

School Strategic Plan 2024-2028

Stawell Secondary College (8731)



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School Strategic Plan - 2024-2028

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School vision	We, as a community, aspire to be the best version of ourselves through positive relationships, feedback and maintaining a positive growth mindset.
School values	At Stawell Secondary College, we create aspirational young people who are respectful and resilient, who flourish in an inclusive environment that promotes participation and determination. We encourage all to follow their desired pathway to happiness and life fulfilment. Stawell Secondary College provides a safe and supportive learning environment in which all students can develop relationships and make meaningful connections. The Stawell Community looks to Stawell Secondary College to: Create happy, fulfilled individuals. Realise the individual's potential Build a better future for our community. Develop opportunities for all through participation, aspiration and inclusion Build resilience and the ability to develop positive relationships through participation and support for each other. INCLUSION Everyone is given a fair opportunity. Encourage everyone to feel like they are a valued and important member of Stawell Secondary College. Recognise and embrace diversity. Encourage people to participate by supporting them and making them feel comfortable when they step out of their comfort zone. Develop positive relationships with all. ASPIRATION Challenge yourself to improve. Aspire to be the best you can. To be better each day, enjoy the moment and aim for a better future. Set goals and motivate yourself and others to achieve them.

	Encourage people to participate by supporting them and making them feel comfortable when they step out of their comfort zone. RESILIENCE Learn from failure and bounce back with enthusiasm and positivity. Encourage others to have a go. If, at first, you don't succeed, try again Focus on the positives in life PARTICIPATION Everyone is given the opportunity to participate in a range of activities to develop as a whole person. See challenge as an opportunity. Encourage all to 'have a go' and try their best, be involved, be positive. Understand that everyone's attempt is an opportunity to receive feedback and experience growth. RESPECT Respect the fact that everyone is different. Allow everyone, regardless of their differences, to feel welcome at our school Treat the learning environment with respect, keeping in mind your peers, teachers and school facilities. Set goals for yourself and motivate yourself and others to achieve them. Be respectful of our relationships with our community.
Context challenges	Stawell Secondary College is a Year 7 to 12 school with a population of 324 students, consisting of 133 females and 191 males. 4 per cent of students have English as an additional language, and 5 per cent are Aboriginal or Torres Strait Islander. This school's SFOE band value is Medium, with 27 per cent of students' families receiving Centrelink payments, and the school receives equity funding for 8.1 students. The college has developed a positive school culture with agreed values developed in consultation with the school community. A behaviour matrix, aligned with the School Wide Positive Behaviour Strategy (SWPBS) was developed in consultation with students, which has enabled a common understanding of desired behaviours in and around the college. The COVID-19 pandemic proved a challenge to strengthening student connectedness and confidence. While the Year 11/12 hub has fostered a greater sense of connectedness among the students, it has created a challenge in that students feel disconnected from the main student body. The college multi-year level camps program, school sports, excursions, lunchtime, and extracurricular activities and the Marrung program have enabled improvement in students' motivation, connectedness and advocacy at school. The creation of an agreed staff wellbeing policy enabled the building

of trust between leadership and staff. The pandemic posed a challenge to the careers program when students were prevented from undertaking work experience and exposure to careers pathways.

Several leadership changes proved a challenge to building consistency of practice. Appointment of a substantive principal enabled the college to implement college-wide strategies to improve learning outcomes. Collaborative development of an instructional model (IM) enabled the introduction of a research-based instructional approach. Professional Learning Community (PLC) teams enabled teachers to work collaboratively to consolidate their knowledge of the IM, but embedding consistency of practice was a challenge. The tutor learning initiative (TLI) enabled the college to identify students impacted most by remote learning and use targeted intervention for catch-up and extension. Funding under the Middle Years Literacy and Numeracy Strategy (MYLNS) enabled targeted intervention for middle years students and the introduction of a data-informed literacy intervention program for Years 7 and 8. Teacher knowledge and skills in using data to differentiate learning presented a challenge to improving outcomes. Professional Learning during 2022 enabled improvement in teacher capacity to differentiate, but embedding evidence-based differentiated learning was a challenge. Increased student absenteeism, teacher practice and students' lack of pathways knowledge were challenges to improving senior school outcomes. Introduction of the IM, broadening teaching strategies and building staff curriculum knowledge were expected to enable future improvement in the Victorian Certificate of Education (VCE) and Victorian Certificate of Education Vocational Major (VCE VM) outcomes.

Student leadership opportunities through the Student leadership team, House captains, School captains, Student representative council (SRC), student representatives on College council and Year 9 Student ambassadors enabled students to experience leadership and have input to college decisions. The Marrung program enabled First Nations students to have a voice about their learning. A Leading Teacher portfolio for student voice and agency was created in 2020 to enable the development of student empowerment. The COVID-19 pandemic challenged the planning and implementation of strategies to build teacher capacity to empower students to have control over their learning. In 2021, the Victorian Certificate of Applied Learning (VCAL) program was restructured to enable students to experience more agency in their learning. During the pandemic, student absenteeism increased, which was a challenge to keeping students engaged in learning. Teachers worked collaboratively to build their technology skills and pedagogies to enable them to provide engaging learning activities, consistency and routine for students learning from home. Students reported, through the AtoSS, a decline in Differentiated learning, Stimulated learning and Motivation and interest over the last four years. Although teachers built their skills in managing remote learning, the return to onsite learning presented a challenge to reducing absenteeism, which remained a challenge during 2022. Students reported a decline in confidence and connectedness during and after the lockdowns. Rebuilding these was a challenge, and the decline continued in 2023. The creation of an Attendance Improvement Team enabled a focus on improving attendance through a tiered intervention approach. Attendance improved in 2023.

Intent, rationale and focus	Improve achievement and learning growth of every student - The college will aim to improve learning growth in literacy and numeracy for students and improve outcomes for VCE and VCE VM students. This includes consistent and ongoing use of assessment data to diagnose student learning needs and plan the next steps in learning for each student. The PLC cycle of inquiry approach will be used to promote consistent practice to embed the IM, supported by further professional learning in developing intellectually challenging learning at each student's point of need. Improve student voice and learner agency to empower students to become self-regulating, independent learners - The college will aim to strengthen student voice and learner agency through promoting students' contribution to decisions about how they learn and how their learning is assessed. This would empower students to take responsibility for their learning, creating independent self-regulating learners. This will have a positive impact on self-worth, engagement, purpose and academic motivation, which contribute to improved learning outcomes. Improve student engagement in learning and connectedness to the college - The college will aim to strengthen the partnership between teacher, student and family to improve engagement and learning outcomes. The school values underpin the vision and culture of the college and, using the power of a values-based approach for building student connectedness, will increase student engagement in learning. Utilising parents' high aspirations for their children and a desire to support the college in meeting their children's needs will support connectedness.
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Goal 1	Improve the achievement and learning growth of every student.
Target 1.1	By 2028, the VCE median study score will increase to 27 (from 23 in 2023), and the completion rate for VET units will be 80% (from 41% in 2023)
Target 1.2	By 2028, the proficiency levels for Exceeding or strong students for Year 9 NAPLAN will be 70% for: • Reading (from 66% in 2023) And 60% for: • Writing (from 51% in 2023) • Numeracy (from 49% in 2023)
Target 1.3	By 2028, the percentage of students achieving at or above the age-expected growth in English and Mathematics by teacher judgement will be 75% at each Year level (from base data shown below). Year 7 • Reading and viewing increased from 48% in 2022-2023 to 75% in 2028 • Writing from 52% in 2022-2023 to 75% in 2028 • Number and algebra from 61% in 2022-2023 to 75% in 2028 Year 8 • Reading and viewing increased from 79% in 2022-2023 to 75% in 2028 • Writing from 80% in 2022-2023 to 75% in 2028 • Number and algebra from 59% in 2022-2023 to 75% in 2028 Year 9

	• Reading and viewing increased from 69% in 2022-2023 to 75% in 2028 • Writing from 84% in 2022-2023 to 75% in 2028 • Number and algebra from 69% in 2022-2023 to 75% in 2028 Year 10 • Reading and viewing increased from 65% in 2022-2023 to 75% in 2028 • Writing from 60% in 2022-2023 to 75% in 2028 • Number and algebra from 65% in 2022-2023 to 75% in 2028
Target 1.4	By 2028, the percentage of positive responses on the SSS will increase for: • Collective efficacy increased to 65% (from 46% in 2023) • Understand curriculum to 80% (from 59% in 2023) • Understand how to analyse data to 70% (from 37% in 2023) • Moderate assessment tasks to 50% (from 33% in 2023)
Target 1.5	By 2028, the percentage of positive responses on the AtoSS will increase for: • Effective teaching time increased to 65% (from 54% in 2023) • Effort to 70% (from 60% in 2023)
Key Improvement Strategy 1.a 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	Develop, document, and consistently implement the IM and a whole-school approach to the teaching of Literacy and Numeracy that builds teacher capacity to reflect the needs of all students at the school.

Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	Audit, refine and document the learning program to ensure alignment with the Victorian Curriculum (including v 2.0) and senior secondary framework.
Key Improvement Strategy 1.c 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	Audit, refine and document a consistent approach to assessment and build data literacy in staff.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to gather and use a range of data to provide effective learning focused feedback to students and plan the next steps in learning with each student.
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary	

pathways, incorporating extra-curricular programs	
Goal 2	Improve student voice and learner agency to empower students to become self-regulating, independent learners
Target 2.1	By 2028, the percentage of positive responses on the AtoSS will be 60% for: • Student voice and agency (from 35% in 2023) • Motivation and interest (from 44% in 2023)
Target 2.2	By 2028, the percentage of positive responses on the SSS will be 65% for: • Use student feedback to improve practice (from 56% in 2023) • Promote student ownership of learning (from 48% in 2023) • Plan differentiated learning activities (from 48% in 2023)
Target 2.3	By 2028, the percentage responses on the POS will increase for: • Teacher communication increased to 65% (from 58% in 2023) • Student motivation and support increased to 60% (from 49% in 2023)
Key Improvement Strategy 2.a 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	Refine transitions and pathways programs and procedures to enhance students' sense of engagement with their learning and destinations.

Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Systematically use assessment strategies and measurement practices to obtain and provide feedback on student engagement and well-being
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 3	Improve student engagement in learning and connectedness to the college

Target 3.1	By 2028, the percentage of positive responses on the AtoSS will increase for: • Advocate at school to 70% (from 58% in 2023) • Respect for diversity increased to 45% (from 37% in 2023) • Teacher concern increased to 40% (from 28% in 2023) • Sense of connectedness to 50% (from 40% in 2023)
Target 3.2	By 2028, the percentage positive response on the POS will be 80% for: • Promoting positive behaviour (from 69% in 2023)
Target 3.3	By 2028, the attendance rate will be 87% (from 83% in 2023)
Key Improvement Strategy 3.a 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	Embed a consistent approach to the SWPBS framework implemented within the school.
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 3.b	Develop targeted intervention practices and protocols that promote attendance.

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
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