

# School Strategic Plan 2024-2028

Werribee Secondary College (8465)



**WERRIBEE SECONDARY COLLEGE**

Submitted for review by Amanda Mullins (School Principal) on 29 November, 2024 at 09:49 AM

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Endorsed by Damian Marinaro (School Council President) on 09 December, 2024 at 04:03 PM

# School Strategic Plan - 2024-2028

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<b>School vision</b>	Werribee Secondary College is a leader in international education in the Victorian state education system. We implement the best quality educational practices evident throughout Australia and internationally. The Werribee Secondary College community 'lives worthily'. We are adaptable life-long learners, who are confident, creative and resilient individuals, empowered to shape the world in which we live.
<b>School values</b>	<p>At Werribee Secondary College we strive for success in all the chosen endeavours of our students. We nurture the values of respect and responsibility. We respect, and are responsible for embracing our identity and that of others; taking care of our local and global communities, and valuing the right to learn.</p> <p>As a community we respect and are responsible for our:</p> <p>Learning: I respect my own right to learn and that of others, and I recognise my responsibility to become a lifelong learner.</p> <p>Identity: I respect the diverse cultures, religions, languages, beliefs, gender, sexual orientation and the specific needs of those around me. I respect my own role within this community and take responsibility to show respect for both myself and others.</p> <p>Community: I respect the local and global communities within which I live. I understand my responsibility in protecting these communities to ensure a safe and sustainable future in which everyone feels they belong</p>
<b>Context challenges</b>	<p>The school review panel recommends the following areas of focus be prioritised in the next School Strategic Plan:</p> <ul style="list-style-type: none"><li>• High learning growth in English and Mathematics</li><li>• Instructional practices focused on differentiation and engagement</li><li>• Staff collaboration with peer feedback and reflection</li><li>• Student agency in learning and wellbeing</li><li>• Community partnerships that enhance student learning and wellbeing</li></ul>
<b>Intent, rationale and focus</b>	The college's 2021 NAPLAN Benchmark growth analysis revealed lower Year 9 Reading, writing and numeracy growth. Teacher Judgements showed that female students performed better than male students in Victorian Curriculum English and Mathematics 1.0 with statistics and probability above similar schools. VCE results declined in 2023 as more senior students chose the International Baccalaureate program. Hence the need to maintain a continued focus on literacy,

numeracy, and senior school programs. A need for whole school approaches to teaching, learning and assessment, along with staff collaboration and peer feedback as strategies.

Respect for diversity factor was 40% in 2024. The capacity to extend the School-wide Positive Behaviour Support framework, Respectful Relationships, home groups and local student surveys is evident.

We will prioritise multi-tiered wellbeing systems, along with attention to student engagement, voice and connections with the community as strategies.

The VTLM 2.0: The college identified the need for more consistent and high quality use of Explicit Teaching and will be adopting the Department's Explicit Teaching strategies as its model, commencing in 2025. Learning specialists and PLC inquiries will develop teacher capabilities to deliver this agreed model in each classroom. Use of the model will be monitored via learning walks and documented lesson plans.

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<b>Goal 1</b>	Improve student learning growth and achievement.
<b>Target 1.1</b>	<p>*Target placeholder TBC</p> <p>By 2028, increase the percentage of Year 9 students achieving (include learning growth measure) NAPLAN benchmark growth:</p> <ul style="list-style-type: none"><li>• Reading from xx% (2025) to xx%</li><li>• Numeracy from xx% (2025) to xx%.</li></ul>
<b>Target 1.2</b>	<p>By 2028, increase from 2023 the:</p> <ul style="list-style-type: none"><li>• percentage of 40+ study scores from 5% to 8%</li><li>• median VCE study score from 28 to 31</li><li>• International Baccalaureate Diploma Program mean score from 30 to 32.</li></ul>
<b>Target 1.3</b>	<p>By 2028, increase the 2024 percentage positive endorsement (Years 7 to 10) on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"><li>• Effective teaching time from 61% to 63%</li><li>• Differentiated learning challenge from 54% to 57%.</li></ul>
<b>Key Improvement Strategy 1.a</b>	Strengthen the whole-school approach to high-quality teaching and learning practices.

<p>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.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed a whole school approach to developmental assessment.</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> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</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> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed a culture of collaboration, feedback and reflection.</p>
<p><b>Key Improvement Strategy 1.c</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> 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>Strengthen student wellbeing, inclusion and connectedness.</p>
<p><b>Target 2.1</b></p>	<p>By 2028, increase the 2024 percentage positive endorsement on the AtoSS (Years 7 to 12):</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 44% to 48%</li> <li>• Student voice and agency from 43% to 47%</li> <li>• Not experiencing racism in the past year from 72% to 81%</li> <li>• Advocate at school from 57% to 63%.</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2028, increase the 2023 percentage positive endorsement on the Parent/Carer/Guardian Opinion Survey (PCGOS):</p>

	<ul style="list-style-type: none"> <li>• Student connectedness from 77% to 81%</li> <li>• Student agency and voice from 67% to 71%</li> <li>• Promoting positive behaviour from 63% to 67%.</li> </ul>
<b>Target 2.3</b>	<p>By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 72% to 76%</li> <li>• Promote student ownership of learning from 61% to 65%</li> <li>• Trust in students and parents from 51% to 55%.</li> </ul>
<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	Embed multi-tiered wellbeing systems of support for students.
<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	
<b>Key Improvement Strategy 2.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<p><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</p>	<p>Enhance community partnerships to support student engagement and connection.</p>
<p><b>Key Improvement Strategy 2.b</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>	
<p><b>Key Improvement Strategy 2.c</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>Further staff capability to activate student voice and agency in the school community.</p>
<p><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</p>	
<p><b>Key Improvement Strategy 2.c</b></p>	



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