



Lilydale Heights College School Strategic Plan

2007–2010

Completed in consultation with:

Teaching Staff from August through to September 2006
Non-teaching Staff September 2006
Student Council, September 2006
Parent Responses September 2006

Endorsed for presentation to Council by Policy and Planning Committee
October 5th 2006

Endorsed, with amendments, by College Council
October 12th 2006

Presented to Staff Meeting for final discussion on
October 24th

Part 1– School Profile

Purpose:

The educative purpose of Lilydale Heights College community is to facilitate learning excellence, mutual respect and cooperation by affirming students' high expectations and aspirations within a dynamic, challenging and contemporary learning environment.

Values:

The Lilydale Heights College Community shares the following core values:

Willingness to learn: all members of the College community committing to life long learning

Commitment: consistently striving to achieve the best for oneself and for each other

Respect: believing in the fundamental importance of each individual and of our environment

Responsibility: sharing the responsibility for learning, wellbeing, development and conduct of all.

Initiative: valuing inventiveness and enterprise in a safe, no blame, risk taking environment

Teamwork: collaborating to achieve a common set of goals and the best outcomes for all

Inclusiveness: valuing and including everyone in all aspects of College life

Integrity: being consistently positive, honest and open in adhering to all College values.

Environmental Context:

1. General Context

- ❑ The College is a single campus co-educational 7 to 12 College located in the northern area of Lilydale, 40 kms from the Melbourne CBD drawing from approximately 34 Primary Schools covering both the urban areas of Lilydale and rural communities in the Yarra Valley
- ❑ Lilydale Heights commenced in 1970 and since that time has not only responded positively to but also anticipated change and grown as a result of meeting community needs.
- ❑ The College student population is drawn from a diverse range of socio-economic backgrounds.
- ❑ There is an even mix of boys and girls across Year 7 to 10 with a small majority of girls in VCE.
- ❑ The College population has few students from non-English speaking backgrounds
- ❑ Approximately 66% of students rely on an extensive bus network further defining the College's regionality
- ❑ The maintenance of a strong enrolment profile remains a significant priority and challenge in a climate of competitive cooperation with other local schools
- ❑ The College Council endorsed Program across Year 7 – 12 places great value on continuity, stability and access to opportunity on a safe and secure single campus

2. Curriculum Context

Current practice

- ❑ The Years 7 – 9 curriculum emphasises challenge and engagement in the Middle Years. In particular Year 7 and 8 build on the fundamental skills of literacy and numeracy and the use of e-learning across all studies.
- ❑ Recent innovations in the year 7 and 8 curriculum have focused on an integrated curriculum planning approach with fewer teachers for each group of students and a realignment of curriculum to meet the Victorian Essential learning Standards
- ❑ Year 9 – 10 have benefitted from the implementation of a vertical curricular in 2004, which balances the need for growth in core studies with the advantage of greater engagement through interest and skill based semester length electives over the 2 years.
- ❑ The Senior School: Years 10 – 12 curricular offers diverse pathways to academic and vocational success. Students from Year 10 are have the opportunity to enter VCE studies. Year 11 and 12 students can choose pathways within VCE, VET and VCAL to enable them to achieve their full potential and their tertiary and vocational goals.

Future Plans 2007 to 2010

The Effective Schools Model provides the focus for our College improvement over the next four years. As we explore developments in pedagogy – the art or science of being a teacher - through the Principles of Learning and Teaching, we will be focusing on improved student learning, student engagement and well being and student pathways.

Focus on teaching & learning and Purposeful teaching

We will continue our professional learning and enhance this with focus groups led by Leading Teachers. They will bring all staff into the discussion and exploration of learning and teaching principles and of initiatives established by the local learning community and through the Blueprint for educational reform.

High expectations of all learners

A fundamental element of this focus on student learning is our belief that all students can learn and given the right conditions we have high expectations of all learners and expect them to have high expectations of themselves. To ensure this we consider it necessary to develop and reinforce aspirations for educational and life success as a shared purpose and vision with students, parents and the community.

Shared vision & goals

To achieve these aspirational goals we must share vision, goals and purpose for educational outcomes, sufficiently broad and rich to cater for the pathways and ambitions of our learners and of our community

Stimulating & secure learning environment

The achievement of individual, community and college goals and aspirations can only be realised in a stimulating and secure learning setting where students are challenged to become independent and creative learners in a global learning context. Through our Whole College Approach to Discipline and Wellbeing, we value respect for self and others, a sense of social justice balanced with a need for personal integrity at all times

We promote an environment where the safety and well-being of students and staff is paramount

We strive for learning that balances the academic, cultural, social and moral and that sets high expectations, strong participation and outstanding achievement as primary goals

Within this general learning context the following significant programs to further develop engagement and enrich student learning indicate some of our strategic direction:

- “Essential Learning Framework” (ELF) Programs at year 7 and 8 focusing on the redevelopment of curriculum in an integrated Essential Learnings model for enrichment
- Music Enrichment and performance focus first introduced 2006 year 7 and extended to year 8 2007
- Science as an enhanced program for creativity, design and technology at year 7 for 2007
- Performing Arts Programs in Secondary Instrumental Music, Band, Primary/Secondary Instrumental Music Program, Music, Technology and Performance related to these programs
- Sport Education/Interschool Sport – A full range of intraschool and interschool sports both winter and summer

- Yarra Valley E-Learning Community – this Leading Schools Fund project has brought exciting change and development especially rich collaboration with 6 other secondary colleges in the district to establish among other initiatives, an on-line learning management system and a laptop program for years 7 and 8. This is beyond but in concert with our own commitment to ICT development with full access to a vast range of learning technologies
- Innovations and Excellence funding has established a robust cluster of local primary schools with our College exploring the Arts and ICT curriculum possibilities and capacity to engage students in their learning and further strengthening connections between our schools
- LOTE – International Exchange and Tour Programs to Japan for student and adults, fostering learning in Japanese language and promoting cultural links between the wider college communities
- Student Leadership programs developing through a vital Student Council and College, Music and House Captains

Part 2 – Strategic Intent

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
Goals	To improve learning outcomes across the College with a particular focus on Years 7 to 10.	To improve the connectedness of students and their motivation to learn particularly in the years 7 to 10	To provide optimum pathways and transitions through the College and beyond.
Targets	<p>English: 80% of students at year 8 and year 10 assessed as at or above the expected VEL standards for Reading and Writing</p> <p>Maths: 80% of students at years 8 and 10 assessed as at or above the VEL Standards for Structure and Measurement, Chance and Data.</p>	<p>1. Attendance</p> <ul style="list-style-type: none"> To achieve an average of 92% attendance across years 7 to 10 To achieve an average of 95% attendance across years 11 & 12 <p>2. Student Motivation and Orientation</p> <ul style="list-style-type: none"> to achieve staff opinion of student orientation at or above state mean to achieve staff opinion of student motivation at or above state mean 	<p>Year 6 to 7 Transition:</p> <ol style="list-style-type: none"> To increase and/or maintain year 7 enrolments at 6 or more groups of 25 students <p>Real and Apparent Retention</p> <ol style="list-style-type: none"> to increase real and apparent retention by 25% across years 7 to 12. to maintain real retention across years 7 to 10 at a minimum of 70% to maintain apparent retention across years 7 to 10 at a minimum of 90%.

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
	<p>Over the period of the plan:</p> <p>VCE:</p> <ul style="list-style-type: none"> ▪ Increase the ‘all study’ mean VCE study score to at or above 30. ▪ Increase the percentage of students who achieve a “study score” higher than 40 to 5% or greater <p>VET in VCE</p> <ul style="list-style-type: none"> • Maintain the achievements of students in VET subjects • Increase the mean study score for all VET subjects to 30 or higher <p>VCAL</p> <ul style="list-style-type: none"> • Maintain the high successful completion rate at or near 100% 	<p>3. Student Attitudes to School</p> <ul style="list-style-type: none"> • to improve student connectedness to school measure by at least 10% across years 7 to 12 • to improve student connectedness to peers measure by at least 10% across years 7 to 12 • to improve teacher empathy measure by at least 10% across years 7 to 12 • to improve student motivation measure by at least 10% across years 7 to 12 • to improve student learning confidence measure by at least 10% across years 7 to 12 	<p>Senior Years</p> <ul style="list-style-type: none"> • to improve real and apparent retention by a minimum 10% for years 10 to 11 and years 11 to 12 with targeted study plans <p>Managed Individual Pathways (MIPS):</p> <ul style="list-style-type: none"> • To provide Managed Individual Pathways Plan (MIPS) for every student in years 9 to 12 • 95% of students exiting from year 10, 11 and 12 before completing VCE to be engaged in further education and training <p>VET in VCE</p> <ul style="list-style-type: none"> • to maintain and improve access to VET courses through VET cluster <p>VCAL</p> <ul style="list-style-type: none"> • to maintain access to VCAL

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
Key Improvement Strategies	<p>Develop high expectations in all students for their learning.</p> <p>Development of teacher capacity to deliver informed and effective teaching through the principles of learning and teaching.</p> <p>Build the teaching and learning partnership between students and teachers</p> <p>Development of effective transition programs that establish optimum pathways for all students</p>		

Part 3 – Signatures



SIGNED by the Principal

Name Greg Hancock

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



SIGNED by the School Council President

Name Dale Atkinson

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

SIGNED by the Regional Director (or nominee)

Name [INSERT NAME]

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