

8280

Rochester Secondary College

School Strategic Plan 2009 - 2012



Endorsement by School Principal	SIGNED..... NAME: Phil Britton DATE: 27 November, 2008
Endorsement by School Council	SIGNED..... NAME: Brendan Gray DATE: 27 November, 2008 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.....

School Strategic Plan 2009 -2012

School Profile		
Purpose	Values	Environmental Context
<p>To create and sustain a Learning community where everyone continually learns and grows.</p>	<p>At Rochester Secondary we:</p> <p>Value each Individual , this is demonstrated by:</p> <ul style="list-style-type: none"> • Developing positive, caring relationships • Valuing and respecting each individual, including diversity in race, language, culture and religion • Developing resilience, a healthy lifestyle and an optimistic and hopeful outlook. <p>Value learning, this is demonstrated by:</p> <ul style="list-style-type: none"> • Experiencing the joy of learning • Connecting with the local community and making sense of the world • Becoming adaptive, flexible and autonomous learners • Exploring diverse ways of knowing, thinking and learning. <p>Value achievement, this is demonstrated by:</p> <ul style="list-style-type: none"> • Pursuing excellence • Being reflective and continually seeking to improve • Understanding that everyone can learn and grow • Celebrating and recognising achievement <p>Leading to:</p> <ul style="list-style-type: none"> ▪ Happy, positive , fulfilled individuals ▪ The realisation of all students full potential ▪ The development of a moral and ethical foundation ▪ The development of sustainable future perspective <p>Resulting in:</p> <ul style="list-style-type: none"> ▪ A sense of self- worth and personal growth for each learner 	<p>Rochester Secondary College draws its students from Rochester and surrounding districts, with many of the parents involved in Primary production. Whilst the student population is predicted to grow over the next two years, the long term challenge will be to provide a comprehensive curriculum to a smaller number of students. Similarly the college has enjoyed a stable and experienced staff, the challenge as many of the long time staff members retire will be to ensure that we recruit top quality teachers into the school to provide a quality education.</p>

Strategic Intent			
	Goals	Targets	Key Improvement Strategies
Student Learning	<p>To improve student achievement across all domains with a particular focus on assessment for learning and elearning.</p> <p>To improve student's VCE results.</p>	<p>To increase the percentage of students achieving at the expected level or above, according to a range of measures including adaptive on line testing by 3% each year to reduce the percentage of students performing below the expected standard by 3%each year.</p> <p>To achieve and maintain an Allstudy mean of 31.0.</p> <p>To increase the percentage of VCE students whose results exceeds that predicted by the GAT in each VCE study.</p>	<p>Ensure the whole school focus is on purposeful teaching that is consistent across the school.</p>
Student Engagement and Wellbeing	<p>To provide a safe supportive, productive learning environment characterised by engaged, motivated students who have positive connections with the school, teachers and their peers.</p>	<p>By 2012 the student motivation variable will improve to: 4.15 on the student attitude school survey, 3.80 on the staff opinion survey and 5.10 on the parent survey.</p> <p>Achieve and maintain student attendance rates for 98% of students in Year 7 of 94%, Year 8 of 93%, Year 9 of 92.5 %, Year 10 of 93%, Year 11 of 95% and Year 12 of 96%.</p>	<p>Build individual student wellbeing with a focus on individual student resilience and connectedness to school.</p>
Student Pathways and Transitions	<p>All students to experience smooth transition into through the school and on to positive post-school pathways and develop positive connections to the school and the broader community.</p>	<p>All students from Year 9- 12 develop a MIPS plan.</p> <p>All students identified at risk or in need of extension by the student mapping tool be supported with an individual learning plan.</p>	<p>Develop programs and enhance student pathways to support students and to strengthen community relations as they progress through schooling at Rochester Secondary College and beyond.</p>

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Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
Ensure that the whole school focus is on purposeful teaching that is consistent across the school. This will include the development of a school-wide agreed pedagogy and the use of the principles of teaching and learning in all classrooms.	Year 1	<ul style="list-style-type: none"> ▪ Gather and share a range of data, including on line adaptive testing in all maths and English classes in Years 7-10 ▪ All teachers to teach, assess and moderate a common task within a domain area, using a rubric and teaching at the point of need. ▪ Strengthen Professional Learning Teams to work towards their team goal and support individual team members to achieve their individual goals. ▪ Continue peer observation for all teachers ▪ Continue to interview all teachers sharing a range of feedback to assist with the development of individual goals. ▪ Strengthen Domain area teams assess and moderate a common task. ▪ Complete Curriculum review of Middle years and plan for implementation in 2010 ▪ All teachers to complete then analyse the results of the epotential survey, introduce a teacher professional learning program with an elearning focus. 	<ul style="list-style-type: none"> ▪ Teachers working cooperatively in Professional Learning Teams to analyse reflect on available data, student feedback and peer observation and lesson study and share Teaching and Learning Strategies ▪ Discuss pedagogy and what constitutes effective teaching, use and explore the e5 instructional model.
	Year 2	<ul style="list-style-type: none"> ▪ Further develop action research, peer observation and lesson-study methodology to involve all teachers. ▪ Further refine and develop Teacher professional learning Teams and Domain Area teams. ▪ Teachers professional learning teams and professional ▪ Implement Middle years Curriculum review. ▪ Continue Teacher professional Learning focussed on elarning and introduce 1:1 technology in Year 7 	<ul style="list-style-type: none"> ▪ Teachers working cooperatively in Professional Learning Teams to analyse reflect on available data, student feedback and peer observation and lesson study and sharing Teaching and Learning Strategies, developing strategies to teach at the point of need. ▪ Teachers have an agreed model of effective teaching and are using this to plan and deliver their classes
	Year 3	<ul style="list-style-type: none"> ▪ Further strengthen and refine PLTs and domain area teams. ▪ Teacher professional learning plans dynamic documents that represent clear directions to ensure purposeful teaching ▪ Continue a range of feedback to teachers to ensure teaching is at the point of need. ▪ Action research and peer observation are an embedded part of teacher practice, lesson study methodology continues to be refined and developed. ▪ Review and refine the middle school curriculum review. 	<ul style="list-style-type: none"> ▪ Teachers working cooperatively in Professional Learning Teams to analyse reflect on available data, student feedback and peer observation and lesson study and sharing Teaching and Learning Strategies, using a range of strategies to teach at the point of need. ▪ Teachers have an agreed model of effective teaching and are using this to plan and deliver their classes
	Year 4	<ul style="list-style-type: none"> ▪ Review how Professional Learning Teams and Domain Area teams functioning at high levels to improve purposeful teaching. ▪ Review how 1:1 technology program embedded in years 7-9 ▪ Review whether feedback and the use of data now central to teaching and learning. 	<ul style="list-style-type: none"> ▪ Teachers working cooperatively in Professional Learning Teams to analyse reflect on available data, student feedback and peer observation and lesson study and sharing Teaching and Learning Strategies, using a range of strategies to teach at the point of need. ▪ Teachers have an agreed model of effective teaching and are

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Build individual student well being with a focus on individual student resilience and connectedness to school and student motivation.	Year 1	<ul style="list-style-type: none"> ▪ All Koori students and Disability students to have individual learning plans ▪ All students to have personal learning goals that are derived from and supported by Habits of Mind. ▪ Develop our processes for the identification of students at risk, using the mapping tool, development of individual learning plans and the monitoring of these plans. ▪ Train a further 5 teachers in Habits of Mind and conduct professional learning to enhance the integration of HOM across all domains. ▪ Analyse the data from the 2008 bullying survey and update and strengthen our Bullying policy, begin to implement strategies to reduce bullying across the school 	<ul style="list-style-type: none"> ▪ Individual learning Plans for all Koori students and Students receiving funding under the disability guidelines. ▪ Benchmark data for bullying established. ▪ Ready to use the Students at risk data to identify students at risk and templates for Individual learning Plans in place. ▪ Revised and updated bullying policy ready for implementation in 2010
	Year 2	<ul style="list-style-type: none"> ▪ All students at risk to have an Individual Learning Plan. ▪ All students to have personal learning goals to be a key tool for reflection and improvement. ▪ The Student at risk mapping tool used to identify student at risk with attendance and lateness issues and develop processes to improve student attendance. ▪ Review Student at risk data management and processes to ensure timely and early intervention. ▪ Modify and review processes for identifying students at risk and the development and monitoring of individual learning plans. ▪ Develop a range of strategies to more effectively reduce bullying incidents across the school 	<ul style="list-style-type: none"> ▪ All students deemed ‘at risk’ with an Individual learning plan. ▪ Anti –Bullying practices in place and an improvement in Student safety variables in Student attitude to schools survey and parent opinion Survey show a 5 % improvement. ▪ Achieve attendance targets. ▪ Improvement in student motivation variables on staff, student and parent surveys.
	Year 3	<ul style="list-style-type: none"> ▪ All students at risk to have an individual learning plan ▪ Personal learning goals for every student ▪ Habits of Mind embedded throughout the curriculum ▪ Bullying addresses at multiple levels in the school 	<ul style="list-style-type: none"> ▪ All students at risk engaged and connected with the school and their peers arrange of programs in place to meet their diverse needs. Anti –Bullying practices in place and an improvement in Student safety variables in Student attitude to schools survey and parent opinion Survey show a 5 % improvement. ▪ Achieve attendance targets. ▪ Improvement in student motivation variables on staff, student and parent surveys.
	Year 4	<ul style="list-style-type: none"> ▪ Review how student resilience and connectedness to school is built through a range of strategies, including early identification of students at risk, individual learning plans and purposeful teaching. ▪ Review how students have developed the Habits of Mind to become successful lifelong learners. ▪ Review data to see whether students feel safe and are ready to learn. 	<ul style="list-style-type: none"> ▪ All students at risk engaged and connected with the school and their peers arrange of programs in place to meet their diverse needs. ▪ The student motivation variable will be: 4.15 on the student attitude school survey, 3.80 on the staff opinion survey and 5.10 on the parent survey. ▪ Student attendance rates for 98% of students in Year 7 of 94%, Year 8 of 93%, Year 9 of 92.5 %, Year 10 of 93%, Year 11 of 95% and Year 12 of 96%.

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Broaden post compulsory student options to meet individual student aspirations and interests.	Year 1	<ul style="list-style-type: none"> ▪ Students in Year 9 start to developing a MIPS plan ▪ Review of Grade 6 to Year 7 transition, update processes including information evenings, handbooks and start up day. ▪ Contact a range of community members to become involved in our pathways program(mock interviews), ▪ Service clubs mentoring programme ▪ Develop links with primary schools to share at risk data. ▪ Working breakfast with employers who support our pathways program. ▪ Informing the community about the range of pathways programs and setting dates for the following year. 	<ul style="list-style-type: none"> ▪ All students in Year 9-12 with MIPS plan ▪ Developing a range of programs to enhance student pathways as they progress through schooling at Rochester Secondary College
	Year 2	<ul style="list-style-type: none"> ▪ Review our career program to ensure that all students are being provided with sufficient support in the development of their MIPS plan ▪ Implement updated transition program for Grade 6- 7 ▪ Work with Associate Primary Schools to develop consistent practices for students at risk ▪ Continue to work with the community to build links. 	<ul style="list-style-type: none"> ▪ All students in Year 9-12 with MIPS plan ▪ Implementing a range of programs to enhance student pathways as they progress through schooling at Rochester Secondary College
	Year 3	<ul style="list-style-type: none"> ▪ Implement changes to our career program to ensure that all students are being provided with sufficient support in the development of their MIPS plan ▪ Consolidate updated transition program for Grade 6- 7 ▪ Continue work with Associate Primary Schools to develop consistent practices for students at risk ▪ Continue to work with the community to build links. 	<ul style="list-style-type: none"> ▪ All students in Year 9-12 with MIPS plan ▪ Consolidating a range of programs to enhance student pathways as they progress through schooling at Rochester Secondary College
	Year 4	<ul style="list-style-type: none"> ▪ Review our career program to ensure that all students are being provided with sufficient support in the development of their MIPS plan ▪ Review updated transition program for Grade 6- 7 ▪ Review our work with Associate Primary Schools to develop consistent practices for students at risk ▪ Continue to work with the community to build links. 	<ul style="list-style-type: none"> ▪ All students in Year 9-12 with MIPS plan ▪ Reviewing the range of programs to enhance student pathways as they progress through schooling at Rochester Secondary College