

# School Strategic Plan 2022-2026

Whittlesea Secondary College (7408)



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<b>School vision</b>	To empower students to become successful, confident and responsible contributors in a 21st-century community
<b>School values</b>	<p><b>Application</b>          Applying yourself involves being willing to give things a go and put knowledge into action.          Trying your best at all tasks and aiming to improve yourself.          Having a growth mindset and realising practice makes progress, nothing is ever perfect, everything can be improved.          Application will take effort, organisation and resilience, this is how we grow.</p> <p><b>Attitude</b>          Being respectful to one another and valuing that individuals have differences (cultural and personal) which enrich a community. We need to celebrate difference and learn from one another.          Be a team player and learn to collaborate. Life and learning are easier when we support one another.          Confidence in our sense of self. Accepting that every individual has worth and can make a significant contribution.          Taking pride in our school and respecting the spaces created for us.          Praise don't criticize, value feedback and learn from it.          Empathise, forgive and be supportive of others.</p> <p><b>Achievement</b>          Recognising that our own achievement will look different to others.          Valuing group and individual successes.          Striving to do the best we can do, setting high expectations for ourselves and others.          Setting goals to help us get to where we want to go.          Celebrating our success and those of our community.</p>
<b>Context challenges</b>	<p><b>Context:</b>          Whittlesea Secondary College is a school of 750 students, located on the urban fringe of Melbourne, with Year 7 students coming from over 30 primary schools – drawing from Kilmore, through Wallan, Beveridge, Craigieburn, South Morang and into the Kinglake Ranges. The Principal and 2 Assistant Principals lead a team of 5 Leading Teachers, 4 Learning Specialists and 54 teaching staff, with 17 FTE Education Support staff. The school has a number of facilities including a trade training centre and offers a variety of VET courses onsite.</p>

	<p>Challenges:</p> <p>The school has a significant deficit as a result of a number of previous years of resourcing decisions and declining numbers, however in 2022 saw an increase in Year 7 enrolments. Due to the age of some of the buildings, we face challenges in delivering a 21st century program as limited funds and resources are used on repairs and maintenance rather programs and staff development. Continued focus on student voice and agency is required to increase student engagement. this will require staff professional developemnt to understand dimensions of student voice and how to include into a number of different fronts both in the classroom and out.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The College is committed to maintaining high levels of academic achievement (and ensuring consistently high quality instruction in all classes, in all subjects), while also providing the skills and capabilities necessary to enable students to be successful in the 21st century workplace and to contribute meaningfully to their local and global community.</p> <p>The goals within this strategic plan are informed by these intentions.</p> <ul style="list-style-type: none"> <li>• Having within the curriculum review process priorities such as driving further differentiation in teaching, curriculum articulation and provision for student choice and extension of gifted students.</li> <li>• Continued use of professional development to drive curriculum mapping and articulation, strengthen the integration of technologies into programs and ensure more consistent understanding and use of a wider range of assessments.</li> <li>• Continuing developing opportunities to develop and embed multidisciplinary and international minded learning experiences for all grade levels.</li> <li>• Strengthening communication between Curriculum Teams in regards to providing authentic opportunities for students with special needs, notably for all gifted and talented students.</li> <li>• Continuing to encourage the use of the greater student voice in the college and to use student feedback data as a further diagnostic tool to verify the effectiveness of appropriate programs and school based initiatives.</li> </ul>

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<b>Goal 1</b>	To improve student learning.
<b>Target 1.1</b>	<p>By 2025, to increase the percentage of students whose benchmark growth, for Year 7–9 NAPLAN, is at or above the benchmark:</p> <ul style="list-style-type: none"><li>• from 74% (2021) to 77% (2025) in Reading;</li><li>• from 61% (2021) to 70% (2025) in Writing;</li><li>• from 58% (2021) to 67% (2025) in Numeracy.</li></ul>
<b>Target 1.2</b>	<p>By 2025, to increase the percentage of students who achieve a NAPLAN assessment in the top two bands in Year 9:</p> <ul style="list-style-type: none"><li>• from 14% (2021) to 19% (2025) in Reading;</li><li>• from 6% (2021) to 12% (2025) in Writing;</li><li>• from 5% (2021) to 12% (2025) in Numeracy.</li></ul>
<b>Target 1.3</b>	<p>By 2025:</p> <ul style="list-style-type: none"><li>• the mean VCE All Studies score will increase from 24.6 (2021) to at least 27 (2025);</li><li>• the mean VCE English Study Score will increase from 23.4 (2021) to at least 26 (2025).</li></ul>

<b>Target 1.4</b>	<p>By 2025, to increase the percentage positive response on the SSS Teaching and learning modules:</p> <ul style="list-style-type: none"> <li>• from 56% (2021) to 66% (2025) for Monitor effectiveness using data;</li> <li>• from 74% (2021) to 82% (2025) for Plan differentiated learning activities.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and embed an agreed plan for improvement in literacy and numeracy.
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop a PLC approach for collaborative inquiry into planning for teaching, the modelling of effective practice, and the use of observation and feedback in all learning areas.
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Consistently implement an agreed instructional model that incorporates high impact teaching and learning strategies.
<b>Goal 2</b>	To improve student engagement.
<b>Target 2.1</b>	<p>By 2025, the percentage positive response on the AToSS will increase from:</p> <ul style="list-style-type: none"> <li>• 42% (2021) to 55% (2025) for Student voice and agency;</li> <li>• 50% (2021) to 60% (2025) for Self-regulation and goal setting;</li> <li>• 49% (2021) to 60% (2025) for Stimulating learning;</li> </ul>

	<ul style="list-style-type: none"> <li>• 48% (2021) to 58% (2025) for Sense of connectedness.</li> </ul>
<b>Target 2.2</b>	By 2025, the percentage positive response on the SSS will increase from 60% (2021) to 70% (2025) for Parent and community involvement.
<b>Target 2.3</b>	By 2025, the percentage positive response on the POS will increase from: <ul style="list-style-type: none"> <li>• 62% (2021) to 70% (2025) for Student agency and voice;</li> <li>• 52% (2021) to 62% (2025) for Parent participation and interest;</li> <li>• 61% (2021) to 75% (2025) for School pride and confidence.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate student voice and agency and leadership to strengthen student participation and engagement in school.
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole-school approach to student goal setting and reflection of achievement, that empowers high expectations, high aspirations and student agency.
<b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to	Develop purposeful partnerships with parents, carers and community, to promote student engagement with learning.

strengthen students' participation and engagement in school	
<b>Goal 3</b>	To improve student wellbeing.
<b>Target 3.1</b>	By 2025, the percentage positive response on the AToSS will increase from: <ul style="list-style-type: none"> <li>• 38% (2021) to 45% (2025) for Teacher concern;</li> <li>• 48% (2021) to 58% (2025) for Sense of connectedness;</li> <li>• 59% (2021) to 65% (2025) for Advocate at school.</li> </ul>
<b>Target 3.2</b>	By 2025, the percentage of students who are absent for 20 or more days per year will decrease from 48% (2019) to 35% (2025);
<b>Target 3.3</b>	By 2025, the percentage positive response on the SSS will increase from 44% (2021) to 54% (2025) for the dimension: Staff safety and wellbeing—consultation and participation.
<b>Key Improvement Strategy 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a consistent multi-tiered system of support that enhances student wellbeing and inclusion.
<b>Key Improvement Strategy 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to	Develop targeted intervention practices and protocols that promote attendance.

support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 3.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a comprehensive wellbeing curriculum that enables students to develop the capabilities necessary to thrive, contribute and respond positively, to the challenges of life.