

DRAFT St Helena Secondary College

School Strategic Plan – 2006-2009



Purpose

The on-going development of a learning community of staff, students and parents committed to a culture of excellence based on mutual respect

College Motto

“Dare to be Excellent”

Values

- Each student and staff member being challenged to achieve their personal best in all fields of endeavour.
- The three respects
 - for staff and school
 - for peers
 - self-respect
- The acknowledgement and celebration of all achievements
- Global citizenship
- Tolerance and acceptance of diversity.
- Firm but fair discipline.
- Student leadership
- Participation in extra-curricular activities.
- The good name of the College in the community

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
Goals	<p>1. High Standards To continue to <i>foster and develop students achieving excellence in all their endeavours.</i></p> <p>2. Quality Learning To continue to promote <i>creative quality teaching in order to stimulate positive learning outcomes</i> in each learning area.</p>	<p>1. Student Engagement To improve student learning outcomes throughout the College by engaging students, particularly boys, and consistently and systematically raising their expectations in terms of the quality of their work, their personal organisational skills and <i>self discipline</i> (the rigour they impose on themselves).</p> <p>2. College Culture To provide a safe, ordered, clean and caring learning environment to enhance a College culture which promotes excellence, personal development and social and environmental responsibility.</p> <p>3. Personal Development Program <i>To Further develop</i> a comprehensive "Personal Development" program for years 7 to 12 covering such issues as:</p> <ul style="list-style-type: none"> - Goal setting and personal organisation - <i>Health and well being</i> - College Values 	<p>1. Student Choices To ensure that each student has the information, opportunity and capability to make informed academic and vocational choices</p> <p>2. Pathways To offer a variety of pathways to maximise student opportunities</p> <p>3. Transition to St Helena To communicate effectively with all feeder primary schools to ensure all relevant information on students is conveyed.</p> <p>4. Transition within St Helena To ensure that in all internal transitions between year levels, all relevant information on students is conveyed.</p> <p>5. Personal Learning Plans To expand the use of personal learning plans for students at risk.</p>

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
		<p>4. Encouraging Participation and Recognising Success To continue to <i>offer</i> an extensive range of programs which encourage broad-based participation and recognise the diverse ways in which students can succeed To continue to provide opportunities for all students to develop leadership skills</p> <p>5. Physical Environment To consistently improve all aspects of the college buildings and grounds so that teachers and students have an educationally effective, comfortable, aesthetically pleasing and well maintained working environment.</p>	

<p>Targets</p>	<p>Revise all year 7-10 curriculum plans with an emphasis on the use of ICT and higher order thinking where appropriate.</p> <p>Have all curriculum resource and learning task documents available to students via the school website</p> <p>Have all teachers ICT trained to achieve acceptable capability levels</p> <p>Achieve at or above an average VCE study score of 30</p>	<p>Prepare comprehensive documentation for the Personal Development program</p> <p>Reduce the male-female differential in VCE and School Assessment results</p> <p>Improve the Self Management scores on Student Reports by 5%</p>	<p>Achieve school absence rates at or below 12.5 days per student.</p>
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Key Improvement Strategies

1. Mini-School Consistency – A Whole School Approach

Ensure that consistent procedures for welfare, record keeping, assessment, student tracking, exam technique and mentoring are compatible and relatively consistent across mini schools. The emphasis should be on cooperation and communication

2. Curriculum – Quality Teaching and Learning: Critical Thinking

Develop and document a curriculum in which individual differences are acknowledged and catered for effectively, through ongoing analysis and review, including the use and development of ICT skills and a wide range of thinking strategies.

3. Widening Horizons

Widen the horizons of our students, creating:

- An awareness of global, community and multi-cultural issues
- An appreciation of cultural differences, so that issues such as exclusion, sexism, homophobia and racial or religious intolerance can be tackled effectively.
- An Increased involvement in the global community

Environmental Context:

St Helena is a large and popular government secondary college of over 1500 students located on the fringe of the urban belt in Eltham North. Enrolment interest has been very high for the last four years and the College has a rigorously enforced "enrolment ceiling". The College is in "Like Group 1" and the parent group is educated, supportive and has high expectations in all areas

The high level of enrolment interest is a reflection of the high esteem in which the college is held by the wider community. The College's Parent Survey results and Teacher Survey results are consistently positive. An objective assessment of the college's data has meant that the College has been given the recognition and freedom to undertake a "Negotiated Review" in 2006.

The College is a vibrant learning institution with a progressive attitude to curriculum change. In 2003, we introduced an Accelerated Program and it is now offered at Years 7-10. Many students undertake Year 12 subjects in Year 11 and most Year 10s study at least one Year 11 subject. We offer an extensive range of VET subjects but do not offer VCAL.

The College is very well facilitated with the 2002 addition of a VCE centre, Home Economics room, large canteen and Junior School complex. In 2005, we built a new \$3 million Science and Information Technology Centre which is now fully operational.

Over the last five years, the college has extensively landscaped the entire school, repainting portables, renovating toilets and providing a lovely environment for our students.

Our staff members have an excellent blend of experience and youth. With recent growth, our "Staffing Profile" is now younger than the state average. We have little difficulty attracting and holding quality staff. Indeed, the enthusiasm, friendliness and professionalism of the staff have clearly been crucial in the growing success of the College.

Through its acceptance into the Leading Schools program, our HOTSPOT project has dramatically increased our access to IT and we are part of the way through a dramatic revision of its entire curriculum, incorporating IT and Higher Order Thinking Skills.

The College believes in using data wisely and carefully analyses all available data to assess its progress. The college was recognised for its "Performance and Development Culture" in the first cohort accredited. Our VCE results have risen over the last five years and our students are now achieving better than the "like school" cohort. We consistently win Premier's Awards and recognition for Top Arts and Top Designs.

The College is warm and friendly with a traditional attitude to discipline and respect. It has one of the most extensive extra-curricular programs possible, with an annual Musical Production, Rock Eisteddfod, College Play, Debating teams and extensive sporting opportunities, just some of the College's extensive extra-curricular offerings. We live to our motto: "*Dare to be Excellent*"

Signatures

SIGNED by the Principal

Name George Willox

Date .../.../.....

SIGNED by the School Council President

Name Katrina Williams

Date .../.../.....

SIGNED by the Regional Director (or nominee)

Name Wayne Craig

Date .../.../.....