

# School Strategic Plan 2025-2029

Whittlesea Secondary College (7408)



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# School Strategic Plan - 2025-2029

Whittlesea Secondary College (7408)

<b>School vision</b>	At Whittlesea Secondary College, our vision is to provide the best possible education that empowers every student to become a capable, confident, and resilient twenty-first century learner, prepared to navigate future challenges, contribute positively to their community, and thrive in a changing world.
<b>School values</b>	<p><b>Our Values</b> At Whittlesea Secondary College, our values guide how we learn, work, and care for one another. They underpin our commitment to excellence, inclusion, and student success.</p> <p><b>Application</b> We encourage effort, curiosity, and persistence in learning. Students are supported to take positive risks, apply their learning, and embrace a growth mindset, understanding that progress comes through practice and reflection.</p> <p><b>Attitude</b> We show pride in our school and respect for each other and our learning environments. We value diversity, kindness, collaboration, and empathy, recognising that strong relationships and inclusive behaviours support learning and wellbeing for all.</p> <p><b>Achievement</b> We hold high expectations for ourselves and others and celebrate both individual and collective success. Students are supported to set goals, monitor their progress, and strive for continuous improvement.</p> <p>Together, these values support safe, inclusive learning environments, maximise learning growth, and empower students to become confident, capable twenty-first century learners.</p>
<b>Context challenges</b>	<p>Whittlesea Secondary College, established in 1977 as a Technical School, is located on the northern urban fringe of Melbourne, the College draws its Year 7 intake from more than 30 primary schools across Whittlesea, Kilmore, Wallan, Beveridge, Craigieburn, Mickleham, South Morang, and the Kinglake Ranges. This wide catchment contributes to a diverse student population, which is valued by the College community.</p> <p>The College is led by the Principal and three Assistant Principals, supported by seven Leading Teachers, approximately 80 teaching staff, and 17 equivalent full-time Education Support staff. Leadership structures and roles are aligned to the strategic priorities of teaching excellence, student wellbeing, and continuous improvement.</p>

	<p>Whittlesea Secondary College’s vision is to empower every student to become a successful, confident, and curious 21st-century learner, equipped with the knowledge, skills, and dispositions to thrive in a changing world and contribute positively to their community. This vision is underpinned by the College values of Application, Attitude, and Achievement, which guide how students and staff learn, work, and grow together.</p> <p>Guided by the Framework for Improving Student Outcomes and the Victorian Teaching and Learning Model, the College is committed to optimising learning growth and wellbeing for all students through consistently high-quality teaching and learning. Teachers work collaboratively to deliver an inclusive, rigorous, and engaging curriculum that is developmentally sequenced, builds essential skills, stimulates curiosity, and challenges students to think deeply.</p> <p>A guaranteed and viable curriculum is supported by high expectations, strong instructional practice, and the purposeful use of assessment, evidence, and data to inform responsive teaching and monitor progress. Learning programs are designed to ensure all students are known, supported, and challenged at their point of need.</p> <p>Student wellbeing is a shared responsibility across the College. Safe, orderly, and inclusive learning environments are prioritised through consistent expectations, strong relationships, and the implementation of a multi-tiered system of support. Student voice, feedback, and wellbeing data are used to evaluate the impact of teaching, learning, and wellbeing initiatives and to inform ongoing improvement.</p> <p>Whittlesea Secondary College maintains strong partnerships with its local community and neighbouring primary schools to support smooth transitions and respond to the needs of students and families. Set on 33 acres, the College offers flexible learning spaces and contemporary facilities, including a Trade Training Centre, Performing Arts Centre, modern cafeteria, and well-maintained indoor and outdoor sporting facilities.</p> <p>The College aims to be the school of choice for its community, supporting all students to experience success through diverse pathways that lead to further education, training, and employment beyond secondary schooling.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The College is committed to optimising learning growth and wellbeing for all students through consistently high-quality teaching and learning. Guided by the Framework for Improving Student Outcomes (FISO) 2.0 and the Victorian Teaching and Learning Model (VTLM) 2.0, the College delivers an inclusive, rigorous, and engaging curriculum that is developmentally sequenced and underpinned by high expectations.</p> <p>Our Strategic Plan focuses on developing and implementing a guaranteed and viable curriculum, strengthening consistent use of high-quality instructional practice in all classrooms, and embedding the purposeful use of assessment, evidence, and data to inform responsive teaching and improve student outcomes.</p>

In parallel, the College is committed to improving student wellbeing through the implementation of a multi-tiered system of support and the establishment of safe, orderly, and inclusive learning environments that promote engagement, connectedness, and positive behaviour.

Student voice, wellbeing data, and feedback are used to evaluate the impact of teaching, learning, and wellbeing initiatives, ensuring continuous improvement and strong alignment with individual pathways, career education, and future-focused learning.

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<b>Goal 1</b>	Optimise learning growth for all students
<b>Target 1.1</b>	<p>By 2029, increase the percentage of year 9 students achieving in the Exceeding and Strong proficiency levels in.</p> <ul style="list-style-type: none"> <li>1. Reading from 51% in (2025) to 55%</li> <li>1. Writing from 59% (in 2025) to 60%</li> <li>1. Numeracy from 31% in )2025) to 35%</li> </ul> <p>By 2029, reduce the percentage of year 9 students needing additional support in NAPLAN</p> <ul style="list-style-type: none"> <li>1. Reading from 20% in (2025) to 17%</li> <li>1. Writing, maintain at or below 2025 benchmark of 9%</li> <li>1. Numeracy from 22% in (2025) to 19%</li> </ul>
<b>Target 1.2</b>	By 2029, increase the VCE mean study score across studies of VCE English from 21.86 in (2024) to 25.
<b>Target 1.3</b>	<p>By 2029, the positive percentage endorsement rate will increase in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> <li>1. Stimulating learning from 43% in )2025) to 48%</li> <li>1. Differentiated learning challenge from?48% in (2025) to?53%</li> </ul>
<b>Key Improvement Strategy 1.a</b>	

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop and implement a guaranteed and viable curriculum that supports a developmental sequence of learning.</p>
<p><b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><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</p>	<p>Strengthen consistent use of high-quality instructional practice in all classrooms.</p>
<p><b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	

<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Embed the use of assessment, evidence and data to inform responsive teaching.</p>
<p><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</p>	
<p><b>Goal 2</b></p>	<p>Improve the wellbeing of all students</p>
<p><b>Target 2.1</b></p>	<p>By 2029, decrease the percentage of year 7-12 students with 20 or more days absent from 64% (2024) to 59%.</p>
<p><b>Target 2.2</b></p>	<p>By 2029, increase the positive percentage endorsement rate in the Student Attitudes to School Survey for factors.</p> <ul style="list-style-type: none"> <li>1. Emotional awareness and regulation from 59% (2025) to 63%</li> <li>1. Managing Bullying from 39% (2025) to 44%</li> <li>1. Sense of connectedness from 35% (2025) to 40%</li> <li>1. Attitudes to attendance from 64% (2025) to 68%</li> <li>1. Respect for diversity from 29% (2025) to 35%.</li> </ul>
<p><b>Target 2.3</b></p>	<p>By 2029, the senior school completion rates will</p>

	<p>1. Be maintained in VCE above 97% (2024)</p> <p>1. Increase in VCE-VM from 92% (2024) to at least 95%.</p>
<b>Target 2.4</b>	By 2029, the percentage of year 12 exit destinations to further education and training will be maintained at or above 71% (2024).
<p><b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Develop and implement a multi-tiered system of support.
<p><b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Embed a safe, orderly and inclusive environment.
<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to</p>	

strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the whole school approach to career education and pathways planning.