

The School Strategic Plan is now live in SPOT. Schools will be able to access the SSP in SPOT once the Review report is endorsed. This page may be used as a drafting template. Please contact [improvement.support@edumail.vic.gov.au](mailto:improvement.support@edumail.vic.gov.au) for information and support.

Wallan Secondary College Strategic Plan 2019-2023

For schools in the 2018 review cycle, the SSP will finish in 2022. School in the 2019 review cycle will finish in 2023.

<b>Endorsement</b>	<b>Re-Endorsement</b> (if a Goal, KIS or Target is changed)	<b>Re-endorsement</b> (if a Goal, KIS or Target is changed)
Principal: ***** [date]	.....[name]..... [date]	.....[name]..... [date]
School council: ***** [date]	.....[name]..... [date]	.....[name]..... [date]
Delegate of the Secretary: ..... [name] [date]	.....[name]..... [date]	.....[name]..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<div>[Drafting Note (DN): 100 word limit]</div> <div>NOTE The School Strategic Plan is now live in SPOT. Schools will be able to access the SSP in SPOT once the Review report is endorsed.</div>	<div>[DN:200 word limit]</div>	<div>[DN: What is your school’s current context? From your self-evaluation and review, what are your school’s key challenges? This could include reference to specific cohorts within the school, including high ability, Koorie and refugee. 300 word limit]</div>	<div>[DN: Given your context and findings from your self-evaluation and review: What is your school trying to achieve? (intent) Why is this important? (rationale) What are you prioritising? How will the Strategic Plan unfold over 4 years? (focus)]</div>

Four-year goals (for improving student achievement, engagement and wellbeing)	High-impact improvement initiatives and/or dimensions	Targets (for improving student achievement, engagement and wellbeing)	Key Improvement Strategies (You will choose these for annual implementation)																				
<b>DRAFTING NOTES – please delete</b> [DN: Goals are SMART statements that define the outcomes your school is striving to achieve, expressed in terms of student achievement, engagement and/or wellbeing, and that are inclusive of all students. Please avoid goals that are likely to require separate targets and KIS, for example: To improve literacy and numeracy outcomes for all students, should be expressed as two separate goals: a literacy goal and a numeracy goal.] [DN: Add or remove rows to align goals, improvement strategies and targets]	[DN: Based on the key findings from the school review and the school’s Continua of Practice status, choose one or two FISO high-impact improvement initiatives. These will be the focus of the Key Improvement Strategies that will be implemented over the next 4 years.	[DN: Associated four–year targets for measuring the successful achievement of this goal. Targets should describe impact on student achievement, engagement and/or wellbeing. This could include specific targets for student cohorts within the school, including high ability, Koorie and refugees ] The following criteria should be considered when specifying targets: <ul style="list-style-type: none"><li>Each goal should be measured by three targets. More may be proposed if required.</li><li>The target focuses on improvement over a four-year timeframe</li><li>The target is expressed as a proportion of students, year levels, or specific cohorts reaching a particular standard</li><li>Data is available as evidence of target achievement.</li></ul>	[DN: What are the high-level strategies your school will undertake over the next four years to achieve your goals and targets? List chronologically from most immediate, short, medium to longer term strategies] Provide 3-4 KIS per goal for implementation over the 4 year period. Ensure that your KIS is related to the FISO high-impact improvement initiatives selected in the second column.																				
GOAL 1  To improve the learning growth of all students.	Excellence in teaching and learning	<b>TARGET 1.1 NAPLAN Top Two Bands</b>  By 2023, the percentage of students in the top two bands of NAPLAN will improve to at or above the following; <table><tr><td></td><td>Yr. 7 2018 Benchmark</td><td>Yr. 7 2023 Target</td><td>Yr. 9 2018 Benchmark</td><td>Yr. 9 2023 Target</td></tr><tr><td>Numeracy</td><td>7%</td><td>15%</td><td>14%</td><td>20%</td></tr><tr><td>Reading</td><td>8%</td><td>19%</td><td>10%</td><td>17%</td></tr><tr><td>Writing</td><td>3%</td><td>9%</td><td>4%</td><td>8%</td></tr></table>		Yr. 7 2018 Benchmark	Yr. 7 2023 Target	Yr. 9 2018 Benchmark	Yr. 9 2023 Target	Numeracy	7%	15%	14%	20%	Reading	8%	19%	10%	17%	Writing	3%	9%	4%	8%	<b>KIS 1.1</b> Embed a documented, guaranteed and viable curriculum with a focus on skill development Year 7 to 12.  Actions: <ul style="list-style-type: none"><li>Establish, document and embed a whole school curriculum plan.</li><li>Establish, document and embed a whole school assessment plan.</li><li>Establish, document and embed an agreed pedagogical approach(es)</li></ul>
			Yr. 7 2018 Benchmark	Yr. 7 2023 Target	Yr. 9 2018 Benchmark	Yr. 9 2023 Target																	
		Numeracy	7%	15%	14%	20%																	
Reading	8%	19%	10%	17%																			
Writing	3%	9%	4%	8%																			
<b>TARGET 1.2 NAPLAN Learning Gain</b>  By 2023, the percentage of year 7 to 9 relative growth in NAPLAN will improve to at or above the following; <table><tr><td></td><td>Yr. 7-9 Low 2018 Benchmark</td><td>Yr. 7-9 Low 2023 Target</td><td>Yr. 7-9 High 2018 Benchmark</td><td>Yr. 7-9 High 2023 Target</td></tr><tr><td>Numeracy</td><td>31%</td><td>25%</td><td>20%</td><td>25%</td></tr><tr><td>Reading</td><td>31%</td><td>25%</td><td>19%</td><td>25%</td></tr><tr><td>Writing</td><td>34%</td><td>25%</td><td>12%</td><td>25%</td></tr></table>		Yr. 7-9 Low 2018 Benchmark	Yr. 7-9 Low 2023 Target	Yr. 7-9 High 2018 Benchmark	Yr. 7-9 High 2023 Target	Numeracy	31%	25%	20%	25%	Reading	31%	25%	19%	25%	Writing	34%	25%	12%	25%	<b>KIS 1.2</b> Build the capacity of staff to deliver effective, high impact teaching and learning practices  Actions: <ul style="list-style-type: none"><li>Embed an agreed evidence based, best practice Instructional Model.</li><li>Embed the use of evidence based High Impact Teaching Strategies.</li><li>Develop and implement a whole school literacy plan.</li><li>Develop and implement a whole school numeracy plan.</li></ul>		
	Yr. 7-9 Low 2018 Benchmark	Yr. 7-9 Low 2023 Target	Yr. 7-9 High 2018 Benchmark	Yr. 7-9 High 2023 Target																			
Numeracy	31%	25%	20%	25%																			
Reading	31%	25%	19%	25%																			
Writing	34%	25%	12%	25%																			
		<b>TARGET 1.3 VCE</b>  By 2023, increase the percentage of VCE students performing above their predicted score according to GAT adjusted learning gain;	<b>KIS 1.3</b> Build the capacity of leadership and staff to use data to identify student need and measure impact of teaching and learning.																				

		<table><tr><th>Learning gain (VASS Report 10) Greater than 0</th><th>2018 Benchmark</th><th>2023 Target</th></tr><tr><td>VCE English</td><td>-5.6</td><td>-2.5</td></tr><tr><td>VCE Further Math</td><td>-3.9</td><td>-2.0</td></tr></table> <p>NOTE: Possibly add in subject mean study scores (AIP). Possibly add in tracking of non-scored VCE (AIP).</p> <p><b>TARGET 1.4 VCAL</b> By 2023, improve VCAL competition rates;</p> <table><tr><th></th><th>2018 Benchmark</th><th>2023 Target</th></tr><tr><td>Completed Senior VCAL</td><td>46%</td><td>60%</td></tr><tr><td>Completed Intermediate VCAL</td><td>4%</td><td>50%</td></tr><tr><td>Eligible but did not complete</td><td>50%</td><td>20%</td></tr></table>	Learning gain (VASS Report 10) Greater than 0	2018 Benchmark	2023 Target	VCE English	-5.6	-2.5	VCE Further Math	-3.9	-2.0		2018 Benchmark	2023 Target	Completed Senior VCAL	46%	60%	Completed Intermediate VCAL	4%	50%	Eligible but did not complete	50%	20%	<p>Action:</p> <ul style="list-style-type: none"><li>Establish, document and embed a whole school approach to data collection.</li><li>Establish, document and embed a whole school approach to data analysis. (Year 7 to VCE/VCAL)</li><li>Establish, document and embed a whole school approach where all staff evaluate of student learning growth over time.</li><li>Establish, document and embed a whole school approach to differentiation for student point of need.<ul style="list-style-type: none"><li>Moderation of student assessment to inform curriculum development and track for impact.</li></ul></li></ul>																											
Learning gain (VASS Report 10) Greater than 0	2018 Benchmark	2023 Target																																																	
VCE English	-5.6	-2.5																																																	
VCE Further Math	-3.9	-2.0																																																	
	2018 Benchmark	2023 Target																																																	
Completed Senior VCAL	46%	60%																																																	
Completed Intermediate VCAL	4%	50%																																																	
Eligible but did not complete	50%	20%																																																	
GOAL 2  To strengthen student confidence and connectedness.	<p><b>TARGET 2.1 Student Attitudes to School (AToS)</b> By 2023, the positive percentage endorsement rate on the student Attitudes to School Survey (AToS) survey will improve in the following factors;</p> <table><tr><th>AToS Parent Factor</th><th>AToS Factor</th><th>2018 Benchmark % Positively endorsed Year 7-9</th><th>2018 Benchmark % Positively endorsed Year 10-12</th><th>2023 Target % Positively endorsed</th></tr><tr><td>Participation %</td><td>Participation %</td><td colspan="2">77%</td><td>95</td></tr><tr><td rowspan="5">Social engagement</td><td>Sense of connectedness</td><td>37</td><td>28</td><td>50</td></tr><tr><td>Sense of confidence</td><td>47</td><td>47</td><td>60</td></tr><tr><td>Student voice and agency</td><td>30</td><td>31</td><td>50</td></tr><tr><td>School stage transition (Yr. 7 and new)</td><td>56</td><td>Na</td><td>60</td></tr><tr><td>School stage transition (Yr. 10 to 12)</td><td>NA</td><td>45</td><td>60</td></tr></table> <p><b>TARGET 2.3 Staff Opinion Survey (SOS)</b> By 2023, the positive percentage endorsement rate on the Staff Opinion survey (POS) survey will improve in the following factors;</p> <table><tr><th>SOS Parent Factor</th><th>SOS Factor</th><th>2018 Benchmark % Positively endorsed</th><th>2023 Target % Positively endorsed</th></tr><tr><td>Participation %</td><td>Participation %</td><td>50 Staff (76%)</td><td>95</td></tr><tr><td rowspan="3">School Leadership</td><td>Cultural leadership</td><td>NA</td><td>50</td></tr><tr><td>Instructional leadership*</td><td>NA</td><td>50</td></tr><tr><td>Parent and community involvement</td><td>26</td><td>50</td></tr></table> <p>*Questions for these components are omitted from the survey for Education Support Staff who report as not spending the majority of their time in the classroom.</p>	AToS Parent Factor	AToS Factor	2018 Benchmark % Positively endorsed Year 7-9	2018 Benchmark % Positively endorsed Year 10-12	2023 Target % Positively endorsed	Participation %	Participation %	77%		95	Social engagement	Sense of connectedness	37	28	50	Sense of confidence	47	47	60	Student voice and agency	30	31	50	School stage transition (Yr. 7 and new)	56	Na	60	School stage transition (Yr. 10 to 12)	NA	45	60	SOS Parent Factor	SOS Factor	2018 Benchmark % Positively endorsed	2023 Target % Positively endorsed	Participation %	Participation %	50 Staff (76%)	95	School Leadership	Cultural leadership	NA	50	Instructional leadership*	NA	50	Parent and community involvement	26	50	<p><b>KIS 1.2</b> Activate student voice, leadership and agency in learning.</p> <p>Actions:</p> <ul style="list-style-type: none"><li>Establish, document and embed a school culture where genuine student agency is enabled to better understand their learning growth.</li><li>Establish, document and embed a school culture where student voice is heard and respected.</li><li>Establish, document and embed a school culture of student leadership.</li></ul> <p><b>KIS 2.2</b> Embed a distributive leadership model that enables the colleges instructional practices.</p> <p>Actions:</p> <ul style="list-style-type: none"><li>Build staff capacity to improve student engagement and connectedness (PD)</li><li>Establish, document and embed a school based professional learning program that supports the school's improvement strategies.</li></ul>
AToS Parent Factor	AToS Factor	2018 Benchmark % Positively endorsed Year 7-9	2018 Benchmark % Positively endorsed Year 10-12	2023 Target % Positively endorsed																																															
Participation %	Participation %	77%		95																																															
Social engagement	Sense of connectedness	37	28	50																																															
	Sense of confidence	47	47	60																																															
	Student voice and agency	30	31	50																																															
	School stage transition (Yr. 7 and new)	56	Na	60																																															
	School stage transition (Yr. 10 to 12)	NA	45	60																																															
SOS Parent Factor	SOS Factor	2018 Benchmark % Positively endorsed	2023 Target % Positively endorsed																																																
Participation %	Participation %	50 Staff (76%)	95																																																
School Leadership	Cultural leadership	NA	50																																																
	Instructional leadership*	NA	50																																																
	Parent and community involvement	26	50																																																
	<p><b>TARGET 2.3 Parent Opinion Survey (POS)</b> By 2023, the positive percentage endorsement rate on the Parent opinion survey (POS) survey will demonstrate continued improvement.</p> <table><tr><th>POS Parent Factor</th><th>POS Factor</th><th>2018 Benchmark % Positively endorsed</th><th>2023 Target % Positively endorsed</th></tr><tr><td>Participation %</td><td>Participation %</td><td>30</td><td>95</td></tr><tr><td rowspan="3">Student Cognitive Engagement</td><td>High expectations for success</td><td>67</td><td>75</td></tr><tr><td>Student motivation and support</td><td>35</td><td>50</td></tr><tr><td>Stimulating learning environment</td><td>48</td><td>75</td></tr></table>	POS Parent Factor	POS Factor	2018 Benchmark % Positively endorsed	2023 Target % Positively endorsed	Participation %	Participation %	30	95	Student Cognitive Engagement	High expectations for success	67	75	Student motivation and support	35	50	Stimulating learning environment	48	75	<p><b>KIS 2.3</b> Embed a whole school culture of high expectations.</p> <p>Actions:</p> <ul style="list-style-type: none"><li>Establish, document and embed a whole school community commitment to the school's vision, values and high expectations that supports a learning environment the maximises success for all students.</li></ul>																															
POS Parent Factor	POS Factor	2018 Benchmark % Positively endorsed	2023 Target % Positively endorsed																																																
Participation %	Participation %	30	95																																																
Student Cognitive Engagement	High expectations for success	67	75																																																
	Student motivation and support	35	50																																																
	Stimulating learning environment	48	75																																																

			Effective teaching	43	50	
		Connection and pression	School connectedness	73	90	
			Positive transitions	57	75	
GOAL 3  To build a positive climate for learning		<b>TARGET 3.1 Student Attitudes to School (AToS)</b>  By 2023, the positive percentage endorsement rate on the student Attitudes to School Survey (AToS) survey will improve in the following factors;				<b>KIS 3.1</b> Embed a culture of School Wide Positive Behaviours across the whole school community  Actions: <ul style="list-style-type: none"><li>Embed the SWPBS program to fidelity</li></ul>
		AToS Factor	2018 Benchmark % Positively endorsed Year 7-9	2018 Benchmark % Positively endorsed Year 10-12	2023 Target % Positively endorsed	
		Stimulating learning	41	43	60	
		Differentiated learning challenge	49	50	60	
		Effective teaching time	53	51	60	
		High expectation for success	65	64	80	
		Resilience	47	48	60	
		Motivation and interest	42	46	60	
		Self-regulation and goal setting	49	50	60	
		Attitudes to attendance	70	73	80	
Respect for diversity	35	28	50			
Advocate at school	64	58	60			
Teacher concern	39	34	50			
		<b>TARGET 3.2 Staff Opinion Survey (SOS)</b>  By 2023, the positive percentage endorsement rate on the Staff Opinion survey (POS) survey will improve in the following factors;				<b>KIS 3.2</b> Embed a culture of continuous improvement of engagement and wellbeing  Action: <ul style="list-style-type: none"><li>Build staff capacity and use of FISO</li><li>Establish, document and embed a whole school approach to feedback and communication.</li></ul>
		SOS Parent Factor	SOS Factor	2018 Benchmark % Positively endorsed	2023 Target % Positively endorsed	
		School climate	Academic emphasis*	11	50	
			Collective efficacy	17	50	
			Collective focus on student learning	45	50	
			Collective responsibility	44	50	
			Guaranteed and viable curriculum	35	50	
			Trust in students and parents	14	50	
			Teacher collaboration*	30	50	
			Instructional leadership*	NA	50	
*Questions for these components are omitted from the survey for Education Support Staff who report as not spending the majority of their time in the classroom.						
		<b>TARGET 3.3 Attendance</b>  By 2023, the average days absence will decrease to a school mean of 20 days.				<b>KIS 3.3</b> Embed a whole school approach to health, wellbeing, inclusion and engagement  Actions: <ul style="list-style-type: none"><li>Establish a whole school consistent understanding and shared ownership of the school's health wellbeing, including and engagement programs and policies.</li><li>Embed a process of program a policy review and periodic update.</li><li>Establish a network of professional support to meet individual student wellbeing and engagement needs</li></ul>
		Year Level	2018 Benchmark	2023 Target	NOTE: Possibly add in tracking of unapproved (AIP).	
		Year 7	23.3	18		
		Year 8	33.0	22		
		Year 9	34.0	22		
		Year 10	24.8	20		
		Year 11	26.0	20		
		Year 12	19.5	18		
		School Mean	26.8	20		

Note: Possibly include in actions – distributive leadership model.