School Strategic Plan for Westall Secondary College, School Number 8470, 2015-2018

Endorsements

Endorsement by School Principal	Signed Name………Tristan Lanarus Date…....……March 26, 2015
Endorsement by School Council	Signed Name………Priyanka Chakranarayan Date March 25, 2015………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed………………………………………. Name………………………………………….. Date……………………………………………
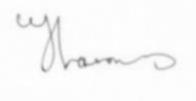
School Profile

Purpose	At Westall Secondary College we believe all students have the right to equal access to a high quality education. We pride ourselves on the service we provide to our community in catering to the various cultures and backgrounds that our students and families have. Our goal is to ensure that every student leaves Westall Secondary College with the skills required to access their chosen employment or further education and that they become exemplary contributors to the workforce and society in general.
Values	Westall Secondary College is guided by the motto "Integrity and Service". The College has 4 key values: - Care for yourself (Personal Worth) - Care for others (Respect and Courteous Relationships) - Care for your school (Respect your environment) - Care for your learning (Strive for excellence)
Environmental Context	Westall Secondary College (Westall SC), a small suburban secondary college of 420 students at Year 7 to Year 12, is located in Clayton South, in Metropolitan Melbourne. Westall SC is a physically attractive organisation, with evidence of a strong improvement agenda, strong Victorian Certificate of Education (VCE) outcomes and emerging higher levels of student learning growth in Year 7 to Year 10. Consistent and high expectations related to enhanced classroom practice, teamwork and peer professional learning have become central improvement strategies that have the potential to secure continued progress during this strategic plan. Westall SC has a Student Family Occupation (SFO) density of 0.7608 in 2015 which reflects, on average, low socio-economic status. The SFO density has remained relatively constant indicating that the socio-economic status has remained stable. 93% of families were eligible for the old Education Maintenance Allowance (EMA). The school has a very high proportion (over 75%) of Language Background other than English (LBOTE) students, with many having experienced significant trauma as refugees. There are a small number of Koori children at the school, all of whom have an Individual Learning Plan (ILP) under the Wannik education strategy for Koori students. Extra support is arranged as appropriate for Koori students according to need. Westall SC has 62.6 Equivalent Full Time (EFT) teaching staff, comprising the Principal and Assistant Principal, 40.9 EFT teachers

	and 15.4 EFT Education Support (ES) Officers. 3.5 EFT ES staff work as Multicultural education Aides and 1.4 fill the role of Literacy / Numeracy Aides.
	The current facilities at Westall SC are in very good condition. Despite not undergoing significant refurbishment, the general appearance of the whole school is very neat and attractive, due in no small part to the conscientious upkeep of the grounds by grounds staff and expectations with respect to the appearance and tidiness of classrooms and corridors. Facilities include a well-equipped Library, an International Students' Centre, an on-site canteen, a First Aid Centre, four large grass playing fields, indoor gymnasium and shaded, passive recreation areas. The College has high-quality classrooms with specialist areas for: Music, Art, Visual Communication, Media, Photography, Food Technology, Woodwork and Computing.
	The Westall English Language Centre (WELC) provides a full-time intensive English course at the level of the secondary education system for new arrivals and full-fee paying international students. The SFO within WELC is .8182. The school also hosts the Victorian School of Languages (VSL) which provides Languages Other than English (LOTE) learning outside of school hours, across the State. The school runs a very successful International Student program, with over 40 students currently enrolled in this initiative.
	The Balook learning Centre is a relatively new addition which allows for flexible and innovative approaches to teaching and learning.
Service Standards	*General* • *Westall Secondary College fosters close links with parents and the broader school community through its commitment to open and regular communications.* • *We commit to the active sharing of our vision and goals to ensure school community engagement in the school's strategic plan.* • *The school provides all students access to a broad, balanced and flexible curriculum including skills for learning and life.* • *The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.* • *Students will receive instruction that is adapted to their individual needs.*

	Specific
	• *Westall Secondary College will respond to all communication from parents and caregivers within 2 working days but within 24 hours wherever possible.*
	• *Parents will be contacted when their child does not behave in a socially acceptable manner.*
	• *All teachers will provide timely and targeted feedback to students on their learning.*

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	• To improve student outcomes and learning growth in Literacy and Numeracy – Year 7 to Year 12.	• Increase the percentage of Year 9 students in the High growth learning gain category across all dimensions. • Decrease the percentage of students below the National Minimum standard via the Year 9 NAPLAN testing across all dimensions. • A VCE all study median of 28 or higher.	• Establish and embed the Westall SC Instructional Model of Teaching and Learning with a focus on literacy and EAL. • Develop and implement a whole school assessment and reporting timeline and process implemented via Compass.
Engagement	• To develop motivated, inspired and engaged students with high levels of creativity and curiosity who can take increasingly higher levels of responsibility for their learning.	• The number of days absent per student per year will be less than the state median. • ATS student motivation, learning confidence, school connectedness scores to be at or above state mean with an upward trend.	• Offer more high-interest activities and approaches that capture students' interests, increase motivation and develop learning confidence. • Review and establish a staffing and leadership model across the school that aligns with the school program established. • Review the Curriculum structure and offering including electives and acceleration.

Wellbeing	• To promote and improve the safety, health and wellbeing of our students.	• The scores for morale, distress and safety in the Attitudes to Schools Survey will be at or above the State Mean with an upward trend. • The Resilience Assets Survey will reflect an increase in the number of students operating in the Good and Excellent Asset Range.	• To Improve data collection and dissemination to better understand health and wellbeing needs of our young people and inform service planning and delivery • Embed wellbeing language and processes as highlighted in our Wellbeing Model (eg. From Smiling Minds, Calmer Classrooms and Resilience Framework) within class lessons.
Productivity	• To improve the allocation and performance of resources (human, financial, time, space and materials) to meet the priorities identified in the 2015 – 2018 SSP. • To increase the size of the school and improve perception and reputation of the school.	• A surplus of $80,000 to $150,000 is retained in the SRP each year to support the implementation of the School Strategic Plan. • Student enrolment increases of 10% each year	• Strengthen the vision for improved leadership and teamwork, with a focus on improved resource allocation and organisation. • Establish a new marketing, promotion and transition strategy into our feeder primary schools and the broader community.

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement 1. Establish and embed the Westall SC Instructional Model of Teaching and Learning with a focus on literacy and EAL.	Year 1	▪ Embed evidence of the 5 key questions template to be completed before delivering any unit of work. ▪ Clarify the school's vision with respect to how students learn and what effective teaching looks like.	▪ Use of Instructional Model and 5 questions template reflected in staff performance review plans ▪ The most suitable advancement (high achievers) approach for Westall is identified and developed.
	Year 2	▪ Establish an "advanced" learning program in the school for our most academic students. ▪ Develop a whole-school strategic Professional Learning Plan based on principles of teamwork, action learning and coaching.	▪ Classroom walkthroughs will show 100% of teachers implementing the Instructional model. ▪ Staff performance plans show evidence of implementation of our advanced program for high achievers
	Year 3	● Further develop the use of a range of data and feedback to inform planning. ● All staff use consistent literacy data to inform planning and teaching. ● Review and Evaluate the Instructional Model and 5 Questions	▪ Improvements in NAPLAN, VCE and VCAL data starts to become evident.
	Year 4	▪ Monitor and evaluate the advanced program ▪ Review all achievement strategies and targets to inform next strategic plan	● Targets within the school strategic plan have been achieved.

2. Develop and implement a whole school assessment and reporting timeline and process implemented via Compass.	Year 1	▪ PD for staff on more accurate teacher assessments of literacy and numeracy that align with NAPLAN data	▪ Closer alignment between NAPLAN data and teacher assessments
	Year 2	▪ Use of edrolo in VCE subjects ▪ Explore learning tasks on Compass	▪ Assessment starts occurring through compass
	Year 3	▪ All Common Assessment Tasks will be delivered using Compass. ▪ Implement all learning tasks and reporting through compass	▪ Student Reports generated using compass with all staff on a school wide basis.
	Year 4	• Monitor and evaluate the use of compass • Review all achievement strategies and targets to inform next strategic plan	• Targets within the school strategic plan have been achieved.
Engagement 1. Offer more high-interest activities and approaches that capture students' interests, increase motivation and develop learning confidence.	Year 1	▪ Introduce new website and school facebook account. ▪ Develop Year level based Teaching and Learning statements	▪ New website is launched and facebook account opened. ▪ Specific school events related to student learning that capture the imagination of parents and secure their attendance are identified ▪ Yr Level based Teaching and Learning Statements completed
	Year 2	▪ Develop and plan Rugby and Volleyball Academy programs ▪ Celebrate student learning and achievements via facebook, assemblies, awards, website and media.	▪ Rugby and Volleyball programs are planned and identified. ▪ New Staffing/leadership model commences.
	Year 3	▪ Evaluate and further develop website and use of social media and other technologies. ▪ Introduce Rugby and Volleyball Academies	▪ Improvements in engagement data starts to become evident.

		Year 4	▪ Evaluate and further develop the sports academies. ▪ Review all engagement strategies and targets to inform next strategic plan	▪ Targets within the school strategic plan have been achieved.	
2. Review and establish a staffing and leadership model across the school that aligns with the school program established.		Year 1	▪ Review and plan staffing and leadership that aligns with improved provision	▪ A new staffing/leadership structure is identified.	
		Year 2	▪ New staffing and leadership structure commences. ▪ Work closely with staff and LT Team to monitor changes.	▪ New staffing and leadership model implemented.	
		Year 3	▪ Monitor and evaluate new staffing/leadership model.	▪ Staffing and leadership model is refined to ensure alignment with curriculum programs and provision	
		Year 4	▪ Review all engagement strategies and targets to inform next strategic plan.	▪ Targets within the school strategic plan have been achieved.	
3. Review the Curriculum structure and offering including electives and acceleration.		Year 1	▪ Review and plan improved curriculum provision	▪ All students to participate in a fast tracking transition program at the end of each school year.	
		Year 2	▪ Develop new model of curriculum provision	▪ A new curriculum model and aligned staffing/leadership structure is identified.	
		Year 3	▪ Implement revised curriculum structure and timetable ▪ Monitor and evaluate new curriculum structure and staffing/leadership. ▪ Capitalise on the development of the Westall Hub to further involve parents of children 0-18 in the new precinct.	▪ New curriculum model implemented ▪ Plans for integration with Westall Hub identified.	
		Year 4	▪ Review all engagement strategies and targets to inform next strategic plan.	▪ Targets within the school strategic plan have been achieved.	

Wellbeing 1. To improve data collection and dissemination to better understand health and wellbeing needs of our young people and inform service planning and delivery.	Year 1	▪ Conduct the Resilience Assets Survey to inform the most suitable wellbeing programs and approaches.	▪ Survey data informs wellbeing planning.
	Year 2	▪ Implement identified strategies from the resilience assets survey. ▪ Embed wellbeing language and processes as highlighted in our Wellbeing Model (eg. From Smiling Minds, Calmer Classrooms and Resilience Framework) within class lessons.	▪ Achieve a higher level of consistency in the application of the student code of conduct ▪ The Investigation of the underlying issues related to lower survey outcomes in the area of Safety leads to a response plan
	Year 3	▪ Evaluate the resilience assets survey strategies. ▪ Improve the early identification of students at risk and better map students at risk using Compass	▪ Improvements in wellbeing data starts to become evident. ▪ Strategies from resilience assets survey are embedded.
	Year 4	▪ Review all wellbeing strategies and targets to inform next strategic plan	▪ Targets within the school strategic plan have been achieved.

2. Embed wellbeing language and processes as highlighted in our Wellbeing Model (eg. From Smiling Minds, Calmer Classrooms and Resilience Framework) within class lessons.	Year 1	▪ Review a more integrated approach to the wellbeing programs across the College. ▪ Consider the idea of a wellbeing Centre	• Appropriate professional learning plan to build staff capacity and ownership of student wellbeing is established.
	Year 2	• Actively promote and educate the school community with the Bully Stoppers initiative. • Implement a revised wellbeing model • Establish a wellbeing centre	▪ A wellbeing model for the school is identified.
	Year 3	▪ Monitor and evaluate the revised wellbeing model ▪ Evaluate the wellbeing centre ▪ Include debriefing systems to guard against vicarious trauma and burn out with staff	▪ A revised wellbeing model commences. ▪ Wellbeing centre is officially opened. ▪ Fully embed whole-school approaches to wellbeing in all areas of the school's operations in line with government advice and our context.
	Year 4	▪ Review all wellbeing strategies and targets to inform next strategic plan	▪ Targets within the school strategic plan have been achieved.
Productivity 1. Strengthen the vision for improved leadership and teamwork, with a focus on improved resource allocation and organisation.	Year 1	▪ Review and update the caretaker and maintenance roster. ▪ Review the canteen operation	▪ A plan for the canteen is identified ▪ A new caretaker and maintenance roster is established.
	Year 2	▪ Review operation and organisation of WELC and the LEEP Program at Chelsea ▪ Refocus teacher meetings on data, planning and intervention.	▪ Clear vision for improved leadership and teamwork, with a focus on Professional Learning Teams and coaching. ▪ Develop integrated leadership structures and roles that reflect joint and shared leadership responsibility for achievement, engagement and wellbeing

	Year 3	▪ Establish a comprehensive e learning plan and ICT resource plan across the school.	▪ ICT and elearning plan established
	Year 4	▪ Review all productivity strategies and targets to inform next strategic plan	▪ Targets within the school strategic plan have been achieved.
2. Establish a new marketing, promotion and transition strategy into our feeder primary schools and the broader community.	Year 1	▪ Continue a cycle of International recruiting trips ▪ Review the schedule for international recruiting trips and a marketing and promotion strategy locally ▪ Review the implementation of our uniform policy.	▪ An annual cycle of international trips is identified. ▪ Establish a new marketing, promotion and transition strategy into our feeder primary schools and the broader community. ▪ Consider alternative structures to focus teacher work on a narrower ability range.
	Year 2	▪ Investigate opportunities to modernise the school facilities ▪ Explore the possibilities and benefits of a College name change. ▪ Explore the possibilities of working more closely with Westall PS.	▪ Recommendations on the College name are identified. ▪ Wearing of uniform is consistent and community perception improves. ▪ Marketing and promotion strategy is embedded and improved networks with our feeder primary schools.
	Year 3	▪ Monitor and evaluate marketing and promotion strategy. ▪ Review implementation of uniform policy. ▪ Modernise the school facilities through improved management and distribution of different funding sources.	▪ Improvements in productivity data starts to become evident. ▪ Possible name change, plans for new buildings and enrolment growth identified.
	Year 4	▪ Review all productivity strategies and targets to inform next strategic plan	▪ Targets within the school strategic plan have been achieved.