</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour management</td>
<td>4.87</td>
<td>5.00</td>
</tr>
<tr>
<td>Student safety</td>
<td>4.97</td>
<td>5.10</td>
</tr>
<tr>
<td>Connectedness to peers</td>
<td>5.29</td>
<td>5.4</td>
</tr>
<tr>
<td><strong>Staff survey</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% endorse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collective responsibility</td>
<td>71</td>
<td>74</td>
</tr>
<tr>
<td>Building resilient environment (new)</td>
<td>N/A</td>
<td>Above all secondary</td>
</tr>
</tbody>
</table>

Work with students, parents and community to build an aspirational, positive professional learning community and culture, increasing student, parent and community engagement and connection to the College.

In consultation with staff, students and parents, strengthen the whole school approach to student wellbeing and behaviour management.

Build the capacity of students to be resilient, socially responsible and respectful in all their relationships.
**Productivity**

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

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.

**Goals**

To improve student outcomes by strategically allocating resources that reflect College priorities and support the achievement of the goals and targets in the SSP 2015–2018.

**Targets**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Attitudes to School Survey</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher effectiveness</td>
<td>3.52</td>
<td>3.62</td>
</tr>
<tr>
<td><strong>Parent survey</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Satisfaction</td>
<td>5.44</td>
<td>5.60</td>
</tr>
<tr>
<td><strong>Staff survey</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% endorse</td>
<td>54</td>
<td>58</td>
</tr>
<tr>
<td>Guaranteed and viable curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coherence</td>
<td>71</td>
<td>74</td>
</tr>
<tr>
<td>School level support</td>
<td>66</td>
<td>69</td>
</tr>
<tr>
<td>Renewal of knowledge and skills</td>
<td>73</td>
<td>76</td>
</tr>
<tr>
<td><strong>Local enrolments</strong></td>
<td>550</td>
<td>575</td>
</tr>
<tr>
<td><strong>International</strong></td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>Number of Compass ‘hits’ from parents</strong></td>
<td>Find baseline</td>
<td>Increase by 10%</td>
</tr>
</tbody>
</table>

**Key Improvement Strategies**

Continue to invest in leadership development and staff professional learning as a priority, ensuring that knowledge transfer/sharing is built into staff professional learning processes.

Develop and communicate the Wheelers Hill SC profile, that is what the school stands for, continue to build enrolments and strengthen the international student program.

Continue to build our use of relevant and innovative learning management technologies to ensure an innovative ICT environment which supports students’ and teachers’ learning, effectively tracks student learning and growth and enhances the communication and education partnership between home and school (eg. Compass).
# School Strategic Plan 2015-2018: Indicative Planner

## Key Improvement Strategies

<table>
<thead>
<tr>
<th>Achievement</th>
</tr>
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<tbody>
<tr>
<td>Further enhance the instructional practice of every teacher, implementing an agreed instructional framework that ensures a whole school, consistent approach to curriculum development and pedagogical practice.</td>
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<td>Further build teacher capacity to more effectively interpret and use a broad range of data and evidence to support them in ensuring the curriculum is stimulating and differentiated to better cater for each student's point of learning.</td>
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</table>

## Actions

<table>
<thead>
<tr>
<th>Year</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review the Wheelers Hill SC Essential Practices, ensuring an explicit Wheelers Hill SC instructional model/pedagogical framework. Ensure the use of active learning behaviours and the role of the student in learning is included in the College’s instructional model.</td>
</tr>
<tr>
<td></td>
<td>Build the capacity and confidence of teachers and teams of teachers through targeted professional learning, coaching, mentoring, classroom observations and use of multiple sources of feedback.</td>
</tr>
<tr>
<td></td>
<td>Further build programs and teacher capacity to more effectively interpret and use a broad range of data and evidence to ensure the curriculum is stimulating and differentiated to better cater for each student’s point of learning and transition into the post compulsory years.</td>
</tr>
<tr>
<td></td>
<td>Complete documentation of guaranteed curriculum and learning sequences.</td>
</tr>
<tr>
<td></td>
<td>Ensure all teachers understand their role as teachers of Literacy and are provided with appropriate professional learning to make this happen.</td>
</tr>
<tr>
<td></td>
<td>Ensure individual teachers and teams of teachers have ready access to data, know how to interpret and use it to inform more differentiated, stimulating and purposeful teaching.</td>
</tr>
</tbody>
</table>

## Achievement Milestones

<table>
<thead>
<tr>
<th>Year</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An Instructional Model is researched, established and published. Whole staff consultation and discussion.</td>
</tr>
<tr>
<td></td>
<td>Increased involvement of staff in ‘learning’ conversations in forums across the school. All individual P&amp;D plans will require and reflect commitment to peer observation and feedback from multiple sources.</td>
</tr>
<tr>
<td></td>
<td>All teachers using data from Insights, VCAA, NAPLAN, etc to inform their planning. Evidence apparent in curriculum documentation and assessments.</td>
</tr>
<tr>
<td></td>
<td>Clear timeline and expectations established: full documentation of Unit plans including differentiated curriculum, literacy strategies and ICT available on Compass.</td>
</tr>
<tr>
<td></td>
<td>Whole school literacy activities undertaken, specific expectations known and Domain vocabulary explicit and embedded in curriculum and assessment.</td>
</tr>
<tr>
<td></td>
<td>Ready access to data through Compass and SPA. Individual and whole staff PD on access, interpretation and application.</td>
</tr>
<tr>
<td>Year 2</td>
<td>Further develop individual teacher and teams of teacher’s capacity for making more consistent and accurate assessment of individual students and groups of students against expected standards across all learning areas and year levels.</td>
</tr>
<tr>
<td></td>
<td>Create a whole school culture of high expectations with collective and shared accountability for the progress of individual students and cohorts of students.</td>
</tr>
<tr>
<td></td>
<td>Better align teacher Performance and Development (P&amp;D) plans to SSP and Annual Implementation Plan (AIP) targets, making more explicit specific improvements expected related to VCE, NAPLAN and AusVELS data.</td>
</tr>
<tr>
<td></td>
<td>Develop Individual Learning Plans for those students with identified specific learning needs in order to further support teachers to meet their needs.</td>
</tr>
<tr>
<td></td>
<td>Common assessment tasks for all Domains at each year level including differentiated/extension components and both formal and informal moderation practice in place.</td>
</tr>
<tr>
<td></td>
<td>Shared and agreed expectations amongst student and staff implemented and displayed throughout the school.</td>
</tr>
<tr>
<td></td>
<td>All staff including whole school targets in individual P&amp;D plans and effecting specific actions in their classrooms. All staff aware of key goals of Strategic Plan and AIP.</td>
</tr>
<tr>
<td></td>
<td>Plans in place, known and implemented.</td>
</tr>
</tbody>
</table>

<p>| Year 2 | Embed explicit Wheelers Hill SC instructional model/pedagogical framework. |
|       | Develop deeper understandings by teachers of the role of formative assessment and how to give students timely and ongoing constructive feedback about how to improve their learning and achievement. |
|       | Document the integrated role of ICT in the instructional model and how it supports innovative pedagogy and stimulating learning. |
|       | Ensure all teachers understand their role as teachers of Literacy and Numeracy and are provided with appropriate professional learning to make this happen. |
|       | Investigate possibility of data collection, analysis, provision. |
|       | An established, published and consistently implemented Instructional Model is apparent with all teachers in all classrooms. |
|       | Specific PD for all staff around formative assessment and quality of feedback. Expectations established. |
|       | ICT integrated in Instructional model and C21st learning skills addressed. |
|       | Whole school professional learning around literacy and numeracy and practice embedded in curriculum. |
|       | Consideration of leadership profile and funding at Consultative. |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Leadership Role</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Further build programs and teacher capacity to more effectively interpret and use a broad range of data and evidence to ensure the curriculum is stimulating and differentiated to better cater for each student's point of learning and transition into the post compulsory years. Review documentation of guaranteed curriculum and learning sequences. Extend opportunities for peer to peer classroom observations and multiple sources of feedback to enhance teacher confidence and performance.</td>
<td>All teachers continuing to use data from Insights, VCAA, NAPLAN, etc to inform their planning. Evidence apparent in curriculum documentation and assessments. Ongoing reflection and development of curriculum and increased depth of documentation. Teacher involvement in classroom observation, peer feedback and use of student feedback common practice throughout the school.</td>
</tr>
<tr>
<td>4</td>
<td>Review and evaluate</td>
<td>Review, evaluate our progress as outlined above in years 1, 2 and 3</td>
</tr>
<tr>
<td>1</td>
<td>All teachers consistently involve students across all year levels in regularly establishing meaningful learning goals, reflective practices, peer and self-assessment. Improve the quality of teacher/student feedback to develop higher levels of student cognitive engagement, decision making, efficacy and accountability for their own learning. Increase students' opportunity to provide feedback to teachers about teaching and learning. Focus teacher professional learning on rigorous and innovative pedagogy which includes the teaching of 21st century skills, the integration of ICT to enhance learning and increase student cognitive engagement and participation in learning.</td>
<td>All teachers using learning intentions and success criteria and a wider variety of activities more directed towards student interests in and outside the classroom. Shared accountability for publishing these on Compass and available for access by all. All staff understand the clear and common expectation around 2-way and multi-way feedback being used in the college. ICT-rich activities identified within curriculum documentation. Staff acknowledge C21st skills and enable development in classrooms.</td>
</tr>
<tr>
<td>Year</td>
<td>Task</td>
<td>Task</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>2</td>
<td>Develop a ‘mantra’ articulating and communicating what the College stands for – for example, ‘right school, right size for personalising and maximising learning, high expectations, a focus on 21st skill building including ICT’.</td>
<td>Community consultation around development of ‘mantra’. All involved able to understand, explain and respond to ‘mantra’.</td>
</tr>
<tr>
<td></td>
<td>Provide more opportunities for an enhanced student voice, leadership and authentic decision-making through for example the Student Representative Council, regular classroom meetings, student focus groups and student action teams.</td>
<td>Student Voice schedule in place and implementation underway.</td>
</tr>
<tr>
<td></td>
<td>Continue to strengthen careers and pathways processes and information to support more informed decisions for students and purposeful parent participation.</td>
<td>Investigate/implement a pathways focused program for every year level. Build opportunities for parental involvement in discussions.</td>
</tr>
<tr>
<td></td>
<td>Explore ways to increase choice and access through review of timetabling structures.</td>
<td>T&amp;L and Curriculum Implementation investigate options to improve access and enable plan for 2016 choices.</td>
</tr>
<tr>
<td></td>
<td>Continue to explore ways to improve transitions through the College in order to better prepare students for the challenge of the next level of learning.</td>
<td>Sub-school leaders and teams reflect and enhance processes for sharing knowledge and suggest transition models for consideration.</td>
</tr>
<tr>
<td></td>
<td>Undertake a review of home group time and how this time might be used more purposefully in enhancing students’ metacognitive skills and good learning behaviours.</td>
<td>Investigation structures and systems in application and reflect on WHSC practice, providing recommendations for consideration.</td>
</tr>
<tr>
<td></td>
<td>Investigate the opportunities to better align curriculum and pedagogical approaches with those used in primary schools, raising the challenge level and rigour of Year 7 experiences.</td>
<td>Links made with primary schools – particularly through English and Maths Domains and T&amp;L leader.</td>
</tr>
<tr>
<td></td>
<td>Strengthen the three way education partnership through strategies such as extending the use of Compass, for example, through provision of more regular, continuous feedback about students learning progress.</td>
<td>Following investigation into various models of reporting, better use of Compass to provide more regular feedback on progress.</td>
</tr>
<tr>
<td>Year</td>
<td>Action</td>
<td></td>
</tr>
<tr>
<td>-------</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Further develop the already extensive partnerships and links with other education providers, industry and community agencies such as through the Community Connections Year 9 program, to create more opportunities for students to be exposed to a wider range of authentic experiences, applied learning and community participation. Documentation and review of partnerships.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implement any recommendations regarding home group time and how this time might be used more purposefully in enhancing students’ skills and learning behaviours. Further align pedagogical approaches with those used in primary schools and raise the challenge level and rigour. Refocus teacher professional learning on rigorous and innovative pedagogy which includes the teaching of 21st century skills, the integration of ICT to enhance learning and increase student cognitive engagement and participation in learning. Established program and curriculum implemented. Feedback from English and Maths noted and humanities and science encouraged to investigate. Ongoing review of ICT activities and learning to ensure they are meaningful, relevant, rigorous and engaging.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Review and evaluate. Review, evaluate our progress as outlined above in years 1, 2 and 3.</td>
<td></td>
</tr>
</tbody>
</table>

**Wellbeing**

In consultation with staff, students and parents, strengthen the whole school approach to student wellbeing and behaviour management. Build the capacity of students to be resilient, socially responsible and respectful in all their relationships.

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ensure greater emphasis on the acknowledgement and use of positive behaviours inside and outside classrooms. Continue to emphasise and communicate behavioural expectations, including expectations related to acceptable use of technology. Incorporate the explicit teaching of behavioural standards – ensuring that all staff understand that this is part of their role in the classroom. There will be increased levels of positive posts on Compass. Teachers will provide positive feedback to students and families often through postcards and emails. There will be consistent use of Year Level Assemblies, Student Bulletins and Newsletters to acknowledge positive behaviours. Common Understandings of expectations displayed around all areas of the school (eg posters). Technology used to ‘alert’ student users when they may be in breach of acceptable use. Consistent reminders regarding expectations from all staff. Teachers to continue to model and reinforce behavioural standards.</td>
</tr>
<tr>
<td>Year</td>
<td>Action</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>2</td>
<td>Investigate the DEECD Building Resilience Social and Emotional Learning Materials to further develop the programs and processes used to support improved wellbeing and resilience outcomes. Ensure staff are provided with targeted professional learning related to the use of SWPBS and the Social and Emotional Framework as ways to further develop students’ social and emotional skills and to ensure consistency of approach to student wellbeing and management both inside and outside classrooms.</td>
</tr>
<tr>
<td>3</td>
<td>Renew emphasis on the acknowledgement and use of positive behaviours inside and outside classrooms.</td>
</tr>
</tbody>
</table>
| Year 4 | Review and evaluate | if previously accepted, the SWPBS Program has been trialled, reviewed and embedded. Reviewing the DEECD Building Resilience Social and Emotional Materials across the school. Review and alter (if necessary) our Common Understandings / Acceptable Behaviours documentation.
| Year 1 | Capitalise on the new P&D process to enhance staff goal setting and performance improvement and to create a whole school culture of accountability and feedback. Structure internal professional learning to enable Peer to Peer classroom observations and feedback. Enhance the capacity of all staff to analyse and use data to develop planning and student learning. Through the P&D cycle, require staff to demonstrate how they have used data and evidence to improve their teaching practices and improve student learning. Continue to resource a thorough transition plan, the building of links with primary schools and the work of the Transition leader and team. Document and communicate what the college stands for, building the community profile. Develop an eLearning plan to maximise use of BYOD from ICT vision and current ICT Plan completed and planning for |

**Productivity**

Continue to invest in leadership development and staff professional learning as a priority, ensuring that knowledge transfer/sharing is built into staff professional learning processes.

Develop and communicate the Wheelers Hill SC profile, that is what the school stands for, continue to build enrolments and strengthen the international student program.
Continue to build our use of relevant and innovative learning management technologies to ensure an innovative ICT environment which supports students’ and teachers’ learning, effectively tracks student learning and growth and enhances the communication and education partnership between home and school (eg. Compass).

<table>
<thead>
<tr>
<th>Year</th>
<th>Action and Strategy</th>
<th>Evidence and Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>To better integrate the use of ICT in the college’s instructional model and to plan for more flexible and powerful use of 21st century technology within classrooms.</td>
<td>Continuing BYODD program and infrastructure in place.</td>
</tr>
<tr>
<td></td>
<td>Review the current International Student Program (ISP) and build plan for growth.</td>
<td>Evidence of a documented plan and strategies for growth.</td>
</tr>
<tr>
<td>Year 2</td>
<td>Ensure there is an appropriate balance between the human resources allocated to student wellbeing across years 7 to 12 and those allocated to instructional leadership (curriculum, pedagogy and assessment).</td>
<td>Evidence of review of resources across years 7 to 12 and appropriate allocations in place.</td>
</tr>
<tr>
<td></td>
<td>Document and communicate what the college stands for, building the community profile and evident in all publicity.</td>
<td>Evidence of implementation of WHSC mantra in all communication.</td>
</tr>
<tr>
<td></td>
<td>Use students as ICT leaders and mentors.</td>
<td>Focus groups with students to develop ICT expectations and programs. Student support in programs.</td>
</tr>
<tr>
<td></td>
<td>Resource and implement International Student Program Growth Plan.</td>
<td>Increased activity around the program and greater numbers of students and enquiries.</td>
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<td></td>
<td>Continue to require staff to demonstrate how they have used data and evidence to improve their teaching practices and improve student learning.</td>
<td>All staff will have PD goals linked to data and development.</td>
</tr>
<tr>
<td>Year 3</td>
<td>Review the transition plan and strategies, the building of links with primary schools and the work of the Transition leader and team.</td>
<td>Evidence of review and reflection on the effectiveness of the plan. Changes as required.</td>
</tr>
<tr>
<td></td>
<td>Consider investment in becoming an English Language Centre</td>
<td>Investigation completed, analysis and evaluation of potential presented.</td>
</tr>
<tr>
<td></td>
<td>Analyse, evaluate and develop the progress of the ISP Plan.</td>
<td>Evidence of evaluation, and reflection on plan with recommendations for growth and development.</td>
</tr>
<tr>
<td>Year 4</td>
<td>Review and evaluate</td>
<td>Review, evaluate our progress as outlined above in years 1, 2 and 3.</td>
</tr>
</tbody>
</table>