

Preston Girls Secondary College

School Strategic Plan

2007–2010



Part 1– School Profile

Purpose:

To give girls a voice in their education and choice in their lives

To provide a dynamic learning environment that engages and supports students who work to achieve personal excellence in an atmosphere of trust, compassion and cooperation.

Preamble:

Since 1928, Preston Girls Secondary College has been a proud and respected provider of education and training opportunities for girls. Our college respects its history and traditions whilst maintaining a focus on preparing our students to meet the challenges and opportunities of the future. Preston Girls Secondary College is characterised by a diversity of social, ethnic and language backgrounds within its community. The college is progressively building a culture of understanding and acceptance which promises for students the development of multi faceted and global perspectives.

Our college provides a safe and secure learning environment where girls can engage with their peers and dedicated staff in programs and activities designed to develop knowledge, skills and attitudes that will enable them to take their place confidently in society. Our young women are encouraged and inspired to be leaders within the college and wider community.

The key focus is on learning. Preston Girls Secondary College has high expectations of students and strives for excellence. We are committed to the realisation of each girl's potential as part of her preparation for pathways beyond school. Our college provides a broad range of learning programs and co-curricular activities for girls which ensures that individual learning needs and interests are addressed.

Vision

Preston Girls Secondary College has wide recognition, respect and acknowledgment for its long standing commitment to education and training of the highest quality for girls and for its excellent student outcomes.

We are a College:

- proud of our cultural heritage and diversity
- from which resilient, mature, successful young women with enthusiasm and a love for learning, a strong sense of self worth and inner strength graduate
- where student opinions and ideas are sought, valued and considered in college decision making
- recognised for a broad and well resourced range of learning programs and activities which provide girls with the knowledge, skills, competencies and flexibility to take their place confidently in a constantly changing world
- which prides itself on the continuous improvement of both teaching and learning resources for students and of our facilities and grounds.

- which attracts outstanding teachers who design programs and use innovative teaching and learning practices to meet individual learning needs. They are committed to continuing personal and professional growth.
- which welcomes and facilitates the involvement and participation of parents and members of the wider community in college life and activities.
- where respectful and encouraging relationships between college community members results in student confidence and learning success.

Values:

Through all aspects of college life Preston Girls Secondary College seeks to demonstrate its commitment to the following values:

Values	Behaviours
Trust, respect and compassion	<ul style="list-style-type: none"> • We are accepting of one another's individuality, feelings, thoughts and beliefs • We seek to build the capacity of each individual to make rational decisions about their lives and to accept responsibility for their actions • We understand and accept the rights and responsibilities of members of our college community • We celebrate and enjoy cultural diversity within our school community • We continually show our care for one another, our personal and shared belongings and for our buildings and grounds • We listen and respond to the expressed views, feelings and concerns of members of the college community
Excellence	<ul style="list-style-type: none"> • We continually seek to develop, acknowledge and celebrate the individual and collective skills, talents and achievements of students and staff • We take pride in academic, creative and sporting achievement • We continuously strive to do our best in all that we do and to improve our knowledge and skills • We seek to encourage and strengthen the leadership abilities of students and staff
Learning	<ul style="list-style-type: none"> • We actively encourage development of the knowledge, skills and attitudes necessary for a healthy, satisfying and well rounded lifestyle • We actively foster the skills to become independent, articulate, inquisitive and knowledge seeking lifelong learners • We plan for the development of skills for the effective use of new technologies in teaching and learning

	<ul style="list-style-type: none"> • We assist students to develop skills and understandings related to future employment and the need to make informed choices about further study or work • We provide the opportunity for staff to progressively improve their teaching and work practices
Social responsibility	<ul style="list-style-type: none"> • We encourage teamwork and collaborative approaches to teaching, learning and school operations • We encourage the participation of college community members in the development of college policies and practices • We have effective communication processes and procedures for giving and receiving information within the college community • We seek to develop individuals' capacity to become active and informed citizens with an understanding of democratic values • We demonstrate an understanding of, and concern for, the natural environment and the use of natural resources • We accept that we have a responsibility to local and global communities

Environmental Context:

Preston Girls Secondary College is a single campus, year 7-12 government girls' school. Established in 1928, the college, located in the centre of Preston, provides for a very diverse multicultural community. The school's enrolment has been in the 320's for the last 2 years. The population of students aged 10 – 19 in the City of Darebin will continue to decrease in the next four years.

In 2006, Preston Girls Secondary College has 57% of the student population in receipt of either an Education Maintenance Allowance or Youth Allowance. Of the current student population 35% of students are from a Language Background Other Than English and were born overseas, whilst 53% of students are from families where a Language Other Than English is spoken at home. Students entering the school are from 35 different countries and 34 different languages spoken at home. The two largest language groups in the college are English (45.6%) and Arabic (27.7%). The percentage of students of Islamic background is increasing. Of the current enrolment, 5.6% of students receive support through the Program for Students with Disabilities and Impairments and 0.6% of students (2) live in out of home care.

Students at the school often have had disrupted or minimal schooling opportunities. In recent years AIM tests show a relatively high proportion of students entering the

college with low literacy and numeracy levels. Generally numeracy is the lower of the two.

The College has in excess of 20 feeder primary schools, the majority of which are beyond the immediate geographic area of the school. Many students travel considerable distances to reach the school.

The learning program for the college is structured into a four period day. The periods are 72 minutes duration. At Year 7, the college program is provided predominantly in VEL's discipline based programs. The first semester is based on connecting students to and with the college and the second semester provides students with some choice in the areas of Science, English and Humanities to extend their capabilities.

Students in years 8-10 follow a program of common core studies plus elective learning units each semester. Core studies are taught in Home Groups and run for the complete year. Learning Units are; one semester in duration, multi-age and Multi-level. In each of years 8, 9 &10 students must do each year, at least one Learning Unit in each of Science, Humanities and Arts/Music/Technology. All year 8 students must study LOTE (choice of 3), all year 10 students must complete the Learning for the Future unit and at some time in year 8, 9 or 10 all students must complete the 'integrated' unit Planet Earth.

The College provides as broad a range as possible of VCE subjects. A Foundation VCAL program is to be introduced in 2007. The Pathways Co-ordinator works with students to develop their individual learning plans and future directions. The College is a member of the recently formed Darebin VET Cluster. VET Desk Top Publishing will run in 2007 and many year 11 students are enrolled in VET subjects at other cluster schools.

The College offers a range of extension and enrichment activities including an instrumental music program, debating and public speaking (intra and inter school), intra school house competitions in sports and performance, interschool sports and performance. Students enter a range of competitions including the Plain English Speaking Award, Lions Youth of the Year, Tournament of Minds and University sponsored competitions in English and Mathematics

Student leadership is actively encouraged and promoted. College and House Captains together with Captains of Environment, Sport, Music, Debating and Public Speaking and the SRC take an active role in the life of the school.

The principal position is to be advertised in February 2007. The new principal will commence at the start of term 2. Two new Leading Teachers have been appointed to the Leadership Team for the start of 2007. In recent years there has been considerable turnover, largely as a consequence of retirements and promotions. This change has resulted in an increase in the number of graduate teachers on staff.

The main two-storey building, constructed in 1928 has seen many internal modifications. The classrooms whilst relatively spacious are not easily reconfigured for computer cabling and upgrades. The gymnasium was built in the 1980's whilst

new multipurpose outdoor courts have been constructed with Federal funding in 2006. The buildings and grounds are well maintained and utilised extensively by the community outside of school hours.

The school is a participant in the Darebin Green Precinct. Water and energy saving initiatives are being implemented.

The college is installing new computers for the start of 2007. All staff have laptop computers and a set of laptops is available for class use. By the end of 2007 all classrooms will be equipped with at least two desk-top computers.

Following the College 75th Birthday celebrations in 2003, a past students' association was formed. With many active past students, the association is looking towards providing support and development opportunities for and to the college.

Part 2 – Strategic Intent

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
Goals	<ol style="list-style-type: none"> 1. To maximise student learning from Years 7-10 2. To improve student performance in Mathematics 	<ol style="list-style-type: none"> 1. To improve student wellbeing and school connectedness 2. To improve physical, personal and social learning 	<ol style="list-style-type: none"> 1. To provide students in the post compulsory years with a range of pathways to further education, training and work 2. To ensure that any students who leave our school before Year 12 completion exit to further education, training and work 3. To develop an effective transition program designed to increase enrolments at Year 7 and to increase the proportion of enrolments from the nearest neighbourhood primary schools

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
Targets	<ul style="list-style-type: none"> • 75% of students achieve a C or above in discipline-based learning, physical and interdisciplinary learning. • In the AIM set a target of 1.0 VELS levels for the learning growth of the “matched cohort” from Years 7-9. • A mean Further Mathematics score of 28 • A mean Mathematical Methods score of 25 • The proportion of students in the years 7-10 ‘matched cohort’ assessed at C or above in mathematics to be at least 60% 	<ul style="list-style-type: none"> • Achieve real retention in Years 7 -10 of 68% • Decrease whole school absence rates from 19 days average per student to 16 days average per student. • For years 7 -9 improve the average results on the Connectedness to school component of the Attitudes to School Survey from 45% by at least 5%. • 80% of students 7-10 to achieve a C or above in the Personal and Interpersonal Learning domain 	<ul style="list-style-type: none"> • Achieve real retention in Years 10 – 11 of 84% • Maintain real retention years 11-12 at 79% • The percentage of unknown exit destinations for students leaving at the end of or during years 10, 11 and 12 will be 15% or less. • Increase the proportion of students exiting to further education, training or full time employment by 5 % by 2009 • Increase the number of students enrolling for Year 7 to 60

Key Improvement Strategies	Embed the Victorian Essential Learning Standards and DE&T Assessment Advice in all Year 7- 10 programs and courses	Enhance student empowerment and pride in the college Strengthen the parent, student, teacher relationship	Extend and consolidate post compulsory learning options Enhance the Year 6 to 7 transition program
<p>Revisit the vision, values and goals to ensure clear and shared understanding for all staff, students and the school community.</p> <p>Establish and embed a performance and development culture within the college</p>			

Part 3 – Signatures

SIGNED by the Principal

Name Cheryl Judd

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

SIGNED by the School Council President

Name Ron Chambers

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

SIGNED by the Regional Director (or nominee)

Name Wayne Craig

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