

School Strategic Plan 2018-2022

Western Port Secondary College (7893)



Submitted for review by Michael Devine (School Principal) on 19 October, 2018 at 12:54 PM

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School vision	To provide a supportive and dynamic learning environment that challenges all members of the college community to perform to their personal best. We will promote an atmosphere of mutual respect, tolerance, understanding and cooperation. This will enable our students to thrive in a diverse and changing world.
School values	The four Core Values for Western Port Secondary College are: <ul style="list-style-type: none">• Community• Achievement• Respect• Engagement.
Context challenges	<p>Western Port Secondary College is a dynamic learning community located in a beautiful rural setting on the Mornington Peninsula. It is a smaller sized secondary school with approximately 580 students, set on several landscaped acres with outstanding modern buildings and teaching and learning spaces. The school prides itself on providing a 21st Century Education for all students. The college ethos is based upon the commitment of staff, students and parents working cooperatively to provide the best possible curriculum in a safe and welcoming environment. Our school places a great emphasis on pastoral care and a very positive approach to student wellbeing. We are constantly seeking to develop each student's personal and social skills. We believe that the best environment for students to learn is one that is safe, inclusive, respectful, caring and purposeful, and one where personalised and individual learning programs can be achieved. Being a mid-sized secondary college this is achievable for us. Each and every student is known and has a place in our school.</p> <p>The current strategic plan focusses on our core business of Teaching and Learning and Accountability. We have implemented a number of changes so all students are accurately mapped on the VC Continuum in all learning areas, and then explicitly taught at the level they are at in order to progress along the continuum. This growth is then measured, recorded and reported on. We have developed similar measures for our senior VCE and VCAL programs. We have begun a shift in solely relying on Teacher Judgements for assessment and instead using a range of tools to more accurately and independently measure and map students learning growth and academic outcomes. Teachers continue to work hard developing differentiated curriculum and associated assessment. To better facilitate our new approach to Teaching and Learning, we have dedicated Year 7, Year 8 and Year 9 Learning Centres. Our Year 9 Program 'Project 9' continues to go from strength to strength providing a stimulating and engaging experiential learning program alongside core subjects. The school is part of a Department endorsed STEM Catalyst program and is</p>

	<p>a partner school with the Mitchell Institute on the 'Entrepreneurial Learning in Schools' project. The school maintains a close and active working relationship with feeder Primary Schools and runs a highly successful STEM program with primary and Secondary Students in a fully equipped STEM Learning Centre.</p> <p>The college is recognised for its excellence in pathway provision and is an Alumni member of Beacon, supporting young people in exposure to further education, training and employment. Programs ran at the senior end of the college cater to a broad range of student learning, including access to VCE, VCAL, VET and SBATs.</p> <p>The area within which the school operates has a significant component of disadvantaged families and community and an associated significant experience of trauma. Generational poverty, generational unemployment and welfare dependence are experienced by many in the community. One feeder Primary School is particularly disadvantaged and statistically in the running for the most disadvantaged school in the state. Significantly higher Police call outs for Domestic Violence and child abuse are documented for the area. These issues translate into complex needs for some students, low aspirations vocationally and educationally, a variety of challenging behaviour, anti-social behaviour, difficulty engaging some parents, significant health, well being and welfare needs for some students. The school has a range of programs and processes in place in response to these contexts including Hands on Learning, Rock and Water, Martial Arts Therapy, Girls Group, School Based Traineeships, Breakfast Club, Homework Club, Café, CLASS, Outreach and a proactive oriented well being team that uses a triage and agency based response. In addition the school has piloted and is in the process of rolling out 'School Wide Positive Behaviours' (SWPBS) across the school in 2018.</p> <p>Sporting opportunities along with a strong focus on extra-curricular activities such as HPV is another area the college prides itself on. The school also maintains a strong music and performing arts program and regularly host concerts and productions. The college was recently reinstated with its 5 Star Sustainability Accreditation, receiving numerous environmental awards in recent years and this supports the work of the student led Environmental Action Group. The school continues to host Malaysian and Japanese students each year and has a sister school in Malaysia which is visited by students every two years, whilst undertaking the 'G'day USA' tour in the alternate year.</p>
<p>Intent, rationale and focus</p>	<p>Intent: We want to ensure all students receive the best possible education that best prepares them for their future as individuals, community members and the workforce of the future. We believe the best way to achieve this is ensuring each student graduates with a solid educational foundation, culturally and holistically educated, with 21st century skills and mindset and with a STEM knowledge and skills base.</p> <p>Rationale: Our students come from a diverse range of settings with many from low socio-economic backgrounds and disadvantaged context. We believe it is crucial to achieve our intent and break the cycle of disadvantage and poverty that exists in our community. We must provide rigorous yet flexible pathways and programs that allow our students to achieve the best educational outcomes as per our intent.</p> <p>Focus: An unrelenting focus on improving academic outcomes and learning growth will be a key feature of this plan. Point of need teaching and intervention based on objective data sets will inform teacher practice and a rigorous engaging curriculum. This plan seeks to develop a professional learning community amongst staff and students and will focus on building teacher capacity and professional growth whilst focusing also on student voice and their responsibility as learners. Finally, this plan will focus on ensuring we remain an inclusive school with opportunities, programs and pathways for all young people within our community whatever their</p>

needs or background may be.

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Goal 1	To improve student achievement and learning growth for every student across the whole curriculum with an emphasis on literacy and numeracy.
Target 1.1	<p><i>By 2022 the percentage of Year 9 students assessed in the 2 middle and 2 top bands of NAPLAN for:</i></p> <ul style="list-style-type: none">• <i>Numeracy will increase from 61% (2017) to 75% or above.</i>• <i>Reading will increase from 45% (2017) to 65% or above.</i>• <i>Writing will increase from 40% (2017) to 60% or above</i>
Target 1.2	<p><i>By 2022 the percentage of students across Years 7–9 (matched cohort) in NAPLAN</i></p> <ul style="list-style-type: none">• <i>Numeracy assessed as medium and high growth increase from 62% (2017) to be 75% or above.</i>• <i>Reading assessed as medium and high growth increase from 63% (2017) to be 75% or above.</i>• <i>Writing assessed as medium and high growth increase from 63% (2017) to be 75% or above.</i>
Target 1.3	<p><i>By 2022 the VCE All Study score will be 27 or above.</i></p>
Target 1.4	<p><i>By 2022 PAT–Reading and PAT–Mathematics show greater than expected cohort average growth rates.</i></p>

Key Improvement Strategy 1.a Building practice excellence	Build the instructional practice of every teacher through professional learning, coaching, peer observation and feedback and embed the Western Port Secondary College (Western Port SC) Instructional Model (WIM) to achieve consistent, high quality instruction in every classroom. (BPE).
Key Improvement Strategy 1.b Curriculum planning and assessment	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students (CPA).
Key Improvement Strategy 1.c Building practice excellence	Develop and implement an effective whole school literacy plan (with an initial focus on reading and comprehension) (CPA/BPE).
Goal 2	To improve student engagement and wellbeing.
Target 2.1	<p><i>Attendance</i></p> <p><i>By 2022, reduce student absence days per full-time equivalent for Year 9 from 33.86 days in 2017 to 21 days or below and for Year 10 from 24.9 days to 21 days or below.</i></p>
Target 2.2	<p><i>Student opinion</i></p> <p><i>By 2022, the percentage of positive endorsement on the student AToSS for Years 7–12 will be:</i></p> <ul style="list-style-type: none"> ● <i>Student Voice and Agency—65% or above (from 43% in 2017)</i> ● <i>Sense of Connectedness—65% or above (from 50% in 2017)</i> ● <i>Not Experiencing Bullying—70% or above (from 54% in 2017) \</i> ● <i>Effective Classroom Behaviour—70% or above (from 53% in 2017)</i> ● <i>Teacher Concern—60% or above (from 42.5% in 2017)</i>

Target 2.3	<p><i>Staff opinion</i></p> <p>By 2022, the percentage of positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • School Climate module: Trust in Students and Parents—50% or above (from 27% in 2017) • School Climate module: Collective Efficacy—55% or above (from 33% in 2017)
Key Improvement Strategy 2.a Empowering students and building school pride	<p>Enable consistent use of student voice and learner agency strategies so that students have positive school experiences and can act as partners in improving their outcomes. (ESBSP and IESA).</p>
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	<p>Review the school’s attendance policy and implement more effective approaches, especially at Years 9 and 10 (SEPI).</p>
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	<p>Embed the SWPBS program, enabling students to develop a growth mindset and to self regulate. (SEPI)</p>
Goal 3	<p>To create a positive learning community culture based on high expectations, collective responsibility and shared accountability.</p>
Target 3.1	<p><i>Staff opinion</i></p> <p>By 2022, the percentage of positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Leadership module: Instructional Leadership—70% or above (no benchmark data available from 2017 survey) • Leadership module: Visibility—65% or above (no benchmark data available from 2017 survey)

	<ul style="list-style-type: none"> • School climate module: Academic Emphasis—50% or above (from 27% in 2017) • School climate module: Teacher Collaboration—60% or above (from 42% in 2017) • School climate module: Parent and Community Involvement—55% or above (from 37% in 2017)
<p>Target 3.2</p>	<p><i>Student opinion</i></p> <p>By 2022, the percentage of positive endorsement on the student AToSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> • Stimulated Learning—70% or above (from 54% in 2017) • Motivation and Interest—75% or above (from 62.5% in 2017) • Sense of Confidence—70% or above (from 53.5% in 2017)
<p>Target 3.3</p>	<p><i>Parent opinion</i></p> <p>By 2022, the percentage of positive endorsement on the Parent Opinion Survey (POS) will be:</p> <ul style="list-style-type: none"> • Student Agency and Voice—75% or above • High Expectations for Success—75% or above • Student Motivation and Support—75% or above • Stimulating Learning—75% or above
<p>Key Improvement Strategy 3.a Instructional and shared leadership</p>	<p>Review the College leadership structures and roles in line with the new SSP and build the instructional leadership capacity of all in leadership roles to enable them to establish higher levels of consistency and shared accountability for improving student achievement and learning growth. (ISL)</p>

<p>Key Improvement Strategy 3.b Vision, values and culture</p>	<p>Build a culture of high expectations and aspirations across the whole school community, particularly supporting staff to lead and teach for high expectations. (VVC)</p>
<p>Key Improvement Strategy 3.c Parents and carers as partners</p>	<p>Strengthen the learning partnerships between home and school to support improved student achievement, engagement and wellbeing outcomes. (PCP)</p>