

# Greater Shepparton College

(interim name)

**Shepparton Education Plan Vision:** All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.





## HISTORY:

Greater Shepparton College (interim name) was formed as part of the wider Shepparton Education Plan. This plan aims to transform student outcomes. Our focus on student experience, high quality teaching practices and the best conditions for learning, will equip students to create successful lives.

Our new college is the amalgamation of McGuire College, Mooroopna Secondary College, Shepparton High School and Wanganui Park Secondary College.

Our commitment is that we will honour the past while preparing our students to lead our community into the future. We will bring the best from our shared histories to create a bright and dynamic education for the students of Greater Shepparton.

We look forward to you coming with us on this exciting journey!



# OUR ACADEMIC CULTURE: A CULTURE OF EXCELLENCE

*The object of education is to prepare the young to educate themselves throughout their lives.*

*~ Robert Maynard Hutchins*

A school's academic culture is based on values, attitudes, behaviours and traditions that are etched into the everyday operation of the school. Our academic culture comes from the diversity that exists in our school. We aim to ensure a sense of belonging within the school and allow our students to achieve individual and collective success.



Greater Shepparton College  
(Interim name) **generates a strong academic culture by:**

- Focusing on exemplary teaching and learning.
- Incorporating 21<sup>st</sup> Century Learning Skills.
- Ensuring that every student will achieve success and that the success is celebrated.
- Developing high quality teacher practice.
- Ensuring our community (teachers, students and parents) embrace the college values.
- Providing students with the appropriate time and support (resources) to achieve their best.
- Creating strong leadership that continually looks for improvement in students and staff.
- Maintaining a physical environment that supports success and pride.





## WHAT IS AN EFFECTIVE LEARNER AT GREATER SHEPPARTON COLLEGE (INTERIM NAME)

*"The more that you read, the more things you will know. The more that you learn, the more places you'll go."- Dr Seuss*

An effective learner is aspirational, striving for success and high levels of achievement.

An effective learner actively seeks positive change and personal growth.

An effective learner utilises an active process to relate new experiences to existing meaning. This allows the learner to use this new-found knowledge, experience or skill to shape future action.

At Greater Shepparton College (interim name) an effective learner:

- Attends school every day.
- Arrives to class with the correct equipment, prepared to learn.
- Has high aspirations for the future.
- Has a growth mindset.
- Uses the organisational skills they are taught.
- Reads and writes daily.
- Is willing to take risks and make mistakes, which they learn from.
- Utilises a range of learning and revision strategies.
- Sets their own goals and is self-reflective.
- Values a vast range of learning opportunities.
- Completes all work set by the teacher and can actively study.
- Is willing to seek feedback and accept help from teachers and peers.

- Can work independently, cooperatively and collaboratively with other learners and teachers.



## WHAT IS AN EFFECTIVE TEACHER AT GREATER SHEPPARTON COLLEGE (INTERIM NAME)

*'The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.'* ~ William Arthur Ward

An effective teacher is a positive role model who leads by example.

Our teachers are always willing to assist students with their learning, social and emotional needs and are aware of their students' various learning styles as well as multiple methods of teaching. An effective teacher has high expectations for each of their students and frequently provides them with constructive feedback about their work.

At Greater Shepparton College (interim name) an effective teacher:

- Is passionate about their subject area and stays accountable to their curriculum.
- Has extensive knowledge of learning theories.
- Provides students with skills to become an independent learner.
- Builds positive relationships with students.
- Involves students in the learning process (enabling student voice).
- Provides positive, encouraging and constructive feedback to students and colleagues and is always seeking to improve their own practice and actively seeks feedback for themselves.
- Teaches to various learning levels and challenges all students.
- Creates a positive and safe learning environment and has effective behavioural management skills that enable all students to learn.
- Utilises appropriate assessment tools to inform teaching and learning and to allow for differentiation within the classroom.
- Has effective communicative skills with students, parents and teachers; frequently communicating

student needs, progress and issues.



## ENGAGEMENT AND WELLBEING

Good mental health is essential to strong academic performance, positive relationships, regular school attendance, and good student behaviour. At Greater Shepparton College (interim name) we understand wellbeing is an essential foundation for students to achieve their academic and personal best.

Greater Shepparton College (interim name) supports all students and all families.

We have a number of staff on each campus working towards supporting the wellbeing and engagement needs of students and families in our care.

Members of the wellbeing team include:

- Student Wellbeing Leaders
- College Social Workers
- Adolescent Health Nurse
- House Leaders
- Indigenous Support Workers
- Youth Workers
- Multicultural Liaison Officers

And most importantly each student's Learning Mentor.

## LEARNING MENTORS: ENSURING INDIVIDUAL ATTENTION FOR EVERY STUDENT

Each student is assigned a Learning Mentor on enrolment to the school. The Learning Mentor meets daily with their learning mentor class, to monitor students' learning progress and wellbeing.

Learning Mentors build each student's skills in organisation, goal setting and pathway planning.

The Learning Mentor is the first point of contact for parents and caregivers.

## THE HOUSE MODEL:

At Greater Shepparton College (interim name) we believe it is really important for your child to be known well. For this reason, we are allocating students to a house. There will be approximately fifty students from each year level in a house. There are nine houses, which are grouped into three neighbourhoods. Belonging to a house will enable students to have teachers for multiple classes across multiple years. This ensures every child and every family has a key support person on their campus.



## EXPECTATIONS AND OPPORTUNITIES FOR GROWTH.

At Greater Shepparton College (interim name) we believe that it is important that the classroom environment is predictable and there is consistency of behavioural expectations and consequences across the college.

At Greater Shepparton College (interim name) we acknowledge that promoting wellbeing at school substantially improves social and emotional outcomes of young people.

## SCHOOL WIDE POSITIVE BEHAVIOURS (SWPB)

Greater Shepparton College (interim name) in consultation with school staff, students and parents are currently developing a clear and specific set of School Wide Positive Behaviours (SWPB) that are pro-social and focused on prevention and early intervention.

SWPB is a whole school approach to creating an environment, which encourages effective learning through the development of a positive, calm and welcoming atmosphere.

We recognise that learning socially acceptable behaviours is a process, which everybody moves through at a different pace.

SWPBS is an evidence-based framework for preventing and responding to behaviour problems in schools. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for school leaders, staff, students and parents and carers. SWPBS includes intervention practices and organisational systems for establishing positive school cultures, learning and teaching environments and the individual behaviour supports needed to achieve academic and social success for all students.

Within our college community we aim to actively promote and maintain a safe, respectful and orderly learning environment for all students and staff. School Wide Positive Behaviours Support (SWPBS) is a school-wide process for developing and explicitly teaching appropriate and positive behaviours.

## SWPBS CONSISTS OF THREE STEPS.

### STEP 1:

#### Identify and Teach Expected Behaviour

There is a Matrix: this is a visual display of the behaviour we expect to see. We then teach the students how to behave and provide them opportunities to practice and learn.

The staff focus on the positive (expected) behaviours by reinforcing and verbally recognising expected student behaviour, rather than punishing students for not following expectations.

### STEP 2:

#### Positively reinforce and recognise expected behaviour

When students meet school wide expectations, staff will note their success with positive reinforcement. This might include praise or a token. All staff (Principals, teachers, office etc.) use the system.

### STEP 3:

#### Responding to behaviour errors

In addition to teaching and reinforcing positive behaviours, the school will identify a consistent way to respond to behaviour errors when they occur. The strategies to address challenging behaviours will be shared with students, staff and parents. This will help everyone to know what behaviours violate the expectations.

## STUDENT LEADERSHIP: LEARNING TO LEAD

We believe it is the right of every student to develop a sense of self-worth through positive and appropriate leadership opportunities.

At Greater Shepparton College (interim name) student leadership is about involving students in a purposeful and meaningful way to extend and use their individual gifts and talents. A culture of leadership is encouraged through leadership positions that are structured to allow interested students to experience positions of responsibility and develop effective leadership skills.

Leadership opportunities across the college emphasise service to others, teamwork, taking initiative and developing responsibility.

Leadership opportunities also arise through the co-curricular program including sport and cultural activities, the outdoor education program, the music program, the arts, drama and dance, community service activities as well as election to student leadership roles.

In Year 7 the leadership focus is on responsibility and independence.

In Year 8 the leadership focus is on self-awareness.

And in Year 9 on developing resilience and a sense of community.

Students in the senior years have many opportunities to contribute to a range of shared leadership responsibilities with articulated individual and group roles and responsibilities.

## PROFESSIONAL LEARNING COMMUNITIES (PLCs)

At Greater Shepparton College (interim name) we are committed to providing a consistent, high quality learning program. To ensure this, teachers work in structured Professional Learning Communities (PLCs) which meet regularly. Teachers work in small groups to discuss students' work, how to improve instruction and plan curriculum collaboratively.





# EFFECTIVE CURRICULUM IMPLEMENTATION

*“I know what my students need to learn, what I need to teach so they learn it, and how to measure if they learned it”? - Robert Marzano 2003*

Greater Shepparton College (interim name) provides a broad, stimulating, differentiated and challenging curriculum of the highest quality to enhance the vast and varied talents of our students. The diverse curriculum prepares students for academic, vocational, professional and civic leadership, whilst encouraging individual development, happiness and success. Greater Shepparton College (interim name) demonstrates its commitment to maintain and develop performance as a leading and highly successful provider of education as evidenced in the following curriculum implementation:

- Teachers deliver the written, documented, guaranteed and viable curriculum within their teaching areas that is reflective of VCAA guidelines around the Victorian Curriculum, VCE, VCAL and VET.
- Students are provided with regular opportunities to give and receive feedback, set goals and to exercise authentic agency in their learning.
- Data is utilised to ensure that the curriculum is delivered to provide the right balance of challenge and success to allow all students to grow and learn at their individual rate.
- Assessment and moderation are utilised by teachers to adjust their teaching and the learning opportunities for students.
- School leaders lead teachers through a regular review and reflection of the curriculum, including the monitoring of consistent, high fidelity implementation.
- Teachers convey high expectations of learning, effort and engagement for all students.
- Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner.
- Teachers and students co-design learning that connects to real world contexts.
- Teachers model and facilitate the use of digital tools and resources to access, use and share learning.



# ASSESSMENT

*“Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.” - Albert Einstein.*

At Greater Shepparton College (interim name) assessment has a powerful effect on student learning. Our assessment methods are selected on the basis of their impact on desired student learning, behaviour and outcomes, their feasibility, validity and reliability.

At Greater Shepparton College (interim name) assessment is used to enhance student engagement, motivation, self-esteem and student’s own involvement in teaching and learning in the following manner:

- Teachers use a variety of formative assessment methods to monitor student on-going progress and cater for all students at their point of need (differentiation).
- All teachers use a range of agreed summative assessments to evaluate student learning, skill acquisition and academic achievement.
- Teachers all follow VCAA marking criteria and procedures for Student Assessed Coursework (SACs) at VCE level and review regularly in accordance with updated policies.
- Teachers follow the prescribed VCAL curriculum and design consistent projects and tasks which promote applied learning.
- All students in Year 7 and Year 9 undertake NAPLAN in conditions which support best practice and solid outcomes for students. Teachers use this data alongside other formal data such as school-based assessments, On Demand, PAT testing, and e-write to extend students’ learning.

## EXTRA-CURRICULAR OPPORTUNITIES AT GREATER SHEPPARTON COLLEGE (INTERIM NAME)

- School formals and balls
- Engaging lunchtime activities
- Opportunities for student leadership at all levels of the college
- Interschool sporting opportunities
- Drama clubs
- Dance clubs
- Home-work clubs
- Celebrating local and national events
- Music, including opportunities to be part of the college bands
- Breakfast clubs
- School camps
- Learning based excursions
- An exciting summer school program
- Debating and public speaking opportunities
- Academic teams and clubs
- Cultural clubs
- Volunteer work and community service
- Opportunities to contribute to the college magazine
- Opportunities to link into outside community organisations
- Opportunities for supported work experience placements



# FEEDBACK

At Greater Shepparton College (interim name) there is a strong emphasis on providing feedback to all stakeholders (students, teachers, parents and care givers and the community). We view feedback as crucial to recognising learning strengths, areas for development, and identifying next steps.

At Greater Shepparton College (interim name) we use feedback to create a shared understanding of learning goals, valued behaviours and high expectations that are critical for success.

We foster an environment of continuous feedback and reflection in the following ways:

## TEACHER TO STUDENT

- Teachers set high expectations, provide positive reinforcement, deliver clear instructions and interact with students in every lesson.
- Feedback is always explicit, encouraging and timely.
- Teachers facilitate the development of and provide opportunities for students to understand their learning level using self-assessments and reflection.

## STUDENT TO TEACHER

- Students are responsible for their own learning and learning goals. Students seek feedback and use their own feedback to help them achieve their learning goals.
- Teachers encourage and facilitate students' feedback on teaching and learning in the classroom, so teaching practices and performance can continually improve.

## TEACHER/ SCHOOL TO FAMILIES

- Teachers provide regular updates on student learning progress through Compass' parent portal. Compass is an online learning management system which allows parents access any time via a phone app or home computer.
- Parent teacher interviews are held twice a year to provide timely feedback on student performance. Regular contact with families is made by teachers and learning mentors.

## FAMILIES STUDENT/ TEACHER/ SCHOOL

- Parents are encouraged to review students' performance and discuss teacher feedback with their child. Parents can access a range of reports and feedback at home using Compass. Families are encouraged and welcomed to contact and make meetings with teachers to discuss student performance.

# Greater Shepparton College

(INTERIM NAME)

## McGuire Campus

92-100 Wilmot Rd  
Shepparton, VIC. 3630  
Phone 5858 9800

## Mooroopna Campus

141-179 Echuca Rd,  
Mooroopna, VIC. 3629  
Phone 5825 2344

## Wanganui Park Campus

Parkside Drive  
Shepparton, VIC. 3630  
Phone 5820 9900

