



## **Galvin Park Secondary College School Strategic Plan 2007 – 2010**

### **Our School Purpose:**

GPSC is committed to developing in students:

- A work habit that incorporates both independent and cooperative learning, and the capacity to persist
- An appreciation of learning and how to learn, and a desire to reach their full potential
- A respect for themselves, others, the school and their community

GPSC is committed to providing:

- Relevant, stimulating curriculum pathways that promote excellence for students both inside and outside the classroom
- A safe, supportive environment based on the values of cooperation, tolerance and respect that fosters personal and collective ownership

### **School Context:**

Galvin Park Secondary College was built and resourced as Werribee Technical School in 1978 and has operated as a Secondary College since 1988. The College is located in the City of Wyndham on the south-western fringe of the Melbourne metropolitan area. Wyndham is one of Melbourne's principal growth areas with a population increase of 6% per annum and an estimated population of 164,922 by 2021, with a high population of young people, 35% of whom are 0-24. Galvin Park Secondary College is 1.5klms from the town centre of Werribee and bordered on two sides by 'crisis housing'. Enrolment in 2006 is 1333 and has been increasing each year as land west of the college is released for housing and higher density redevelopment occurs adjacent to the college.

In 2005 the College was restructured to create two sub schools, Middle Years and Senior Years, with an Assistant Principal and Sub School Manager leading each, in turn supported by Year Level Leaders, Team Leaders and Professional Learning teams. The College is part of the Leading School program with a focus on individual learning to maximise student's potential. Galvin Park Secondary College is set on 15 hectares, adjacent to the Galvin Park sporting grounds. Students have access to landscaped areas of lawns, gardens and courtyards, as well as the sports ovals, providing opportunities for passive and active recreation. The facilities are of a high standard. There is a balance between academic classrooms and specialist areas such as the Activity Centre, a library/media/computer complex, art and technology study areas, gymnasium, and a music complex. The College has identified a need for a performing arts auditorium, art gallery and extra basketball court in the future.

The college is part of the WIN Cluster which includes The Grange Secondary and Derrimut Heath, Point Cook, Westgrove, Woodville, Cambridge and The Grange primary schools.

**Our School Values:**

**RESPECT**

- Listen to others
- Value other's opinions
- Display good manners
- Be aware of other's feelings
- Respect other people's property
- Recognise the rights of other people
- Treat others the way you would like to be treated

**TOLERANCE**

- Be patient
- Accept others
- Include others
- Be open minded
- Be understanding
- Listen with empathy and understanding

**COOPERATION**

- Participate
- Listen
- Share Ideas
- Work together
- Help each other
- Support each other
- Promote teamwork

Strategic planning identifies the school's strengths and challenges to help build strategies to ensure the provision of high quality programs for children and young people into the future. A strategic plan is the road map from planning discussions on how to move in the short term to drive achievement of longer term outcomes

	<b>Student Learning Outcomes</b>	<b>Student Engagement and Wellbeing</b>	<b>Student Pathways and Transitions</b>
<b>Goals</b>	To provide students with relevant and stimulating teaching and learning opportunities that promote excellence and maximise their achievement	To provide a safe, supportive learning environment focusing on student engagement.	To develop Middle Years and Senior Years programs and pathways that promote an understanding of students' academic and social needs and respond to these needs and capacities in a manner which will maximise their learning and achievement.
<b>Targets</b>	<ul style="list-style-type: none"> <li>• To progressively and consistently build the proportion of students in English and Mathematics assessed as achieving above the expected level as cohorts move from year 7 to year 10 to at least 12% by 2010</li> <li>• To progressively and consistently reduce the proportion of students in English and mathematics assessed as achieving below the expected level as cohorts move from year 7 to year 10 to no more than 20% in year 10 by 2010.</li> <li>• To improve the all VCE study score by 4% by 2010</li> <li>• To increase the proportion of VCE study scores of 40+ to 3% by 2009</li> </ul>	<ul style="list-style-type: none"> <li>• By 2010 whole school (years 7 – 12 combined) Attitudes to school Survey data indicates that the school mean for each variable in the survey is ranked at 50% or better against all government schools.</li> <li>• By 2010 the gap between means of males and females at any year level of the Attitudes to School Survey will be no more than 8%.</li> </ul>	<ul style="list-style-type: none"> <li>• By 2010 reduce average yearly student absence rates by 4 days in year 7 to 9 and year 11, by 5 days in year 10 and by 3 days in year 12</li> <li>• Increase real retention rates from year 11 to 12 to 66% by 2010</li> <li>• Reduce the proportion of year 10 exit students not continuing education and training to 20% by 2010</li> <li>• Improve the proportion of students continuing education and training after exiting at the end of year 12 to 75% by 2010</li> </ul>

## GOAL 1 (Student Learning Outcomes)

### **Key improvement Strategies:**

- Ongoing assessment of the implementation of the Student Centred Learning program
- Enhance teaching practice by building a school-wide professional performance and development culture:
- A focus on assessment for, as and of learning complementing individual learning plans
- The continued use of data to drive improvement practice
- Continue the whole school improvement focus in ICT provision and use by teachers and students.
- Continue to develop and improve facilities required to best meet the needs and interests of students

## GOAL 2 (Student Engagement & Wellbeing)

### **Key Improvement Strategies**

- Develop and use a range of processes, monitored by a member of the school's leadership team, for staff, student and staff/student interpretation and response to outcomes of the Attitudes to School Survey.
- Individual teacher development plans are to be aligned to school priorities, to incorporate colleague and student feedback and serve as an improvement focus for student learning.
- Provide all staff with professional learning opportunities to embed PoLT in their classroom teaching as VELs is implemented.
- Develop early planning and related action, including consideration of implications for teaching, leadership and organisation, for the successful transition of graduates of the Student Centred Learning program into the Senior Years.
- Continue to build the wider school/community relationship.
- Monitor programs and initiatives for their effectiveness in encouraging growth in student leadership and decision-making and participation.
- Continue to develop and improve facilities required to best meet the needs and interests of students

GOAL 3 (Student Pathways & Transition)

**Key Improvement Strategies**

- Continue to provide high quality guidance, counselling, follow up and advice to students in relation to pathways options.
- Monitor, and respond to, the potential for VET, VCAL and SBNAs to expand student pathways opportunities.
- Continue to resource and monitor efforts to reduce student absence and to build student and parent appreciation of the relationship between student achievement and pathways options, and attendance, mindful of the impact of the Student Centred Learning program.
- Monitor and evaluate attendance trends at year 12 level
- Continue to develop and improve facilities required to best meet the needs and interests of students

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Mr. Peter Newland,  
Principal

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Mr. Ross Mc Dowell,  
School Council President

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Mr Rob Blachford,  
Regional Director, WMR, DET.

15/11/2007