

School Strategic Plan 2019-2023

Warrnambool College (8811)



Submitted for review by David Clift (School Principal) on 25 November, 2019 at 03:32 PM

Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 25 November, 2019 at 03:50 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2019-2023

Warrnambool College (8811)

School vision	<p>In 2016 the school completed a consultative approach to develop a school vision statement/noble cause. The end result was "Every Warrnambool Student Thrives". Once the vision was agreed upon a narrative was developed by the whole staff that told the story of our college. The narrative is embedded in the college website and provides the basis for public speeches and school assemblies. Going forward the college will need to work to ensure all stakeholders are aware and are supportive of not only the aspirational vision of the school but understands the narrative of the college. The narrative will be reviewed on an annual basis to ensure it is meeting the demands of our college in the pursuit of improved student outcomes.</p> <p>At Warrnambool College we strive to be the best version of ourselves; to dream more, to be more, to do more. For us, learning doesn't just happen in classrooms. It's crafted by a community that inspires the drive to engage in opportunities, to work hard and to embrace challenges, whatever shape they may take. We want to discover something we can change every day, because it means that we haven't stopped looking for ways to grow.</p> <p>Warrnambool College acknowledges the traditional custodians of this land upon which we learn. We pay our respect to the elders past, present and future within the Maar Nation. We appreciate that diversity encourages learning and we recognise the need to be flexible, inclusive and proactive. We know that finding the pathway to achievement takes grit as well as the imagination to keep looking towards new possibilities. If we're reaching our goals then our staff, our students, together with our community will be working to build the skills they need to be successful today and to redefine tomorrow.</p> <p>We won't be working for you but with you – with students, with families, with employers and employees, with educational providers, with our region and our world. It is through relationships that we'll be able to choose a future where "Every Warrnambool Student Thrives".</p>
School values	<p>Our Noble Cause of "Every Warrnambool Student Thrives" has allowed us to develop a set of values that aim to put the student at the centre of all decision making. At Warrnambool College we achieve success through persistence, resilience and mutual respect. We value persistence through explicit modelling of a growth mindset; valuing effort and attitude as the tools that allow academic success to occur. A thorough and rigorous curriculum underpins resilience, where every student faces challenges and failures, but through learning we are able to grow.</p> <p>Mutual respect is at the centre of our work in School Wide Positive Behaviours, where we value the importance of educating on acceptable behaviours, and acknowledging and rewarding students when they meet and exceed expectations.</p> <p>Our noble cause is always used as a lens when major decisions are required to be made. It is the criteria we analyse ourselves, it is thought about in all meetings, strategic planning and reactive work.</p> <p>We actively encourage and model the values of strength, trust, accountability and honesty. We uphold ourselves to high expectations and are working on building these expectations in our students.</p>

<p>Context challenges</p>	<p>We have the largest school in the Region with almost 1200 students. We have a broad range of programs and extra curricula activities. We have 80% of our students completing VCE but only 40% of students going onto University. Recently we have lifted the profile of our VCAL program and in 2020 we will have one Foundation VCAL class, Two Intermediate VCAL classes and Two Senior VCAL classes. We would like to increase the employability of our students through this program.</p> <p>We have issues with attendance, with students at our school averaging approximately 26 days off.</p> <p>We have a SEAL class and two Sporting Pathway classes at Year 7 and 8. These classes are select entry and very popular programs.</p> <p>In 2020 we will have 77 Koorie students in the school. Most of these students are engaged in the Clontarf and Kalay Academies which focus on attendance and engagement. We have a good relationship with the Koorie Educations Support Officers and it is clear that we are becoming the school of choice for Koorie parents.</p> <p>We have a high number of behavioural issues and suspensions (a high number of these are linked in very few students) which has led to the introduction of School Wide Positive Behaviours. We would like to be more proactive in this space with preventative programs focussing on social and emotional learning, rather than reactive punishments.</p> <p>We also oversee WAVE, our local community re-engagement school. This school only offers a VCAL program for students that are 15 years and over. This school is currently located in a shop front on Lava St and is hoping to move to the current SDS site in 2020. The attendance of students at WAVE is extremely poor.</p>
<p>Intent, rationale and focus</p>	<p>During the strategic review it became evident that even though Warrnambool College already has, in theory, all the building blocks to achieve significant improvement in student learning. We are however attempting to do a lot simultaneously and so have regularly lost focus on what is the right work to be doing now. We were challenged by the review panel to consider the adage of 'less is more', or in Vivian Robinson's words the need to 'reduce change to increase improvement'. This text has become a guiding document for our leadership team this year and will serve us well in determining the manner in which we engage with improvement steps at our school over the period of this strategic plan.</p> <p>The school will focus on fewer areas in the context of this strategic plan, centred around the areas of achievement, engagement and wellbeing. None of this work is new, but is actually around embedding the improvement items we have either started or had in place without fidelity for some time. Lack of consistency and accountability around this came up regularly in the self-evaluation process and review as something that the school needed to address. The areas of focus for this strategic plan are:</p> <ul style="list-style-type: none"> - Actioning our collective commitment to instructional leadership - Implementing the school wide literacy and numeracy plans - Strengthen PLC processes and accountability around collective responsibility to these processes - Consistent implementation of the agreed school instructional model - Building teacher capacity to support high expectations of learners and student agency in the classroom - Implementing the school wide positive behaviours program - Developing meaningful learning partnerships with parents, carers and the wider community <p>These areas of focus are important as they will allow us to support the collective efficacy and academic emphasis of the school environment at Warrnambool College whilst also ensuring that student learning is relevant and meaningful in a 21st century context. The school leadership team has worked together to determine a 'roadmap' for the implementation of the strategic plan key</p>

	improvement strategies over the next four years. We feel this will help us to prioritise which work has to come first and to ensure that we do not focus on too much in any given year.
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Goal 1	To improve student achievement across all learning areas																				
Target 1.1	<p>Increase the percentage of students achieving medium and high NAPLAN benchmark growth (year 7 to 9) in Reading, Writing, Spelling, Numeracy and Grammar & Punctuation as per below:</p> <table border="1" data-bbox="846 539 1525 759"> <thead> <tr> <th></th> <th>2019</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>64.4%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>59.0%</td> <td>75%</td> </tr> <tr> <td>Spelling</td> <td>69.7%</td> <td>75%</td> </tr> <tr> <td>Grammar & Punctuation</td> <td>63.5%</td> <td>75%</td> </tr> <tr> <td>Numeracy</td> <td>63.6%</td> <td>75%</td> </tr> </tbody> </table>				2019	2023	Reading	64.4%	75%	Writing	59.0%	75%	Spelling	69.7%	75%	Grammar & Punctuation	63.5%	75%	Numeracy	63.6%	75%
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Target 1.2	<p>Increase the percentage of Year 9 students in NAPLAN top two bands as per below:</p> <table border="1" data-bbox="846 863 1525 1083"> <thead> <tr> <th></th> <th>2019</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>15%</td> <td>22%</td> </tr> <tr> <td>Reading</td> <td>14%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>5%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>18%</td> </tr> <tr> <td>Grammar & Punctuation</td> <td>11%</td> <td>17%</td> </tr> </tbody> </table>				2019	2023	Numeracy	15%	22%	Reading	14%	21%	Writing	5%	11%	Spelling	10%	18%	Grammar & Punctuation	11%	17%
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Target 1.3	<p>Increase VCE all study and English mean scores as per below:</p> <table border="1" data-bbox="846 1337 1525 1374"> <thead> <tr> <th></th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>				2018	2022															
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Target 1.5	<p>Ensure at least 90% of year 7 - 10 students marked as at level or above level for Victorian Curriculum are maintained as at level or above level on an annual basis (as per teacher judgements across each learning area.</p>															
Key Improvement Strategy 1.a Instructional and shared leadership	Strengthen structures and processes to support instructional leadership across the school															
Key Improvement Strategy 1.b Evaluating impact on learning	Strengthen the PLC processes across the school to build collaboration, precision in teaching, evaluation of impact on learning, and individual and collective responsibility															

Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	To implement the school literacy and numeracy improvement plans													
Goal 2	To improve student engagement in their learning													
Target 2.1	To increase VCE and VCAL completion as per below: <table border="1" data-bbox="846 459 1525 639"> <thead> <tr> <th></th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Senior VCAL completion</td> <td>91.3%</td> <td>95%</td> </tr> <tr> <td>VCE completion</td> <td>94.1%</td> <td>97%</td> </tr> <tr> <td>VCAL (WAVE) completion</td> <td>10%</td> <td>20%</td> </tr> </tbody> </table>			2018	2022	Senior VCAL completion	91.3%	95%	VCE completion	94.1%	97%	VCAL (WAVE) completion	10%	20%
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Target 2.2	To improve student attendance as per below: <table border="1" data-bbox="846 874 1525 1054"> <thead> <tr> <th></th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Average student absences</td> <td>26.1 days</td> <td>21 days</td> </tr> <tr> <td>20 or more absent days</td> <td>39%</td> <td>30%</td> </tr> <tr> <td>Average WAVE student attendance</td> <td>50%</td> <td>60%</td> </tr> </tbody> </table>			2018	2022	Average student absences	26.1 days	21 days	20 or more absent days	39%	30%	Average WAVE student attendance	50%	60%
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Key Improvement Strategy 2.a Building practice excellence	Improve teacher practice through school wide consistent and effective implementation of the instructional model															
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build teacher capacity to activate learner agency in the classroom															
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Build high expectations for student learning															

Goal 3	To improve student wellbeing															
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Key Improvement Strategy 3.a Setting expectations and promoting inclusion	To implement the School Wide Positive Behaviour Support (SWPBS) framework															
Key Improvement Strategy 3.b Parents and carers as partners	Develop meaningful partnerships with parents, carers and community networks to support student wellbeing															

