



School Number - 8475
Williamstown High School Strategic Plan
2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Gino Catalano[name].....[date][name].....[date]
School Council President: Andrew Egan[name].....[date][name].....[date]
Delegate of the Secretary: Judy Maguire (SEIL)[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Williamstown High School education provides a dynamic learning culture that promotes integrity, innovation and the individual.</p> <p>WHS Behaviour Expectations Be Respectful Be a Learner Be Safe</p>	<p>At Williamstown High School education provides a dynamic learning culture that promotes integrity, innovation and the individual. As a school community we value:</p> <ul style="list-style-type: none"> • Excellence and creativity in our achievements and ambitions. • Integrity and honesty in our actions and relationships. • Diversity in our curriculum, in each other and in our community. • Strong and open communication between our school and our homes, and between our teachers, our students and our families. • A commitment to social justice and a passion to protect and improve our environment and our community. 	<p>Williamstown High School came under the auspices of the state education department in late 1914 after opening under local council and as a grammar school in 1867. In 1914 the world was at war and Australia was changing rapidly. The school adopted the red, black and yellow colours of Belgium, then besieged by German troops. It took the motto ‘Hold Fast’ to encourage students to commit to their education and to inspire the community to stand optimistically defiant in the face of a changing world.</p> <p>One hundred years on, ‘Hold Fast’ continues to be our motto. It speaks eloquently of the school’s historical significance, its importance to the local community, its key values and on-going success at charting pathways for students. Proud of its past, but with an eye firmly on the future, Williamstown High School provides an exemplary learning environment that gives students a passion for life-long learning and the confidence to take an active role in society. Part of that passion is strongly connected to the arts – an area increasingly recognised as critical to learning.</p> <p>Since 2011 the school has planned and raised funds to build stage one of a dedicated performing arts space. This was opened in mid-2017 with the aim now to raise the required funds to complete the project with enhanced music, dance and gallery spaces. Here, future generations of students will fully explore their artistic endeavours and the Williamstown community will share in the cultural activities and access these state-of-the-art facilities. Together we can celebrate the school’s artistic achievements while giving something back to the community who has supported us. Williamstown and its neighbouring suburbs are strong and vibrant communities with a proven collective spirit to make things happen.</p> <p>Williamstown High School caters for more than 1470 students from Years 7 to 12. The school is situated across two campuses that are within a ten-minute walking distance. The Bayview Campus is the home of our Middle Years (Years 7 to 9). This is the site of the former Point Gellibrand Girls’ Secondary College. Williamstown High School merged with the girls’ college in 2000 and a multimillion-dollar program saw the buildings and grounds rebuilt in 2006 based on an award-winning environmentally sustainable design. The proximity of the innovative Middle Years’ Campus to Port Phillip Bay and the unique Jawbone Marine Sanctuary has enabled the school to develop an environmental curriculum, including marine studies, enhancing student-learning opportunities. The Pasco Campus, situated on the original site established early in the 20th century, is nestled in the heart of old Williamstown with an architectural style very much in keeping with the area and the era. The Senior Campus (Years 10 to 12), housed in several heritage buildings, including the original 1867 grammar school block, provides a mature setting for Year 10, VCE, VCAL and VET students to access broad and extensive curriculum options with modern facilities and resources.</p> <p>The school offers three streams for students accepted into the school: general co-educational, an accelerated learning program and girls-only homegroups that honour the traditions of Point Gellibrand Girls’ Secondary College. The school also offers an Accelerated Sports Program, a dynamic instrumental music, visual and performing arts program, and a French and Indonesian LOTE program that encapsulates two sister school arrangements. At Year 9, students are engaged in an Immersion program for one term. During this term, 40% of Year 9 class time is dedicated to the students immersing themselves in the theme “Making a Difference (MAD)”.</p> <p>At the senior campus, a wide range of VCE, VET and VCAL studies are offered. Study scores and destination data reflect outstanding successes and continual improvement. The dedicated learning environment and a flexible curriculum allow students to complete VCE/VET studies in Year 10. Year 11 students who are ready to meet the challenge of VCE are encouraged to undertake a unit 3/4 study. In 2016, Year 12 students for the first time were offered, in partnership with Melbourne University, Biology Extension, a first year university equivalent subject. The AVID (Advancement Via Individual Determination) program at Years 10 to 12 supports middle band students who have the desire to go on with tertiary study and demonstrate an ongoing commitment to applying themselves. Commencing at Year 10 and continuing to Year 12, an International Students Program is in place with students from China, Vietnam and Europe successfully undertaking secondary studies with the view for many to continue tertiary studies in Australia.</p> <p>Williamstown High School has an active School Council and Parents and Friends Association who continue to work collaboratively with the school to improve and build upon resources, impacting positively on student outcomes.</p> <p>Williamstown High School enjoys a strong sense of community, working together to develop supportive and strong home school partnerships, depth in our extracurricular activities, a flourishing student leadership program with an emphasis on empowering student voice and outstanding performances in the arts, debating, sporting and artistic achievement. We encourage and demand the highest of standards from our students in the diverse pursuits for individual excellence.</p>	<p>The successes achieved to date are the result of significant contribution and commitment from a highly dedicated staff and strong support from the school community through the development of a rich home school partnership. Williamstown High School is a very dynamic school community where the energy, professionalism and commitment of our staff is something that is celebrated.</p> <p>We recognise the need to establish whole school inclusive collaboration practices, whole school focus on literacy and capacity building in the Maths arena, intensified prospect for student agency, wellbeing of students and student self-regulation. We will apply a relentless focus on growth for teachers and students in this next strategic period, and work with the school community to support us in this key work.</p> <p>Our intent is on shifting to a learning growth mindset. If teachers collaborate on effective pedagogy and assessment, building common protocols for differentiation, formative assessment and moderation, then student learning growth will be enhanced.</p> <p>Our students need to be challenged at their point of need and better monitor their own learning growth. If so, then their intellectual engagement will improve as well as their responsibility for their learning.</p> <p>We will provide a documented, structured and integrated Social and Emotional Learning (SEL) curriculum, including mental health that will build and enable our students to conduct respectful relationships, be responsible citizens and become more resilient learners.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement priorities, initiatives and/or dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>To extend the achievement and learning growth of every student across the school.</p>	<p>Excellence in teaching and learning.</p> <ul style="list-style-type: none"> ❖ Building practice excellence. ❖ Evidence-based high impact teaching strategies. ❖ Evaluating impact on learning. 	<p>Build a school culture of collaboration to ensure a consistent approach to teaching and assessment of student learning growth.</p> <p>Create a program of professional learning, coaching and peer observations for all Mathematics teachers, Years 7-12, to build capability in the use of high impact teaching and learning strategies, and extend students' learning growth.</p> <p>Design and implement a program of professional learning, coaching and peer observations for all teachers across the curriculum, to build understandings of the links between literacy and learning and how these can be pursued to enhance learning growth.</p> <p>Develop and promote viable pathways for senior students through Years 11 and 12 that improves parent, staff and student perceptions of career opportunities.</p>	<p><u>NAPLAN:</u></p> <ul style="list-style-type: none"> • Mean for each of Year 9 Reading and Writing is more than 25 points above the state mean by 2021. • Mean for Year 9 Numeracy is more than 20 points above the state mean by 2021. • More than 30% of Year 9 students will be in the top two bands in Reading, Writing and Numeracy by 2021. • Less than 22% of Year 9 students have low relative growth from Year 7 in 2019 to Year 9 in 2021 for Reading, Writing and Numeracy. <p><u>VCE:</u></p> <ul style="list-style-type: none"> • The mean All-Study score to be in the range of 31 to 32 by 2020. • At least 8% of students awarded 40+ scores by 2020. • The VCE adjusted score (VASS Graph 10) to have the median no less than -1 for any subject. • More than 15% of VCE students to receive an ATAR above 90 by 2020. • Less than 32% of VCE students to receive an ATAR less than 60 by 2020. <p><u>VCAL:</u></p> <ul style="list-style-type: none"> • By 2021 VCAL will be perceived as a viable option with regular class sizes of more than 15 in the senior year. <p><u>Parent Opinion Survey (2017 format):</u> By 2021 the following positive percentages will be achieved at both Bayview and Pasco Campuses:</p> <ul style="list-style-type: none"> • Positive Transitions: more than 90% positive.
<p>To enhance the intellectual engagement and self-regulation of all students and foster their ability to take responsibility for their own learning.</p>	<p>Positive climate for learning.</p> <ul style="list-style-type: none"> ❖ Intellectual engagement and self-awareness. 	<p>Build teacher capacity to foster intellectual engagement involving the design of open-ended tasks that develop students' critical and creative thinking, and their metacognitive and problem solving skills.</p> <p>Design and implement ways of increasing student agency and ownership of the direction of their learning, the products of their learning and their learning growth.</p> <p>Design protocols so that teachers engage students in setting learning goals, develop students' monitoring and self-regulation skills, and enhance their self-efficacy and confidence as learners.</p>	<p><u>Student Attitudes to School Survey (2017 format):</u> By 2021 the following positive percentages will be achieved at both Bayview and Pasco campuses:</p> <ul style="list-style-type: none"> • Student voice and agency: more than 50% positive. • Self-regulation and goal setting: more than 70% positive. • Learning confidence: more than 70% positive. • Stimulated Learning: more than 65% positive. <p><u>Attendance:</u></p> <ul style="list-style-type: none"> • The absence rate for Year 7 to 12 students to be less than 11.5 days per student by 2020. • The absence rate for Year 9 students to be less than 15 days per student by 2020. • Attitudes to attendance: more than 90% positive. <p><u>Retention:</u></p> <ul style="list-style-type: none"> • 85% of students who started at WHS in February, 2017 will be retained at the school in Year 10 by August, 2020. • 95% of Year 10 students at WHS in February, 2019 will be retained at the school in Year 11 by August, 2020. • 95% of Year 11 students at WHS in February, 2019 will be retained at the school in Year 12 by August, 2020.
<p>To strengthen the social and emotional wellbeing of all students.</p>	<p>Positive climate for learning.</p> <ul style="list-style-type: none"> ❖ Setting expectations and promoting inclusion. ❖ Health and wellbeing. 	<p>Establish and embed a whole school social and emotional learning (SEL) curriculum that strengthens student resilience.</p>	<p><u>Student Attitudes to School Survey (2017 format):</u> By 2021 the following positive percentages will be achieved at both Bayview and Pasco campuses:</p> <ul style="list-style-type: none"> • Respect for diversity: more than 70% positive. • School Connectedness: more than 70% positive. • Resilience: more than 70% positive. • Classroom behaviour: more than 70% positive. <p><u>Parent Opinion Survey (2017 format):</u> By 2021 the following positive percentages will be achieved at both Bayview and Pasco Campuses:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills: more than 80% positive.

