

School Strategic Plan 2022-2026

Westall Secondary College (8470)



Submitted for review by Tristan Lanarus (School Principal) on 06 February, 2023 at 11:01 AM
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 08 February, 2023 at 09:17 AM
Endorsed by Johnny Balalovski (School Council President) on 24 February, 2023 at 08:14 AM

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School vision	<p>Our Vision</p> <p>The school wants a personalised learning experience for every student. We want to achieve 3 years of growth for every 2 years of school across Years 7-10. We want a higher exit point and expectation on where students need to be at the end of Year 10 in order to access their Senior program at Years 11 and 12. The key pillars of this work are looking at how we group students (based on need/want, not always year level), looking at what we teach (curriculum content/essential skills and knowledge), how we teach (EDI) and how we assess (CATS/Rubrics) and report (Compass Real Time Reporting). Staff professional learning and building capacity around these KIS' is essential.</p> <ol style="list-style-type: none">1. High expectations and pride in our College Community2. High level staff efficacy3. Clarity of roles and responsibilities4. Differentiated curriculum5. Partnerships beyond the College gate6. Innovation is Central7. Committed, rigorous and passionate staff8. Equity and Democracy
School values	<p>CARE FOR YOURSELF - PERSONAL WORTH Every individual matters, all members of the College community are encouraged to display positive behaviours that contribute to their educational, physical, social and emotional development.</p> <p>CARE FOR OTHERS - RESPECT AND COURTEOUS RELATIONSHIPS The basis of all interactions within the College is the belief that all individuals, staff, students and parents have the right to be treated respectfully in a safe learning environment. Basic democratic principles underpin this.</p> <p>CARE FOR YOUR SCHOOL - RESPECT YOUR ENVIRONMENT The College is committed to the provision of a learning environment that is safe, attractive and appropriate to its function.</p> <p>CARE FOR YOUR LEARNING - STRIVE FOR EXCELLENCE All individuals can learn and can work towards achieving their full potential. The College is committed to providing engaging curriculum that will assist individuals in successfully achieving their goals within and through education.</p>

<p>Context challenges</p>	<p>Key Challenges: Literacy levels and EAL background of our students Large number of migrants and refugees with in some cases very little educational background and basic English We currently have only 3 Koorie students but a growing number of inclusion students with special needs. Parental communication and involvement stemming from language barrier and cultural differences Improving our Aim High Program and extending our top achievers Stemming the loss of our brightest and best students at Years 9 and 10 to select entry schools such as John Monash Science School</p>
<p>Intent, rationale and focus</p>	<p>Goal 1: To maximise learning growth for all students Rationale The panel agreed that this goal was important as all students commence with different levels and abilities. A personalised learning approach that targets the needs of all students to maximise learning growth across the school. Targets 1.1 NAPLAN: By 2026, increase the percentage of Year 9 students meeting or above benchmark growth in: <ul style="list-style-type: none"> • Reading from 73.9% (2021) to 80% • Writing from 64.6% (2021) to 75% • Numeracy from 74.2% (2021) to 85% 1.2 VCE: By 2026, increase the median study score from 27.38 (2021) to 28. 1.3 School Staff Survey (SSS): By 2026, increase the percentage of positive endorsements in the following factors: <ul style="list-style-type: none"> • Teacher Collaboration from 34% (2021) to 60% • Guaranteed and Viable Curriculum from 46% (2021) to 60% • Instructional Leadership from 47% (2021) to 60% Key Improvement Strategies (KIS) FISO Core Element Select from dropdown 1a. Embed the instructional model across all classes for consistency of practice Leadership 1b. Develop lesson coaching and feedback cycles Assessment 1c. Develop and implement whole school Literacy strategies Teaching and learning Goal 2 To improve the health and wellbeing of all students</p>

	<p>Rationale The panel agreed that it was evident from the data over the last SSP that this was a response to the wellbeing issues across the board and their impact on learning.</p> <p>Targets</p> <p>2.1 Attitudes to School Survey (AtoSS): By 2026, increase the percentage of positive endorsement in the following factors:</p> <ul style="list-style-type: none"> • Life Satisfaction from 44% (2021) to 60% • Emotional Awareness and Regulation from 67% (2021) to 75% • Student Voice and Agency from 60% (2021) to 70% <p>2.2 Attendance: By 2026, decrease the percentage of students with 20 or above absence days from 25% (2021) to 20%</p> <p>Key Improvement Strategies (KIS) FISO Core Element Select from dropdown</p> <p>2a. Build staff capacity in understanding and responding to student voice and agency Leadership</p> <p>2b. Improve consistency in SWPBS and inclusive practice Support</p> <p>2c. Increase community and family partnerships Engagement</p> <p>2d. Build a proactive and strategic approach to wellbeing Support</p>
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Goal 1	To maximise learning growth for all students
Target 1.1	NAPLAN: By 2026, increase the percentage of Year 9 students meeting or above benchmark growth in: <ul style="list-style-type: none">• Reading from 73.9% (2021) to 80%• Writing from 64.6% (2021) to 75%• Numeracy from 74.2% (2021) to 85%
Target 1.2	VCE: By 2026, increase the median study score from 27.38 (2021) to 28
Target 1.3	School Staff Survey (SSS): By 2026, increase the percentage of positive endorsements in the following factors: <ul style="list-style-type: none">• Teacher Collaboration from 34% (2021) to 60%• Guaranteed and Viable Curriculum from 46% (2021) to 60%• Instructional Leadership from 47% (2021) to 60%
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	Embed the instructional model across all classes for consistency of practice

<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Develop lesson coaching and feedback cycles</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop and implement whole school Literacy strategies</p>
<p>Goal 2</p>	<p>To improve the health and wellbeing of all students</p>
<p>Target 2.1</p>	<p>Attitudes to School Survey (AtoSS): By 2026, increase the percentage of positive endorsement in the following factors:</p> <ul style="list-style-type: none"> • Life Satisfaction from 44% (2021) to 60% • Emotional Awareness and Regulation from 67% (2021) to 75% • Student Voice and Agency from 60% (2021) to 70%
<p>Target 2.2</p>	<p>Attendance: By 2026, decrease the percentage of students with 20 or above absence days from 25% (2021) to 20%</p>
<p>Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high</p>	<p>Build staff capacity in understanding and responding to student voice and agency</p>

<p>expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Improve consistency in SWPBS and inclusive practice</p>
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Increase community and family partnerships</p>
<p>Key Improvement Strategy 2.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Build a proactive and strategic approach to wellbeing</p>