**School Strategic Plan 2020-2024**

Koo Wee Rup Secondary College (7955)



Submitted for review by Felix Patton (School Principal) on 11 February, 2021 at 02:21 PM  
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**School Strategic Plan - 2020-2024**

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| School vision | To inspire a passion for lifelong learning and excellence in a community which provides all students with the opportunity to acieve their personal best. |
| School values | Our College comunity has identified the following values as essential for promoting positive realtionships and a thriving learning environment. PERSONAL BEST; Set personal goals and plan actively for the future. Always work towards your personal best. Celebrate your achivemnts and success.  RESPECT; Be polite andcooperative. Respect other people's beliefs, property and right to privacy. Treat others fairly and accept differences.  RESPONSIBILITY: Take responsibility for your own learning. Accept responsibility for your actions and their consequences. Be community minded and supporta sustainable future.  RESILIENCE: Remain focused and determined. Seek support when needed. Value positive relationships with others.  HONESTY AND INTEGRITY: Be honest, dependable and reliable. Help other people when you can. Be sincere and match actions with words. |
| Context challenges | Kooweerup Secondary College (KWRSC) is located in the town of Koo Wee Rup in the Cardinia Shire approximately 72 kilometres from the Melbourne Central Business District. The school was founded in 1957. The school buildings include nine main buildings with several portable buildings housing six year level learning spaces and specialised spaces for science, music, art, woodwork, food technology, and automotive, and an indoor multi-purpose hall. The grounds include two separate adventure playgrounds, tennis courts, hockey pitch and a sports field.  Enrolments are approximately 1180 students. Over the past four years, enrolments have increased by 148 students.   The Student Family Occupation Education (SFOE) index was in the medium band at 0.4820 in 2019–20.  The staffing profile of Kooweerup Secondary College includes a Principal, 3 assistant Principals, 73.1 full-time equivalent (FTE) teachers, 18.0 FTE Education Support (ES) staff, 5 office administration staff, Mental Health Practitioner and a qualified school nurse.  Kooweerup Secondary College is a co-educational school for students from Years 7 to 12. The school provides an approved curriculum framework based on the Victorian Curriculum for Years 7 to 10. In Years 10 to 12 offerings include the Victorian Certificate of Education (VCE), on campus Vocational Employment and Training (VET) courses and foundation, intermediate and senior levels of the Victorian Certificate of Applied Learning (VCAL). A SEAL (Select Entry Accelerated Learning) program from Year 7 has been offered since 2005.  An Advance program is provided at Year 9 which partners 24 students with Parks Victoria in a course combining outdoor activities with community service.  The College has formed relationships with the organisations Koo Wee Rup Hub and Headspace that provide counselling and programs supporting student well-being. The College implements the Resilience Project and Respectful Relationships programs.  The College also provides an established instrumental music program which includes four bands which regularly perform in public; an annual school musical and Music Festival; participation in interschool sport; a human powered vehicle (HPV) program; an annual debutante ball; a camping program and a number of hobby clubs. A number of community links have been developed with organisations including the Masonic Lodge, Rotary and Lions clubs. A local community bank financially supports many programs at the college, providing sponsorship, scholarships and promotion of college events.  Challenges from the 2020 School Review   Analysis of the school’s NAPLAN data indicates lower levels of school-wide student achievement compared to state and regional averages in all areas of English and Mathematics. At the time of review students stated and staff agreed that differentiation was not providing the appropriate level of challenge and engagement for all students.   Teachers stated that they required support to develop more effective use of data to determine the students’ learning needs and to use the data to plan more effective programs that were differentiated to meet the range of student needs. Leaders stated that there was a need to engage a consultant to support teachers to effectively analyse and apply data to support better planning and differentiation of teaching to point of need for students.  Survey data indicated low student perceptions regarding student voice and agency, stimulated learning and sense of connectedness. Teachers identified that levels of teacher collaboration and perceptions of efficacy were low and that planning for differentiated teaching was not impacting the outcomes of all students especially students below the expected level.   Survey data indicated low student perceptions regarding resilience and classroom behaviour. Staff and students indicated that the school’s student behaviour management process was not consistently implemented by all teachers across the school.    Leadership structures and practices that promote and support school improvement were in place but that due to some inconsistencies of practice the level of impact on school improvement was not optimal. The Panel agreed that the follow up of the implementation of agreed processes required more consistent monitoring by leadership with observation and feedback to teachers to support consistency of implementation of policy and processes across the school. Some proposed changes to the College leadership structure were implemented and it was agreed by the Panel that there was a need for further reflection on the roles of leaders and accountability processes that would support consistent practices across the school and lead to greater school improvement.  Professional learning communities (PLCs) were initiated in 2018. Teachers in focus groups were not all confident of the purpose of PLC activity and agreed that there was little accountability for the process and outcomes. Leadership and teachers stated that at times the PLC meeting schedule was interrupted due to the pressing nature of other school demands and so the meetings did not always occur as planned. Some staff stated that the planning processes that were implemented in PLC meetings were laboured and the tasks took a number of sessions to complete after which time they felt the relevance of the work was redundant. Staff also stated there was some confusion regarding the role of a range of structures in place including PLC, domain and year level structures, and the inter-relationship of the purpose of each in the development of teacher practice and curriculum. Leadership conducted a limited number of learning walks to view teacher practice. The learning walks were not embedded in regular practice and feedback to teachers and follow-up processes were not defined. The Panel agreed that the instructional model was evident in practice across the school but that the application of the elements of the model were inconsistently applied by various domains and teachers within the domains. The focus on the instructional model had not been supported by ongoing professional learning and the implementation had not been monitored for consistency by leadership. The lack of teacher accountability for implementation of the elements of the IM led to inconsistency of teaching practices across the school.    Students are selected for the select entry accelerated learning (SEAL) class as a result of a range of testing. Teachers and parents stated that the curriculum program was targeted approximately 12 months in advance of the students age-appropriate year level. Teachers detailed some flexibility in student choice of activities and application work. SEAL students in focus groups expressed the view that the whole class was working at the same level in most classes. The SEAL students provided a mixed rating of the level of challenge of the SEAL program from low to high. Some SEAL students stated that they were not challenged to their capacity and felt that the work was not differentiated to meet their learning needs. |
| Intent, rationale and focus | • Improved student outcomes in literacy and numeracy across all domains.  Analysis of the school’s NAPLAN data indicated lower levels of school-wide student achievement compared to state and regional averages in all areas of English and mathematics. Students stated and staff agreed that differentiation was not providing the appropriate level of challenge and engagement for all students.   The instructional model is evident in practice across the school but the application of the elements of the model are inconsistently applied by various domains and teachers within the domains. The focus on the instructional model needs to be supported by ongoing professional learning and and the application of the model monitored for consistency by leadership. Higher Teacher accountability for implementation of the elements of the IM will lead to consistency of teaching practices across the school.  There is a need for the school to focus on developing teachers’ capability in planning differentiated and targeted curriculum supported by improved levels of student agency in their learning, would lead to a more positive learning environment where students would be more stimulated and engaged in their learning leading to improve student outcomes.  Improved staff use of high impact teaching strategies, combined with more consistent application of the school’s instructional model and the use of data informed differentiation in planning. would support improved outcomes for all students in numeracy and literacy.  • Leadership and accountability   Leadership structures and practices that promote and support school improvement are in place but that due to some inconsistencies of practice the level of impact on school improvement is not optimal. Follow up of the implementation of agreed processes requires more consistent monitoring by leadership including observation and feedback to teachers to support consistency of implementation of policy and processes across the school. There is a need for further reflection on the roles of leaders and accountability processes that will support consistent practices across the school and lead to greater school improvement.  1. Establishment of School Improvement Team structure and processes which can effectively monitor and evaluate implementation of the AIP and which build collective leadership capacity  2. Support for individual team leaders with responsibility for the implementation of particular KIS within the AIP including differentiation of learning tasks to target all students at point of need (HITs)  3. Establishment of Professional Learning Teams which analyse student data and use this to plan, evaluate and inform curriculum programs    • Develop improved engagement of students in their learning.   Survey data indicates low student perceptions regarding student voice and agency, stimulated learning and sense of connectedness. Teachers identify that levels of teacher collaboration and perceptions of efficacy were low and that planning for differentiated teaching was not impacting the outcomes of all students especially students below the expected level.   A school focus on developing teachers’ capability in planning differentiated and targeted curriculum supported by improved levels of student agency in their learning including student goal setting will lead to a more positive learning environment where students would be more stimulated and engaged in their learning leading to improve student outcomes.   • Improve student health and wellbeing across the school.  Survey data indicates low student perceptions regarding resilience and classroom behaviour. Staff and students indicate that the school’s student behaviour management process was not consistently implemented by all teachers across the school.  Strengthening existing behaviour management processes and empowering student voice to ensure consistency of implementation of the wellbeing processes, levels of student wellbeing would improve and have an impact on improving the positive climate for learning.      Year One Priorities  GOAL 1: Improve student outcomes in literacy and numeracy across all domains. KIS 1a} Develop, document and implement a guaranteed and viable curriculum in literacy and numeracy that promotes high quality teaching and learning (CPA)  Actions against this KIS • Develop whole school scope and sequence documents for literacy and numeracy • Collaboratively develop and update comprehensive Unit planners in all Domains aligned to the use of the IM • Collaboratively implement weekly learning plans for students in 7-10 Teacher professional development - develop consistent understanding of the Instructional Model (IM)  1b) Build capability of teachers to utilise data and a range of assessment strategies to support improved teaching to students’ point of need (EIL) Actions against this KIS  • Collaboratively formalise consistent moderation of student work so that teachers better understand and teach to their students point of need. • Teacher professional development - Data literacy  1c) Build capability of teachers to differentiate learning tasks consistently across the school to target all students at point of need (HITs)  Actions against this KIS  • Teacher professional development -differentiation  1d) Further develop, embed and evaluate the PLC inquiry cycle in learning areas (CPA).  Actions against this KIS  • Implement the PLC model aligned to the SSP goals  Goal 2: Develop improved engagement of students in their learning.     2a) Develop and activate student voice and agency in their learning (ESBSP) Actions against this KIS • Improve student voice and agency in their learning (Pivot survey tool to measure)  2b) Develop staff capabilities to develop student learning opportunities that are challenging, engaging and promote curiosity (BPE) Actions against this KIS • Review of SEAL program  2c) Develop staff capabilities to develop students’ critical thinking and meta- cognition skills (IES) Actions against this KIS • Explore Problem based learning with a focus on developing the Key Capabilities.  2d) Build consistency in the implementation of policies, processes and procedures to support learning intervention for students at risk of not achieving their full potential (SEPI) Actions against this KIS • Teacher professional development - to build consistency in the documentation of programs and the implementation of policies, processes and procedure • Year level leaders to monitor weekly student attendance data from Compass following up unexplained absences with families and or referring to Student Wellbeing when additional supports are required. • Monitor the effectiveness of the implementation of the special intervention programs across the school Goal 3: Improve student health and wellbeing across the school.  3a} Develop and implement a consistent approach for a positive climate for learning (SE)  Actions against this KIS  • Explore a range of, and implement a school wide model of, behaviour management • Class observations and feedback to teachers re the implementation of student management process • Implement a mentoring program for staff re practices in student management and engagement.    3b) Build a whole school approach to supporting the psychological and social wellbeing of all students (HWB)  Actions against this KIS • Teacher professional development – 1. Refresh whole school approach to student management  2. Trauma informed practice 3. Generational poverty 4. Mental health  • Provide improved access for students to the HUB |

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| Goal 1 | Improve student outcomes in literacy and numeracy across all domains. |
| Target 1.1 | **NAPLAN**  *Above benchmark growth*   * Numeracy - increase the percentage of students achieving above benchmark growth in Year 9 from 8% (2019) to 16% (2024) * Writing - increase the percentage of students achieving above benchmark growth in Year 9 from 13% (2019) to 21% (2024) * Reading - increase the percentage of students achieving above benchmark growth in Year9 from 17% (2019) to 22% (2024)   *Top 2 bands*   * Reading – increase the percentage of students achieving in the top 2 bands in Year 9 from 13.1% (2019) to 20% (2024) * Writing - increase the percentage of students achieving in the top 2 bands in Year 9 from 3% (2019) to 10% (2024) * Numeracy – increase the percentage of students in the top 2 bands in Year 9 from 12% (2019) to 20% (2024)   *Bottom 2 bands*   * Reading – reduce the percentage of students in the bottom 2 bands in Year 9 from 41% (2019) to 30% (2024) * Writing – reduce the percentage of students in the bottom 2 bands in Year 9 from 45% (2019) to 30% (2024) * Numeracy – reduce the percentage of students in the bottom 2 bands at Year 9 from 31% to 21% (2024) |
| Target 1.2 | **VCE**   * Increase the mean VCE all study score from 28 (2019) to 30 (2024) * By 2024, the percentage of VCE subjects which have a mean study score greater than the mean score predicted by the GAT (General Achievement Test) will increase from xx% (2019) to 50% (2024) (to be finalised) |
| Target 1.3 | **VCAL**   * Increase the number of VCAL completions from 91% (2019) to 96% (2024). |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Develop, document and implement a guaranteed and viable curriculum in literacy and numeracy that promotes high quality teaching and learning (CPA) |
| Key Improvement Strategy 1.b Evaluating impact on learning | Build capability of teachers to utilise data and a range of assessment strategies to support improved teaching to students’ point of need (EIL) |
| Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies | Build capability of teachers to differentiate learning tasks consistently across the school to target all students at point of need (HITS) |
| Key Improvement Strategy 1.d Curriculum planning and assessment | Further develop, embed and evaluate the PLC inquiry cycle in learning areas (CPA). |
| Goal 2 | Develop improved engagement of students in their learning. |
| Target 2.1 | **Attitudes to School Survey**  Increase the percentage of positive endorsement for the factors:   * School connectedness from 51% (2019) to 61% (2024) * Student voice and agency from 37% (2019) to 50% (2024) |
| Target 2.2 | **School Staff Survey**  Increase the percentage of positive endorsement for the factors:   * Collective efficacy 42% (2019) to 50% (2024) * Teacher collaboration 43% (2019) to 60% (2024) |
| Target 2.3 | **Student Attendance**  By 2024 the average number of days absent per student per year will decrease from 19 (2019) to 17 (2024) |
| Key Improvement Strategy 2.a Empowering students and building school pride | Develop and activate student voice and agency in their learning (ESBSP) |
| Key Improvement Strategy 2.b Building practice excellence | Develop staff capabilities to develop student learning opportunities that are challenging, engaging and promote curiosity (BPE) |
| Key Improvement Strategy 2.c Intellectual engagement and self-awareness | Develop staff capabilities to develop students’ critical thinking and meta- cognition skills (IES) |
| Key Improvement Strategy 2.d Setting expectations and promoting inclusion | Build consistency in the implementation of policies, processes and procedures to support learning intervention for students at risk of not achieving their full potential (SEPI) |
| Goal 3 | Improve student health and wellbeing across the school. |
| Target 3.1 | **Attitudes to School survey**   Increase the percentage of positive endorsement for the factors:   * Managing bullying from 58% (2019) to 70% (2024) * Resilience from 55% (2019) to 62% (2024) * Respect for diversity from 44%(2019) to 50% (2024) * Learning confidence from 58% (2019) to 65% (2024) |
| Target 3.2 | **School Staff Survey**  Increase the percentage of positive endorsement for the factors:   * Support growth and learning of the whole student from 2020 baseline data in the (identify the module) module from 76% (2019) to 82% (2024) * ‘Collective efficacy’ from 45% (2019)  to 55% (2024) |
| Target 3.3 | **Parent Opinion Survey**   Increase the percentage of positive endorsement for the factors:   * ‘Promote positive behaviour’ from 71% (2019) to 80% (2024) * ‘Not experiencing bullying’ from 65% (2019) to 75% (2024) |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Develop and implement a consistent approach for a positive climate for learning (SEPI) |
| Key Improvement Strategy 3.b Health and wellbeing | Build a whole school approach to supporting the psychological and social wellbeing of all students (HWB) |