St Helena Secondary College

No: 8730

Endorsement by School Principal	SIGNED……. NAME……Trudy Thomson DATE……(……) February 2010
Endorsement by School Council	SIGNED……. NAME……Sam Lombardo DATE……(……)February 2010 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED……. NAME……. DATE……(……) March 2011

School Profile

Purpose	St Helena believes in the on-going development of a learning community of staff, students and parents committed to a culture of excellence based on mutual respect.
Vision	St Helena aims to be a vibrant and stimulating learning community where teachers inspire students to engage in their learning and experience success through high levels of literacy and numeracy.
Values	**Respect** A core value at St Helena, with three key foci: • *Respect for the College and the community* - clearly articulated expectations of students' conduct and behaviour guide the life of the College community. • *Respect for peers* - students build positive relationships with their peers by developing respect for others and taking responsibility for the wellbeing of others. • *Respect for self* - self-respect is fostered by encouraging all students to recognise and develop their individual strengths and interests. **Responsibility** At St Helena we expect students to be accountable for their own actions, resolve differences in a constructive way, take pride in and contribute positively to our school and our global society while taking care of our environment. **Personal Best** Each student is challenged to achieve their best academically and in all fields of endeavour. We expect students to "Dare to be Excellent". **College Motto** *"Dare to be Excellent"*
Environmental Context	St Helena Secondary College is a co-educational secondary state school of 1500+ students located in Eltham North. St Helena is a nationally recognised high demand school, a reflection of the high esteem in which it is held by the wider community. The College is a vibrant learning institution with a progressive attitude to change. Our commitment to building teacher capacity has paved the way for revising curriculum, incorporating information technology and higher order thinking skills and training in Marzano's "Classroom Instructions that Work" and E5. The College believes in using data to inform practice and determine success. The College obtained the Performance and Development culture accreditation in the first cohort. The College is warm and friendly with traditional values of respect, responsibility and personal best. It has one of the most extensive extra-curricular programs possible with musical bands, arts, performance and sporting opportunities. Our students enjoy a pleasant physical environment with state of the art facilities and landscaped grounds. We all strive to live our motto *"Dare to be Excellent"*.

Strategic Intent

	Goals	Targets	Key Improvement Strategies	Status See notes page 13.
STUDENT LEARNING	**Goal 1:** To improve student numeracy outcomes with a particular focus on the Middle and Senior Schools	1.1 To move VCE adjusted study scores in VCE Mathematics, Chemistry, PE, Music and Physics units to expected level or above the state average study score line(Refer to VCE data system report 10) 1.2 VCE Maths Methods and Further Maths scores to be comparable to SFO school scores. 1.3 Reduce % of students in the lower 3 bands in NAPLAN Number in Years 7 and 9.	• Plan for and deliver varied approaches to content, process and product in anticipation of, and response to, student difference in readiness, interest and learning needs.	
			• Provide quality and timely feedback to students with precision as to where they lie on the learning continuum and how to progress to the next progression point.	
			• Extend the numeracy inquiry-based teaching and learning approaches to include Year 9 and 10 units of Mathematics planned as Inquiry units with Essential and Guiding questions clearly identified. Units include at least one criterion based open ended assessment per semester with ICT integrated as active problem solving tools into all units.	
	Goal 2: To continue improving the student VCE outcomes through a whole school focus on literacy.	2.1. To increase Allstudy score Median 31 by 2014 2.2 To increase study scores to 10% over 40 by 2014 2.3 Reduce % of students in the lower 3 bands in NAPLAN in Reading and Writing in Years 7 and 9.	• Create high aspirations for student VCE outcomes through building student literacy capacity across all learning areas.	
			• Enable a focus on Stimulating Learning with more inquiry learning and quality eLearning.	
			• Year 7 to 10 students to annually, identify Literacy learning goals and develop at least two strategies to address weaknesses or improve strengths with their teachers	
			• All VCE teachers to utilise the analysis of exam questions to identify strengths and weaknesses of their students in learning and improve student examination performance.	
			• For all VCE teachers to explicitly teach study techniques and specific vocabulary for their units	

	Goals	Targets	Key Improvement Strategies	Status See notes page 13.
STUDENT ENGAGEMENT AND WELLBEING	**Goal 3:** To improve student connectedness to school and engagement.	3.1 To reduce the absenteeism trend by one day per student per year level to achieve parity with or below state mean by 2014. 3.2 Student Survey data to report student connectedness to school in the second quartile for all year levels.	• Establish a whole school student council in place by 2012 to enhance the effectiveness of student leadership and the expression of student voice.	
			• Enhance the students' identity within their Mini-School and with the College.	
			• Build student self-esteem and resilience.	
			• Increase student attendance.	
			• Coach staff in positive behaviour management.	
STUDENT PATHWAYS AND TRANSITIONS	**Goal 4**: To improve pathways and transitions *within* St Helena.	4.1 All students with specific needs in Year 7 to have an Individual Learning Plan by end 2011 and Years 7 to 9 by 2013. 4.2 To increase real retention rates Year 7 Feb to Year 12 Aug to 70% by 2014	• Coordinate and link data sources into a unified system to provide a more effective and coherent profile of students.	
			• Enhance focus upon pathways for students with specific needs.	
			• Address student retention.	
			• Provide intervention for Year 7 students at risk of falling below the expected VELS level.	
			• Establish consistent transition documentation and processes between Mini-Schools for managing students by 2012.	

SCHOOL STRATEGIC PLANNER 2011 - 2014: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	**Actions**		**Achievement Milestones** (Changes in practice and behaviours)	**Status** See notes page 13.
STUDENT LEARNING **GOAL 1:** **to improve student numeracy outcomes with a particular focus on Middle and Senior schools.** • Plan for and deliver varied approaches to content, process and product in anticipation of, and response to, student difference in readiness, interest and learning needs.	Year 1	Continue to train staff in E5, Marzano's explicit teaching strategies, inquiry learning and using student learning styles data.	Professional Learning Teams are established and meetings are calendared to plan instructional practice.	
		Establish Professional learning teams that meet fortnightly.	All staff trained to deliver linear On Demand testing.	
		Introduce adaptive and linear on demand testing and input into student mapping tool.	All staff trained in E5, Marzano, Inquiry Learning and the use of Learning Styles Data.	
		Collect student samples as artefacts to show progress and identify VELs standards.	Artefacts exist and are used by all Mathematics teachers to identify progression points.	
		Review units at Years 7 and 8 and develop units that are inquiry based and contain Essential and Guiding questions, as well as an integrated ICT component that uses ICT to solve problems rather than deliver content.	Inquiry units that use ICT are documented at Years 7 and 8.	
	Year 2	Organise learning spaces to support differentiated and collaborative learning in Mathematics.	Teachers are teaching a range of flexible student groupings and are sharing their experiences through their Professional Learning Teams.	
		Use a range of flexible student groupings ensuring appropriate level of differentiated teacher support including whole class focus, small groups, independent activities, whole class reflection and analysis.		
		Review units at Years 9 and 10 and develop units that are inquiry based and contain Essential and Guiding questions, as well as an integrated ICT component that uses ICT to solve problems rather than deliver content.	Inquiry units that use ICT are documented at Years 9 and 10.	

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	**Actions**		**Achievement Milestones** (Changes in practice and behaviours)	**Status** See notes page 13.
	Year 3	Review curriculum delivery at Years 11 and 12 and develop pedagogical strategies that are inquiry based and contain Essential and Guiding questions, as well as an integrated ICT component that uses ICT to solve problems rather than deliver content.	Teaching strategies are documented for Years 11 and 12.	
	Year 4	Evaluate strategies from Years 1-3 and determine future directions.	Future directions documented.	
• Provide quality and timely feedback to students with precision as to where they lie on the learning continuum and how to progress to the next progression point.	Year 1	Work closely with a Primary school to better understand the P-12 learning continuum for numeracy and literacy.	All teachers trained in the use of On Demand testing and utilising Hattie's Visible Learning strategies.	
		Use on demand testing to identify students and inform teachers about their progress.	On Demand testing data available on SMT-Xtreme student package.	
		Train teachers in the John Hattie Visible Learning – Quality Feedback program.	Partnership with a Primary School established.	
		Structure Professional Learning Teams vertically and horizontally for staff to gain a better understanding of the VELS continuum.	Professional Learning teams established and meeting regularly.	
	Year 2	Develop rubrics that are written in language that enables students to identify where they lie on the learning continuum.	Rubrics are published and available on the Ultranet.	
		Develop written feedback sheets for learning tasks.	Feedback sheets published and available on the ultranet.	
	Year 3	Establish peer and self-assessment as an integral part of formative and summative assessment.	Peer and self-assessment processes and documents are established.	

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	**Actions**		**Achievement Milestones** (Changes in practice and behaviours)	**Status** See notes page 13.
	Year 4	Provide individual time within the lesson plan so students can practice what they know and act on reflection and feedback, giving opportunities to make knowledge and skills automatic.	Lessons contain some individual reflection time and structures.	
• Extend the numeracy inquiry-based teaching and learning approaches to include Year 9 and 10 units of Mathematics planned as Inquiry units with Essential and Guiding questions clearly identified. Units include at least one criterion based open ended assessment per semester with ICT integrated as active problem solving tools into all units.	Year 1	Procure the services of a Numeracy Coach with a view to working with individual teachers to diversify their teaching strategies. All Maths teachers incorporate one inquiry approach into each year level once per term.	A Numeracy Coach is working with Mathematics teachers.	
			Inquiry units are published and available on the Ultranet.	
	Year 2	Inquiry units are reviewed and evaluated, and necessary changes incorporated.	Inquiry units are published and available on the Ultranet.	
	Year 3	Review strategies from Years 1-2 and develop future directions.	Future directions documented.	
	Year 4	Assess progress in School's self-evaluation		
STUDENT LEARNING **GOAL 2:** **to continue to improving the student VCE outcomes through a whole school focus on literacy.**	Year 1	Continue to train staff in use of ACER Data Service and VCAA data to drive student improvement and inform teacher practice. Develop artefacts that demonstrate excellence in each Study. Enhance Study Halls by incorporating targeted tutorials such as Essay Writing, Research Skills, Writing Bibliographies. All teachers to explicitly teach vocabulary specific to their Study.	All VCE teachers trained in the use of Carmel Richardson and VCAA data to drive student improvement and inform teacher practice.	
			Artefacts available and in use.	
			Tutorials available at Study Halls.	
			Vocabulary teaching incorporated into all Studies.	

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	**Actions**		**Achievement Milestones** (Changes in practice and behaviours)	**Status** See notes page 13.
• Create high aspirations for student VCE outcomes through building student literacy capacity across all learning areas.	Year 2	Introduce grammar, punctuation and written expression into the Years 7-10 English program. Introduce independent reading of class novels at Years 7-12. Introduce grammar, punctuation and written expression into rubrics in all Year 7-10 units.	Grammar/punctuation/written expression unit taught at each Year Level in English.	
			Independent reading of class novels occurs at Years 7-12.	
			All rubrics to incorporate grammar, punctuation and written expression.	
	Year 3	Increase the rigour of tasks at Years 7-10, in particular expectations of essay writing.	Essay writing tasks reviewed at Years 7-10 and raised expectations reflected in task descriptors and rubrics.	
	Year 4	Review strategies from Years 1-3 and develop future directions.	Future directions documented.	
• Enable a focus on Stimulating Learning with more inquiry learning and quality eLearning.	Year 1	All subjects in Years 7 and 8 to incorporate at least one inquiry based activity in each unit that integrates ICT as a tool for problem solving rather than content delivery.	Inquiry units documented and available on the Ultranet.	
	Year 2	All subjects in Years 9 and 10 to incorporate at least one inquiry based activity in each unit that integrates ICT as a tool for problem solving rather than content delivery.	Inquiry units documented and available on the Ultranet.	
	Year 3	All Studies in VCE to incorporate at least one inquiry based activity in each outcome that integrates ICT as a tool for problem solving rather than content delivery.	Inquiry activities documented and available on the Ultranet.	
	Year 4	Review of strategies in Years 1-3 and establishment of future directions.	Future directions documented.	

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	**Actions**		**Achievement Milestones** (Changes in practice and behaviours)	**Status** See notes page 13.
• Year 7 to 10 students to annually, identify Literacy learning goals and develop at least two strategies to address weaknesses or improve strengths with their teachers.	Year 1	Year 7 and 8 English teachers to facilitate identification of Learning goals at the beginning of the year.	Year 7 and 8 students with documented learning goals and strategies.	
	Year 2	Year 9 and 10 English teachers to facilitate identification of learning goals at the beginning of the year.	Year 7-10 students with documented learning goals and strategies.	
• All VCE teachers to utilise the analysis of exam questions to identify strengths and weaknesses of their students in learning and improve student examination performance.	Year 1	VCE Curriculum Services Manager to train all VCE teachers in analysis of data obtained from the VASS data service. Teachers to analyse exam questions and examiner report in Senior School Meeting.	All VCE teachers trained in analysis of data obtained through VASS data service.	
			Senior School meeting held where teachers analyse exam questions.	
	Year 2	Teachers analyse exam questions through Professional Learning Teams as soon as examiner reports and data are available.	All VCE teachers using examiner reports and VASS data to inform teaching.	
• For all VCE teachers to explicitly teach study techniques and specific vocabulary for their units	Year 1	All VCE teachers undertake 'Elevate' Teacher training to complement student Study Skills training. Teachers introduced to notion of explicit vocabulary teaching.	VCE teachers are teaching study techniques and vocabulary.	
	Year 2	As above	As above	
STUDENT ENGAGEMENT AND WELLBEING	Year 1	A College-wide Student Leadership position is created and implemented. Whole School student council to be established with appropriate training provided. Define student voice within and outside the classroom	Student voice is defined.	
			Student efforts are recorded in SMT-Xtreme student package.	

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	**Actions**		**Achievement Milestones** (Changes in practice and behaviours)	**Status** See notes page 13.
GOAL 3: **to improve student connectedness to school and engagement** • Establish a whole school student council in place by 2012 to enhance the effectiveness of student leadership and the expression of student voice.		and provide opportunities for staff to use data collection processes to inform their teaching practice in their classroom. Teachers to use PoLT surveys to inform improvement goals as part of Appraisal. Review current student recognition and awards by establishing a working party to investigate effective acknowledgment and reward for student efforts both in and out of school (possible NMR CASE STUDY).	New Award and Recognition system is implemented. Teacher Appraisal documentation contains pre and post PoLT data.	
	Year 2	Whole School Student Council provides student working parties/focus groups giving advice to Principal class. Review the role of student leaders within the College with a view to creating more authentic opportunities for leadership.	Student Council space created on Ultranet to allow access to forums, discussion and publications Documented system of student leadership with defined role descriptions.	
	Year 3	Establish student focussed publications on the Ultranet.	Student focussed publications are published on the Ultranet.	
	Year 4	Develop transition processes for Student Leaders within the College.	Transition processes are documented and implemented.	
• Enhance the students' identity within their Mini-School and with the College.	Year 1	Establish operational, curriculum and extra-curricular programs to promote the Year Level themes in each Mini-School.	An increase in student connectedness at Years 7 to 12.	
	Year 2	Develop a Middle-School area.	Middle school area is completed and sign-posted.	
	Year 3	Develop a mentoring program for at risk students in the Middle-School.	Mentor program is documented and operating.	
	Year 4	Evaluate strategies from Years 1-3 and determine future directions.	Evaluation documented.	

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	**Actions**		**Achievement Milestones** (Changes in practice and behaviours)	**Status** See notes page 13.
• Build student self-esteem and resilience.	Year 1	Develop a program of activities and speakers that supports student resilience at each Mini-School in line with their Year Level themes.	Year level programs documented, parents informed and sessions placed on calendar for 2012.	
		Evaluate and review the Year 10 Peer support program and VCE TEAM program.	Year 10 Peer Support Program and VCE TEAM program reviewed and changes documented and implemented.	
	Year 2	Establish an operational curriculum scope and sequence for Personal Development in years 7 to 10.	Year 7 to 10 Personal Development curriculum documented.	
	Year 3	Develop cross curricular units to include Personal Development themes and issues relevant to students.	Cross curricular units documented.	
	Year 4	Investigate a mentoring program for students using the Ultranet to connect with older students or adults.	Community space is designed and connected to other schools via the Ultranet.	
• Increase student attendance.	Year 1	Review role of and processes used by Attendance officers allocated to each Mini-School to track, monitor and report to teachers and parents.	Weekly reports on student attendance and teacher marking rolls.	
		Review attendance reports used by Year level	Monthly reports on suspensions and detentions.	
		Managers and Student Services Coordinator so they can identify student needs and be proactive.	Monthly reports on student wellbeing and learning support.	
	Year 2	Clarify key factors contributing to student attendance and connectedness including Year level and gender differences and develop targeted initiatives and techniques to address these factors.	Factors identified and initiatives/techniques in place.	
	Year 3	Investigate ways to reward and recognise improvements and excellence in student attendance.	Rewards and recognition for attendance.	
	Year 4	Evaluate strategies Years 1-3 and develop future directions.	Future directions documented.	

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	**Actions**		**Achievement Milestones** (Changes in practice and behaviours)	**Status** See notes page 13.
• Coach staff in positive behaviour management.	Year 1	Implement Ramon Lewis' (AIZ) student management model to supplement PD provided by Glen Pearsall and the Restorative Justice practices undertaken by staff to manage student behaviours positively. Train Year level Managers and Student Services Coordinators as coaches. Consolidate the use of documentation and processes in the Department's Student Engagement Guidelines.	Training provided to all staff.	
			Documentation and processes from Student Engagement Guidelines are in use.	
			Reduced student detentions and suspensions.	
			Student and staff surveys indicating improvement in 'Classroom Behaviour' and 'Teacher Empathy'.	
	Year 2	Implement restorative practices approach to behaviour management and train staff.	Restorative practices documentation in place and used by staff and Mini-Schools.	
	Year 3	Establish student cooperation panels to provide a student voice in disciplinary processes.	Student cooperation panels operating at each Mini-School.	
	Year 4	Review initiatives from Years 1-3 and determine future actions.	Review is conducted and future actions documented.	
STUDENT PATHWAYS AND TRANSITIONS **GOAL 4:** **to improve pathways and transitions *within* St Helena.**	Year 1	Review existing student information systems and transfer of student information from year level to year level. Establish appropriate protocols and systems for student record keeping and transition of information.	Protocols and information system in place.	
	Year 2	Implement appropriate data linkages with the Ultranet and include Managed Individual Pathways (MIPs) plans for students in Years 9 to 12. Investigate and implement a student mapping tool to identify students at risk.	MIPS plans for students Years 9 to 12 are on the Ultranet.	
			Existence of a register of students at risk that is used for the development of intervention programs.	

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	**Actions**		**Achievement Milestones** (Changes in practice and behaviours)	**Status** See notes page 13.
• Coordinate and link data sources into a unified system to provide a more effective and coherent profile of students.	Year 3	Build in opportunities for student self-reflection and goal setting at entry points and at transition between Mini-Schools	Process of student self-reflection and goal setting documented.	
	Year 4	Evaluate the processes above and determine future directions.	Future directions documented.	
• Enhance focus upon pathways for students with specific needs.	Year 1	Create individual learning plans (ILPs) for students at risk in Years 7 and 9 and for students identified as having specific difficulties through NAPLAN or other testing. Students prepare learning goals for inclusion into their Ultranet pages. Create ILP's to extend and enrich students that are at a high academic levels.	Individual learning plans established for all Year 7 and 9 students at risk.	
			Literacy and numeracy interventions in place for students at risk.	
			Student goals published on the Ultranet.	
	Year 2	Create individual learning plans for Year 7 and 9 students at risk and update plans for year 8 and 10 students at risk.	Individual learning plans established for all students at risk in Year 7 to 10.	
	Year 3	Create individual learning plans for Years 11 and 12 students at risk.	Individual learning plans established for all students at risk in Years 7-12.	
	Year 4	Evaluate strategies from Years 1-3 and determine future directions.	Future directions documented.	
• Address student retention	Year 1	Review the College's curriculum program with a view to sustaining student retention. Clarify key factors contributing to student retention trends.	Exit trends identified and factors documented.	

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	**Actions**		**Achievement Milestones** (Changes in practice and behaviours)	**Status** See notes page 13.
	Year 2	Investigate options for courses offered at Years 10 to 12 to address the needs of identified student needs.	Program options identified, documented and resourced and appropriate training for staff scheduled.	
	Year 3	Develop a schedule of programs that may be introduced to address these factors; these may include more VET programs and/or VCAL.	New or altered programs documented and resourced.	
	Year 4	Refine and evaluate courses.	Future directions documented.	
• Provide intervention for Year 7 students at risk of falling below the expected VELS level.	Year 1	Introduction of On Demand testing and systematic analysis of NAPLAN results. Corrective Reading program implemented. At least one additional teacher trained in Corrective Reading delivery. Special Provision documents written by Learning Support Coordinators to assist teachers in supporting students at risk.	Testing and data analysis occurring at the beginning of each year.	
			Corrective Reading program implemented with at least one additional teacher trained in its delivery.	
			Special Provision documents in existence and being actively used by teachers.	
	Year 2	Continue to use available data (On Demand and NAPLAN) to identify students at risk. Continue interventions.	As above.	
• Establish consistent transition documentation and processes between Mini-Schools for managing students by 2012.	Year 1	Review and revise all paper documentation that is passed between Mini-Schools. Create checklists for agreed processes in enrolment, exits and file management. Regular meetings of all Mini School staff to be held.	Student files contain relevant information for new Mini-School and checklists utilised and updated.	
	Year 2	Revise and review changes and implement recommendations. Mini School teams continue to meet together.	As above.	

Status Column Colour Code:

	Green	Ontrack/completed.
	Blue	Not due to be commenced.
	Yellow	Minor problems.
	Red	Major problems