



School Strategic Plan



Ringwood Secondary College
North East Victoria Region
(01-8270)

2016-2019

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Michael Phillips</p> <p>Date: March 2016</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Craig Guscott</p> <p>Date: March 2016</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

<p>Regulatory context</p> <p>In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community.</p>	
<p>Purpose</p>	<p>Ringwood Secondary College strives to be 'a truly dynamic, vibrant and globally engaged school' that caters for the unique academic, social and emotional needs of all its members. It seeks to ensure that students have all the skills, knowledge and attributes that would be expected after 13 years of schooling, so that their personal growth enables them to have the capacity to participate as responsible and productive citizens in a global community.</p>
<p>Values</p>	<p>Ringwood Secondary College affirms our commitment to values that encourage and develop: a positive attitude, commitment to learning and continuous improvement; confidence, self worth and resilience in an environment where all are respected and can develop positive relationships; the embracing of life long learning that recognises and accepts challenges and opportunities. Our programs and practices are designed to reflect these values.</p> <p>The link to the college vision and values statement is: http://www.ringwoodsc.vic.edu.au/files/file/V&VDec2011.pdf</p>
<p>Environmental Context</p>	<p>Social – Community and demographics</p> <ul style="list-style-type: none"> • Single campus 7 to 12 secondary college situated in outer eastern Melbourne • Stable and slightly Increasing enrolments (1530 students) • Student Family Occupation Index stable and around 25 percent of families access government funded support programs such as the Camps, Sport and Excursion Fund • Cultural diversity enhanced with numbers increasing from Chinese, Malaysian, Indian and Burmese backgrounds. • Strong and supportive College Council and parent involvement encouraged through a range of committees and activities • Student voice and broad opportunities for student leadership encouraged at all levels across the college • Enthusiastic, professional staff team consisting of 130 equivalent full-time teachers and Principal Class and 25 full time equivalent school support staff • Productive partnerships with local schools through the Maroondah Education Coalition (MEC), local community groups and the Maroondah Council. <p>Educational</p> <ul style="list-style-type: none"> • Provision of a vibrant and productive education, 7 to 12 • Implementation of the Australian Victorian Essential Learning Standards (AusVELS) • Excellent VCE results – 98% or more of students successfully gained their VCE

	<ul style="list-style-type: none"> • VCE, VET and VCAL courses • The large number of EAL students has resulted in the development of an extensive English as an Additional Language program, commencing at Year 7 and catering for their individual needs in small classes • Established Registered Training Organisation (RTO) cluster provider for VET CISCO, IT, Automotive and Engineering through Ringwood Training Facility • Excellent further education pathways established and successful tertiary placements for students • Many enhancement and enrichment opportunities for students such as sport, performing and visual arts, music, instrumental music, musical productions, debating, extension activities and national competitions. <p>Technological</p> <ul style="list-style-type: none"> • Widespread use of mobile computing for student learning. Current Ratio 1:0.9 • Provision of computer suites and labs throughout the college • Internet and intranet use embedded with hardware systems and ubiquitous wireless access • Widespread use of Compass Learning Management Portal and iTunes U for teaching and learning • Staff laptop program ensures widespread computer use for teaching. • Digital projectors in all learning areas and progressively to most classrooms <p>Environmental – grounds and facilities</p> <ul style="list-style-type: none"> • Classrooms are well maintained. Older relocatables have been replaced and major capital works upgrades are being implemented throughout 2016-19 • Ringwood Training Facility that specializes in automotive, IT and engineering programs • Grounds are well established and maintained with strong community input • College Oval, soccer pitch and other grassed areas well established, functional and drought proofed.
<p>Service Standards</p>	<ul style="list-style-type: none"> • The College fosters close links with parents and the broader school community through its commitment to open and regular communications • The College commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan • The College guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life • The College provides a safe and stimulating learning environment to ensure all students can achieve their full potential • The College provides a broad range of co-curricular and cross curricular programs, to enable all students to develop valuable life skills • All students receive instruction that is adapted to their individual needs.

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

Achievement

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

Maximise individual student learning growth across all curriculum areas and year levels, but especially across Years 7-9.

Build teacher capability to utilize data and a range of assessment strategies to teach to a student's point of learning

Build the capability of every teacher to adopt a whole school approach to instructional practice and an agreed instructional framework

Targets

Targets are defined measures of the successful achievement of the school's goals. Targets can take a

- VCE median all study score is at or above 31
- 10% of study scores at or above 40
- 70% of students in each VCE Unit 3 and 4 study to

<p>number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>perform better than predicted data</p> <ul style="list-style-type: none"> • 100% of students in Years 11 and 12 exit into post school options that includes work, training or further study • Over 75% of students making medium to high relative growth in NAPLAN between Years 7 – 9 in Numeracy, Reading and Writing • AusVELS annual growth for all students reflects one year’s growth for one year of input. 	
<p>Theory of action/Rationale The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>When schools and teachers adopt consistent teaching and learning protocols and practices across all classrooms, then in-class variability is reduced and student achievement will increase.</p> <p>When teachers constantly acquire a wider and richer repertoire of pedagogic practices, students’ learning constantly deepens.</p> <p>When teachers reflect on student performance and purposefully act on data and evidence about learning, then the student learning experience deepens and outcomes improve.</p> <p>When data and evidence is used to monitor, provide feedback about, and enhance student performance then students’ progress accelerates more quickly.</p> <p>When there is a deliberate, whole school plan to improve literacy and numeracy and all teachers take responsibility for the teaching of literacy and numeracy, then literacy and numeracy outcomes for all students at all levels of ability</p>	

	<p>will improve.</p> <p>When teachers commit to assessment for and as learning (formative assessment), then student engagement, learning and achievement will accelerate.</p>	
<p><i>Build teacher capability to utilize data and a range of assessment strategies to teach to a student's point of learning</i></p>	<p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> Identify the data sets that will be used to measure learning growth Targeted coaching in the use of quantitative and qualitative data and training in the use of peer feedback and formative assessment to inform future teaching Develop more effective and consistent practices around teacher judgements Commence the development of curated learning resources that assist teachers to target students at their point of learning need 	<ul style="list-style-type: none"> All staff actively involved in sessions where data, including NAPLAN, ATSS, On Demand and VCE is unpacked and areas of strengths and weaknesses analysed and strategies for development explored Improved consistency between AusVELS judgements and NAPLAN data Curated learning resources published for at least one learning area.
<p>Year 2</p>	<ul style="list-style-type: none"> Increase the use of diagnostic self assessment by students Continue to build the capacity of teachers to reflect on their own practice and engage in peer feedback to inform future teaching Continue the development of curated learning resources that assist teachers to target students at their point of learning need 	<ul style="list-style-type: none"> Self assessment tools are in place Teachers use multiple forms of data to guide their practice and differentiate student learning Curated learning resources are available for most learning areas.
<p><i>Build the capability of every teacher to adopt a whole school approach to instructional practice and an agreed instructional framework</i></p> <p>Year 1</p>	<ul style="list-style-type: none"> Develop staff knowledge and understanding of the purpose and value of an instructional model Incorporate the 6Cs approach of the New Pedagogies for Deep Learning (NPDL) Raising awareness of Internationalising practices into the curriculum Develop teacher expertise in using Compass School Resources/Learning Tasks to differentiate and personalise student learning 	<ul style="list-style-type: none"> Teachers with a common understanding and language to describe effective teacher practice Development of progression skills using the 6Cs across Years 7-10 Discussions of Internationalisation practices recorded for relevant learning areas All Key Learning Area Common Assessment Tasks (CATs) and assessment rubrics are uploaded into

	<ul style="list-style-type: none"> Develop Learning Area Professional Learning opportunities for teachers to enhance skills in effectively using formative assessment and scaffolding of instruction, including appropriate classroom practices 	<p>Resources on Compass and utilised by all teachers to ensure consistency of curriculum instruction</p> <ul style="list-style-type: none"> All teachers participate in workshops during RSC Professional Learning weeks.
Year 2	<ul style="list-style-type: none"> Further develop the RSC Instructional Model including related protocols and procedures Continue to build the capacity of teachers to work together to build shared understanding of effective practice Further develop whole school curriculum to embed 6Cs and develop relevant internationalisation practices. 	<ul style="list-style-type: none"> RSC Instructional model in place Teacher moderation of learning tasks regularly occurs in all Learning Areas Teachers working in Professional Learning Teams targeting key achievement priorities.
Year 3	<ul style="list-style-type: none"> Teachers utilise RSC Instructional Model in Performance and Development planning Evaluate the success of Professional Learning teams. 	<ul style="list-style-type: none"> RSC Instructional model closely aligned with Performance and Development goals Collective teacher efficacy embedded in the work of Professional Learning Teams.
Year 4	<ul style="list-style-type: none"> Evaluate the key improvement strategy to determine success in achieving improved student learning across the College. 	<ul style="list-style-type: none"> Review achievement milestones.

<h2>Engagement</h2> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<h3>Key improvement strategies</h3>
<h3>Goals</h3>	<p>Enhance the level of student cognitive engagement in their learning</p>	<ul style="list-style-type: none"> • Build a rich relevant challenging and stimulating learning environment that promotes independence and self-directed inquiry for deep learning and thinking • Develop and formalise feedback and reflection processes for teachers and students.
<h3>Targets</h3>	<ul style="list-style-type: none"> • Stimulating Learning data in Student Attitudes to School Survey to be above 3.4 for all year levels • All parents access and interact with the College using Compass, for learning feedback and assessment • 100% of Year 9 students engaged in an independent or self directed learning project • Parent Opinion Data mean score for students being well prepared for the next stage of their education to be above 5.6 	
<h3>Theory of action/Rationale</h3>	<p>When students believe their intelligence and talent can be developed through dedication, effort, persistence and hard work, then the love of learning and the higher levels of resilience achieved will lead to enhanced learning, engagement and wellbeing outcomes.</p> <p>When students are actively involved in their learning and take greater charge of their own and each other's learning, then engagement and achievement will improve.</p>	

	When teachers and schools strengthen the three-way education partnership and establish strategic relationships with the broader community, an effective and powerful learning community and culture is established which enables enhanced achievement, engagement and wellbeing outcomes.	
<i>Build a rich relevant challenging and stimulating learning environment that promotes independence and self-directed inquiry for deep learning and thinking</i>	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> Identify a range of tangible measures for student cognitive engagement Provide professional learning opportunities to develop tasks and learning activities that include choice for students Develop strategies that set appropriate challenges, focus on improvement, growth and development and recognises success. 	<ul style="list-style-type: none"> Teachers know and understand measures for student cognitive engagement Evidence of student voice and choice in learning activities Curriculum scope and sequence documentation includes measures that recognise student cognitive engagement.
Year 2	<ul style="list-style-type: none"> Benchmark levels of student cognitive engagement Continue to provide professional learning opportunities to develop tasks and learning activities that include choice for students Continue to develop strategies that set appropriate challenges, focus on improvement, growth and development and recognises success. 	<ul style="list-style-type: none"> Utilisation of benchmark data to modify approaches to student engagement Targeted professional learning opportunities delivered Mapped student growth shows improvement.
<i>Develop and formalise feedback and reflection processes for teachers and students.</i>	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> Develop practices that can more actively engage students in their learning Explore the use of Compass for student reflection of their work. 	<ul style="list-style-type: none"> Teachers effectively meeting student feedback needs by providing comments on what is being done well, areas for improvement and strategies for improvement Teachers and students utilising Compass feedback tools to promote feedback and reflection.
Year 2	<ul style="list-style-type: none"> Develop teacher capacity in building productive relationships with students and enable teacher 	<ul style="list-style-type: none"> All teachers actively seeking student feedback and input to action changes within the classroom

	<p>cognitive engagement</p> <ul style="list-style-type: none"> Establish language that is consistent and supports the view that everyone can learn and improve. 	<ul style="list-style-type: none"> Teachers demonstrating use of student feedback and data to inform goals and targets in their PDP.
Year 3	<ul style="list-style-type: none"> Review the practices to determine the effectiveness of strategies in increasing student cognitive engagement and whether other changes are required to improve outcomes. 	<ul style="list-style-type: none"> Student voice is widely recognised as a significant influence on teaching and learning practices and student self directed learning groups are operating throughout the College.
Year 4	<ul style="list-style-type: none"> Evaluate the effectiveness of the key strategies to determine success in improving student engagement across the College. 	<ul style="list-style-type: none"> Review student engagement milestones.

<h1>Wellbeing</h1> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>		<h2>Key improvement strategies</h2>
<h3>Goals</h3>	<p>Nurture the social and emotional development of all students.</p>	<p>Strengthen a culture of participation, involvement, belonging, and respect.</p>
<h3>Targets</h3>	<ul style="list-style-type: none"> • 100% completion of Wellbeing Profiler to identify and set future targets for improvement and determine Implementation of a whole school approach to well being • Student Attitudes to School Survey - Distress and Wellbeing improved to be at or above the 65th percentile (Years 7-12) • Attendance in Years 7 – 9 at or above 95%. 	
<h3>Theory of action/Rationale</h3>	<p>When schools and teachers prioritise high expectations and authentic relationships, then all students will experience a learning environment where they can excel.</p> <p>When schools and teachers continue to foster a safe and supportive environment and culture, one that promotes positive, respectful relationships, values diversity and supports the development of students' social and emotional skills, then students will be well placed for success now and beyond school</p>	

	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Implement well being profiler and benchmark measures of student wellbeing • Expand House system to enhance positive school culture and determine long term plans • Ensure Professional Learning opportunities that build capacity in Positive Education and student management. 	<ul style="list-style-type: none"> • Trends and data tracked to determine appropriateness and success of wellbeing programs • Increased student leadership and participation in House system • Positive Education introduced to all new staff members by student wellbeing team in teacher induction program.
Year 2	<ul style="list-style-type: none"> • Integrate Positive Education Principles into the broader curriculum and implement targeted programs that improve student wellbeing • Further develop connections and partnerships with community organisations • Implement plans for House system • Continue to ensure Professional Learning opportunities that build capacity in Positive Education and student management. 	<ul style="list-style-type: none"> • Enact suggestions for change to the Positive Education programs within the College • The College working more closely with the parent community to support student wellbeing • Increased range of activities and organisational structures that support a house system • All teachers taking responsibility for student wellbeing and participating in regular wellbeing professional learning.
Year 3	<ul style="list-style-type: none"> • Review the College wellbeing programs to determine whether key strategies are being met. 	<ul style="list-style-type: none"> • Rewritten wellbeing programs are consistent with review findings.
Year 4	<ul style="list-style-type: none"> • Evaluate the effectiveness of the key strategies to determine success in improving student wellbeing across the College. 	<ul style="list-style-type: none"> • Review student wellbeing milestones

Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.		Key improvement strategies
Goals	Increase the capacity of the school to function as a strategic organisation	Articulate and implement processes that support quality planning & decision making aligned to the strategic plan and optimal use of resources
Targets	<ul style="list-style-type: none"> • A redeveloped organisational and leadership structure, with clearly defined roles and responsibilities, which meets current college needs • All staff participating in ongoing targeted professional learning relating to Professional Development Plan, Goals and targets. 	
Theory of Action/Rationale	When resource allocation is aligned with achieving the strategic intent as set out in the SSP, then the school is likely to achieve its goals and targets related to achievement, engagement and wellbeing.	

	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Review leadership and organisational structures including the roles and responsibilities of all leaders to meet changing needs • Continue to prioritise investment in leadership development and staff professional learning, focusing learning on the achievement of the College goals • Resource the development of an RSC instructional framework, Compass, NPDL initiatives and the Wellbeing Profiler • Continue to refine the College iPad and laptop program to enhance learning in all classes. 	<ul style="list-style-type: none"> • All job descriptions reflect roles being undertaken • New performance and development plans in place and all staff have an agreed plan • All staff using Compass to assess, report and provide ongoing feedback • All students have access to their own digital device to support their learning.
Year 2	<ul style="list-style-type: none"> • Implement revised organisation and leadership structure • Prioritise the placement of teacher expertise across the college • Continue to develop programs and targeted professional learning • Continue resourcing of priority areas. 	<ul style="list-style-type: none"> • Structure in place with appropriate allowances for all positions • All students exposed to rich learning experiences delivered by cohesive teacher teams • Data more accessible to effectively track / monitor student progress • Appropriate resourcing of student support and EAL programs.
Year 3	<ul style="list-style-type: none"> • Continue to provide appropriate resourcing for implementation of key priorities. 	<ul style="list-style-type: none"> • Resourcing is meeting productivity key improvement strategies.
Year 4	<ul style="list-style-type: none"> • Evaluate the effectiveness of the key improvement strategies managing productivity across the College. 	<ul style="list-style-type: none"> • Review productivity milestones.