

# SCHOOL PROFILE

## General



### Vision

The underlying philosophy of Caroline Springs College is to facilitate the lifelong development and growth of students, in order that they achieve their fullest potential as individuals and as members of a healthy local community and broader society. To achieve this, we believe it is essential that parents, students and staff work together in home/school partnership, sharing in the significant decisions and responsibilities and the rewards that come with excellence.

### The school has four basic principles:

- A commitment to lifelong learning
- A philosophy of sharing and collaboration between all educational providers
- A commitment to exploring new forms of ownership and structures for the provision of educational services
- Optimal use of Information and Communications Technology in the learning process

### Values

At Caroline Springs College we value:

- Happiness
- Respect
- Achievement
- Lifelong Learning
- Knowledge
- Responsibility
- Teamwork
- Community

Our college motto is **World Class Learning**

## **Context**

### **Location**

Caroline Springs is a rapidly growing community within a new housing area developed by the Delfin Lend Lease Property Development Group. The development is located adjacent to the Western Highway and approximately 20 kilometres west of the Melbourne central business district. In 2005, the population is approximately 10,000. A major stakeholder in developing Caroline Springs College was the Caroline Springs Education Services Steering Group, which included representatives from the Department of Education and Training (DE&T), Delfin and Melton Shire. The Regional Director, Western Metropolitan Region currently chairs this Steering Group.

Caroline Springs College, Brookside Campus P-9, is one of three schools that comprise The Brookside Learning Centre, and was the first educational facility in the area. The Brookside Learning Centre includes Mowbray College, Christ the Priest Catholic Primary School, a child-minding centre, a maternal and child health centre, a pre-school centre, Djerriwarrh Health services, and the Local Learning Employment Network (LLEN). A number of facilities are shared between Caroline Springs College and Mowbray College, including the reception and administration area, staff room, library, arts facilities, meeting rooms, gymnasium, and sports and recreation areas. Other facilities are shared with the Melton Shire Council and the Western Jets Football Club.

The second campus, Creekside Campus opened for Years 5 - 10 in 2005 with Stage 2 being completed in 2006 as a K-9. Melton Shire, preschool, maternal and childcare, toy library and occasional care are incorporated into site. Brookside and Creekside are planned for students in years Prep to 9, with Creekside also catering for a Kindergarten.

Stage one of a third Campus, Lakeview Senior Campus will open in 2006 situated in the Town Centre. This is our later Years Secondary Campus with Years 10-11 in 2006 and 10-12 in 2007, when stage two of the building program is completed it will integrate a Library and Sports & Recreation Centre along with open grass spaces shared with Melton Shire and a private school.

Parents occupations are mixed. The community comprised of a relatively large proportion of blue-collar workers and a significant number of people who perform home duties, or are not employed. Access to Melbourne is easy via the Western Ring Road, and many parents work in central Melbourne or the western suburbs.

## **Demographics**

The College has experienced rapid growth. It opened in February 2000 with 72 students, and in 2005 has 1094 students. Secondary provision began, as a response to community needs, with Year 7 enrolments in 2002 progressing to Year 11 enrolments in 2006.

A significant feature of the College is the dynamic, fluid nature of its demographics. Since the schools inception in 2000, a near doubling of the school enrolment occurred each year, and along with that came increasing complexities in terms of ethnic and socio-economic composition. Strategic planning and management of change are therefore highly significant issues for the College.

Caroline Springs is also a multi cultural community comprising various backgrounds, including New Zealand, Philippines, Slavic, and South America. Forty seven per cent of the students speak a language other than English at home.

The Colleges Education Maintenance Allowance (EMA) factor in 2005 was 28.5%, and its language background other than English (LBOTE) was 46.8%. The demographic factors placed the College within Like School Group (LSG) 3 across the 2001-04 periods. The gradual increase in the EMA proportion indicates a trend towards LSG 6.

In 2006 the College will employ a College Director, three Campus Principals and three assistant principals, forming the Principal Executive.

In keeping with its foundation philosophy, the College places a high value on community interaction and participation, particularly the contributions that parents and members of the wider community make to improve students learning outcomes. The College uses numerous formal and informal structures through which parents and community volunteers contribute to the whole school program.

## **Charter Priorities**

### **Priority 1.1 - Curriculum, Early Years**

Intended Outcomes

- Improve the learning growth achieved by students in English and Mathematics
- Increase the percentage of each cohort achieving at or above the appropriate CSF level in English and Mathematics
- Make explicit the teaching of literacy and numeracy across all key learning areas
- Further develop Early Years literacy and numeracy strategies
- Incorporate the use of information and communication technologies across all key learning areas

## **Priority 1.2 - Curriculum, Middle Years**

### Intended Outcomes

- Improve the learning growth achieved by students in English and Mathematics
- Increase the percentage of each cohort achieving at or above the appropriate CSF level in English and Mathematics
- Make explicit the teaching of literacy and numeracy across all key learning areas
- Further develop and implement Middle Years strategies with a focus in literacy, numeracy and ICT
- Further develop Middle Years action plan
- Incorporate the use of information and communication technologies across all key learning areas

## **Priority 1.3 - Curriculum, Post-compulsory Years**

### Intended Outcomes

- Develop and implement an appropriate post-compulsory curriculum
- Develop and implement a VCAL program
- Introduce managed individual pathways program
- Provide a range of VCE/VET programs that foster high retention rates and success in tertiary entrance

## **Priority 2 - Management Strategies for Growth**

- Develop plans and policies to help manage the college through its growth stages
- Provide policies oriented to growth
- Implement cohesive curriculum delivery across the school and in each campus
- Implement consistent assessment and reporting across the school and in each campus
- Develop active communication across the school and in each campus
- Manage growth strategically