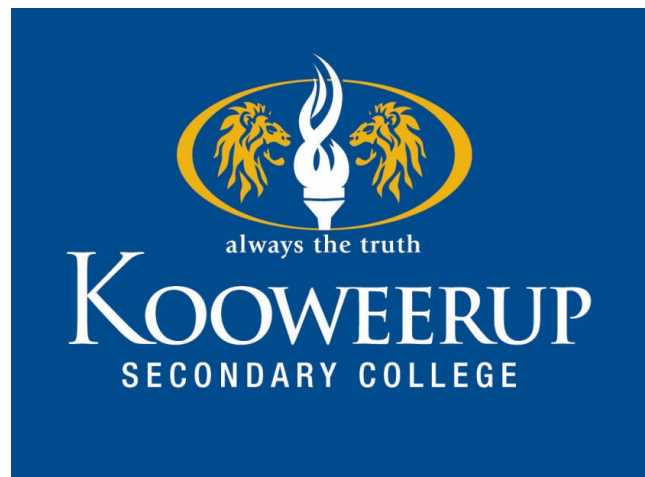


KOO WEE RUP SECONDARY COLLEGE 7955

School Strategic Plan 2009 - 2012



Endorsement by School Principal	SIGNED NAME Peter Hanley DATE
Endorsement by School Council	SIGNED NAME Shane Sutton DATE School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED NAME Peter Greenwell DATE

School Strategic Plan 2009 -2012

School Profile

Environmental Context

Koo Wee Rup Secondary College, a Year 7 to 12 college established in 1957 on a site shared with the Koo Wee Rup Primary School (from 1910), is the only secondary school in the rural township of the same name located 80 kilometres south east from Melbourne in the city of Cardinia.

The college services an extensive geographic area from the fringe of the Cranbourne growth area through to rural communities to the south and east covering 1600 square kilometres. An extensive bus network services the college and six primary schools. While enrolment levels were stable over the review period - 820 at the whole-school level and around 160 at Year 7 – from 2000 a trend of increased enrolments is evident. In 2008, Year 7 enrolments increased to 192 and long term enrolment projections predict a school enrolment of 1000 by 2012.

The community is ethnically homogeneous. A significant proportion of families face financial pressures—Student Family Occupation (SFO) is 0.48¹. The SFO indicative band for similar schools is in the lower quartile (40–60) of the state percentile performance rankings.

A significant feature – 33% of staff works part-time.

A comprehensive Year 7 to 12 curriculum is provided with pathways through to the Victorian Certificate of Education (VCE), Vocational Education and Training (VET), and three levels of the Victorian Certificate of Applied Learning (VCAL). Special programs include: Select Entry Accelerated Learning (SEAL) with the potential to complete secondary education in five years or take a three-year VCE including University Enhancement Studies; and Year 9 Advance Program with Parks Victoria.

¹ SLR 2007 indicates SFO density of 0.48. However, according to information provided by the college and Southern Region of DEECD, in 2008, the SFO was corrected to 0.56.

Strategic Intent	Goals	Targets (All targets to be achieved by 2012)	Key Improvement Strategies
Student Learning	<p>LITERACY To improve student <u>achievementperformance</u> in literacy across all learning areas, particularly from Years 7 to 9, Writing for boys and VCE English studies.</p>	<ol style="list-style-type: none"> All Year 9 students reach or exceed the expected standard in NAPLAN Reading, Writing, Spelling and Grammar and Punctuation. Achieve a VCE All <u>study Studies-mean</u> score of at least 30. Achieve a mean <u>score</u> in VCE English and VCE Literature of 29 and 30 respectively. Increase the proportion of VCE Study Scores 40 or above to 6% (state benchmark). 	<p>Enhance the quality of teacher practice by:</p> <ol style="list-style-type: none"> Creating and sustaining an effective educational leadership and management team, focussed on leadership of learning and leadership of teams, a rigorous evidence-based approach to change management and college accountability; Implementing a school-wide performance and development culture; Strengthening teachers' capacity to match approaches to student needs; Establishing an ICT rich collaborative learning environment; and Developing curriculum structures that support the VELs.
	<p>NUMERACY To improve student achievement in numeracy across all learning areas, particularly from Years 7 to 9, Mathematics for girls and VCE Mathematics studies.</p>	<ol style="list-style-type: none"> All Year 9 students reach or exceed the expected standard in NAPLAN Numeracy. The proportion of students in Years 7-9 assessed at A or B in VELs teacher assessments will increase to 15% or more. Increase the mean study score in VCE Further Mathematics from 30 to 32. Increase the study score in VCE Mathematical Methods from 27 to 32 without a decline in participation rate. Increase the mean study score in VCE Specialist Mathematics from 26 (2006) to 29. 	
	<p>INTERDISCIPLINARY AND PERSONAL LEARNING To enhance students' interdisciplinary and personal learning across the college. To develop students' independent learning skills.</p>	<ol style="list-style-type: none"> The proportion of Year 7 – 10 students assessed at the expected level in VELs teacher assessments will increase to 100%. 	

Formatted Table

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Strategic Intent	Goals	Targets (All targets to be achieved by 2012)	Key Improvement Strategies
Student Engagement and Wellbeing	To increase student engagement in college life, particularly student attendance at years 7, 8 and 9.	11. Increase the Year 7 Student Attitude mean score in Learning Confidence from 3.6 to 3.9. 12. Increase the Year 7 Student Attitude mean score in Student Motivation from 4.0 to 4.2. 13. Increase Staff Opinion mean score in Student Motivation from 2.6 to 3.5. 14. Reduce the % of teachers who spend 35% or more of class time on student misbehaviour from 26% to 10%. <u>14.</u> 15. Reduce average student absence rates at Years 7, 8 and 9 to 15 days per student.	Redevelop our approach to student well-being through: <ul style="list-style-type: none"> f. Introducing a vertical student organisational model based on the House system to promote student connectedness to school and strengthen staff/student relationships; g. Further developing a positive student culture, particularly for girls, by strengthening student responsibility to self and others through enhanced student leadership; h. Strengthening the college philosophy of education and shared vision in ways that are explicit about what it is, how it's done and what part each student, teacher and parent plays in it; and i. Strengthening school engagement by establishing a culture of achieving one's personal best in all aspects of school life.
	Student Pathways and Transitions	To improve the ability of students to be confident and independent learners (VELS personal learning) through seamless transition into, through and out of the college and between and programs (eg SEAL, VCAL and Enhancement).	16. Increase the Year 7 – 12 Student Attitude mean score in Student Morale from 4.8 to 5.0 17. Increase the Year 7 - 12 real retention rate from 31% to 50%. 18. Increase the Year 11 to Year 12 real retention from 63% to 75%.
To have all Year 9 -12 students plan an appropriate, meaningful pathway to post school destinations.		y. <u>19.</u> Increase the proportion of students continuing their education and training post Year 12 from 62% to 75%. z. <u>20.</u> 100% of Year 10-12 students gain a tertiary place, apprenticeship, traineeship or full-time employment.	

Formatted Table

Formatted: Bullets and Numbering

Formatted: Font: 11 pt, Not Italic

Formatted: Font: 12 pt

Formatted: Font: 12 pt

Formatted: Bullets and Numbering

SCHOOL STRATEGIC PLANNER 2009 – 2012: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Key Actions		Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning</p> <p>Enhance the quality of teacher practice by:</p> <p>a. Creating and sustaining an effective educational leadership and management team, focussed on leadership of learning and leadership of teams, a rigorous evidence-based approach to change management and college accountability;</p> <p>b. Implementing a school-wide performance and development culture;</p> <p>c. Strengthening teachers' capacity to match approaches to student needs;</p> <p>d. Establishing an ICT rich collaborative learning environment; and</p> <p>e. Developing curriculum structures that support the VELs.</p>	Year 1	<p>a. Investigate and introduce Develop and implement a different model of school leaders to deliver strategic improvement, focussing on leadership of learning and leadership of teams.</p> <p>b. Undertake accreditation as a Performance and Development Culture School.</p> <p>c. Leadership Team works with Domain Leaders to provide professional learning on Differentiated Instruction as part of KWRSC Effective Teaching Framework (ETF).</p> <p>d. ICT resources identified to support student learning.</p> <p>e. Undertake a curriculum audit, identify needs and begin discussions of appropriate responses in order to develop a new KWRSC curriculum program.</p>	<p>KWRSC Effective Teaching Practice Measures</p> <ul style="list-style-type: none"> Leadership team and teachers participate in classroom learning walks. Differentiated Instruction used as basis for pedagogical practice. Teachers are part of Professional Learning Teams (PLTs). ICT (eg Web 2.0) and new eLearning pedagogies are used by all teachers. PLTs use data to inform their planning. <p>Achievement Measures</p> <ul style="list-style-type: none"> NAPLAN testing to indicate that student learning has progressed by at least 21 months from Y7 (2009) to Y9 (2011). VCE Allstudy Studies mean score to be at least 30 by 2012 with improved scores in English and Mathematics subjects and proportion of scores above 40 will be above state average. For each Y7-10 cohort, more students are being assessed above their expected level and fewer students are being assessed below the expected level.
	Year 2	<p>a. Teams are operational at all levels of the school with a focus on teaching and learning in literacy and numeracy.</p> <p>b. Further development of our culture of performance improvement.</p> <p>c. Differentiated Instruction is used as basis for KWRSC ETF.</p> <p>d. ICT incorporated in majority of student learning activities.</p> <p>a. Implement the new KWRSC curriculum program focussing on assessment.</p> <p>e.</p>	
	Year 3	<p>a. Leadership Team adopts an action research approach to school improvement.</p> <p>b. Further develop our culture of performance improvement.</p> <p>c. Further professional learning to strengthen teacher capacity to meet student needs.</p> <p>d. ICT used extensively throughout school.</p> <p>e. Continue to implement the KWRSC new curriculum program with a particular emphasis on adopting innovative practices.</p>	
	Year 4	<p>a. Leadership Team structure and practice analysed to assess its effectiveness in school improvement, as part of self-evaluation accountability process.</p> <p>b. Performance and Development Culture practices embedded.</p> <p>c. Teachers identify improvements to KWRSC ETF.</p> <p>d. Analysis of use of ICT as a support for learning.</p> <p>e. Analysis of curriculum documents structures and practices.</p>	

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Key Actions		Achievement Milestones (Changes in practice and behaviours)
<p>Student Engagement and Wellbeing Redevelop our approach to student wellbeing through:</p> <p>f. Introducing a vertical student organisational model based on the House system to promote student connectedness to school and strengthen staff/student relationships;</p> <p>g. Further developing a positive student culture, particularly for girls, by strengthening student responsibility to self and others through enhanced student leadership, development and support programs and policies;</p> <p>h. Strengthening the college philosophy of education and shared vision in ways that are explicit about what it is, how it's done and what part each student, teacher and parent plays in it; and</p> <p>i. Strengthening school engagement by establishing a culture of achieving one's personal best in all aspects of school life.</p>	Year 1	<p>f. Setup the vertical student structure, create new staff areas of responsibility, provide on-going PD and increase the number of House activities.</p> <p>g. Identify student leadership opportunities within the new model.</p> <p>h. Review College Vision and Values.</p> <p>i. Identify each student's preferred learning styles to establish a starting point for discussions about achievement of "personal best".</p>	<p>KWRSC Effective Teaching Practice Measures</p> <ul style="list-style-type: none"> Leadership team and teachers participate in classroom learning walks. Increase in use of Assessment of/as/for Learning in self-evaluation and teacher evaluation. Students undertaking leadership training. Decrease in school suspensions and expulsions. Widespread student involvement in House-based activities. <p>Achievement Measures</p> <ul style="list-style-type: none"> Student attitude to learning confidence and student motivation to improve against 2008 figures. Staff opinion on student motivation and percentage of time spent on student misbehaviour to improve on 2008 figures. Student attendance at Years 7 -9 will improve.
	Year 2	<p>f. Review achievements and concerns from 1st year and make modifications as necessary, with a focus on strengthening the role of the House Group teacher.</p> <p>g. Increase the percentage of students undertaking leadership training,</p> <p>h. Increase number of actively involved community members.</p> <p>i. Increase number of students participating in extra-curricular activities.</p>	
	Year 3	<p>f. Continue to implement the vertical model with a focus on student decision-making, and broader staff participation in House activities.</p> <p>g. Previously trained students train more students in leadership.</p> <p>h. Review College Vision and Values.</p> <p>i. Student portfolios trialled and contain examples of students achieving their personal best.</p>	
	Year 4	<p>f. Analyse the vertical student model to assess its effectiveness in improving student engagement and wellbeing and make recommendations for future.</p> <p>g. Review student leadership programs and make recommendations for the future.</p> <p>h. Improvements suggested for College Vision and Values.</p> <p>i. Student portfolios embedded.</p>	
<p>Student Pathways and Transitions Broaden and improve post-compulsory learning options by:</p> <p>j. Implementing enhanced student transition, individual pathways planning and transfer processes, including career counselling;</p> <p>k. Continuing to support teacher professional learning to improve the delivery and effectiveness of pathways programs; and</p>	Year 1	<p>i. Continue to investigate KWRSC partnership with local agencies, Cardinia Shire and DEECD in the establishment of trade centre and associated post-compulsory programs.</p> <p>j. Rework VCAL program and delivery to ensure its continued success.</p> <p>k. Undertake curriculum audit to ensure current practices are aligned with VELs, VCE/VET/VCAL.</p>	<p>KWRSC Effective Teaching Practice Measures</p> <ul style="list-style-type: none"> Leadership team and teachers participate in classroom learning walks. Increase in learning activities taking place beyond the school fence. Demand for VET and VCAL programs continues to grow. More teachers trained to teach VET and VCAL. <p>Achievement Measures</p>
	Year 2	<p>i. Into School, Through School and Out of School Transition programs developed and implemented.</p> <p>j. Strengthen teacher and student awareness of post-compulsory options through Industry visits for Y7-10</p>	

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Key Actions		Achievement Milestones (Changes in practice and behaviours)
i. Developing, documenting and implementing a coherent 7-12 curriculum, assessment and pathways programs aligned with VELS and VCE/VET/VCAL.		students and teachers and investigate a Pre-VCAL program as an option for Year 9 students. k. Implement revised curriculum.	<ul style="list-style-type: none"> • Student attitude to morale will improve on 2008 figure. • Apparent retention from Year 7 to year 12 and real retention from Year 11 to year 12 will improve on 2008 figures. • The proportion of Year 10 -12 students continuing their education and training will improve on 2008 figures.
	Year 3	i. Further develop and implement Into School, Through School and Out of School Transition programs. j. Further improvements to VCAL and identification of new VET programs. k. Continue to revise and implement curriculum across all year levels to suit KWRSC.	
	Year 4	i. Analyse post-compulsory curriculum programs and practice to assess effectiveness in school improvement. j. Continue to provide professional learning opportunities for teacher to better support student pathways and transitions. k. Analyse achievements and identify areas for improvement of the College's curriculum, assessment and pathways programs.	

Formatted: Bullets and Numbering