

1.1 KEY DIRECTIONS FOR THE NEXT SSP – GOALS, TARGETS AND KIS



Goal 1

To improve student learning and outcomes with a focus on literacy and numeracy across all domains.

Rationale

Analysis of the college's 2021 NAPLAN above and below benchmark data identified growth areas in numeracy and literacy. From student focus groups, the Panel found differentiated curriculum and the college instructional model was not recognised in their classes. The staff meeting activity indicated literacy and numeracy were essential in all domains, and college wide access to Individual Education Plans enhanced their effectiveness with vulnerable students. Additionally, staff interviews indicated different ICT platforms hindered the ability to analyse student data promptly.

1.1 By 2025, NAPLAN outcomes:

- Year 9 above benchmark growth for reading increases from 24 to 30 per cent, writing from 17 to 25 per cent and Numeracy from 14 per cent to at or above 25 per cent, respectively
- Year 9 below benchmark growth in reading and numeracy reduces from 34 and 35 per cent to less than 25 per cent respectively, whilst writing declines from 29 to less than 25 per cent.

1.2 By 2025, AtoSS outcomes for

- Years 7–9 Differentiated learning challenge and AtoSS Effective classroom behaviour factors rise from 57 per cent in 2019 to at or above 62 per cent positive endorsement
- Years 10–12 Differentiated learning challenge factor increases from 59 per cent in 2019 to at or above 64 per cent positive endorsement.

1.3 By 2025, the 2020 VCE mean study scores improve in:

- Further Mathematics from 32.1 to 33
- Mathematical Methods from 27.5 to 29
- Specialist Mathematics from 25.2 to 27
- All English from 30.6 to at or above 31.5

Key Improvement Strategies (KIS)

FISO Dimension

1a. Enhance staff capacity to utilise multiple forms of data and moderated assessment to monitor and interpret student progress to inform differentiated pedagogy.

Building practice excellence

1b. Use professional learning communities to build staff capacity to differentiate curriculum, to cater for student interests and to challenge students at their point of need.

Curriculum planning and assessment

1c. Strengthen shared instructional leadership based on collaboration, reflection, and feedback inclusive of leaders, peers, and students.

Instructional and shared leadership

Goal 2

To build student engagement and agency in their learning.

Rationale

The Panel's analysis of the college's 2018–19 AtoSS Student voice and agency factor remained at 45 per cent positive endorsement. In comparison, the AtoSS Stimulated learning factor increased slightly from 51 per cent to 54 per cent positive endorsement in 2018–19. In contrast, 2018–20 POS Stimulated learning and Student motivation and support factors had means of 77 per cent and 69 per cent positive endorsement, respectively.

The 2018–20 Attendance remained slightly above similar schools. Unapproved absences declined from 9.5 days to 3.5 days, even while online learning occurred in 2020. The Panel agreed student absence was the lead indicator for achievement and engagement outcomes.

Targets

2.1 By 2025, the AtoSS Stimulated learning factor increases from 57 per cent in 2019 to 63 per cent, and AtoSS Student voice and agency factor improves from 45 per cent in 2019 to 51 per cent.

2.2	By 2025 the student attendance of all absences will decrease from 15.2 days to 14 days, and the student attendance of over 20 plus days absence will decrease from 22 per cent in 2020 to below 20 per cent.	
2.3	The 2020 POS Stimulated learning and POS Student voice and agency factors increase from 74 and 71 per cent positive endorsement to 79 and 76 per cent respectively by 2025.	
Key Improvement Strategies (KIS)		FISO Dimension
2a.	Embed a whole-school approach to student agency in learning.	<i>Evaluating impact on learning</i>
2b.	Build student personal capabilities as intrinsically motivated, independent and self-reflective learners who monitor their pathway, progress and development.	<i>Intellectual engagement and self awareness</i>
2c.	Extend avenues for student voice in the design and implementation of policy and programs, and student led improvement actions.	<i>Empowering students and building school pride</i>

Goal 3		
To improve the health and wellbeing of every student.		
Rationale		
Staff wellbeing leaders informed the Panel a new Health and Wellbeing Centre was available for the college community in 2021. The college has begun implementing the SWPBS and Respectful Relationships education over the review period. The 2018–19 AtoSS Attitudes to attendance factor was a mean of 81 per cent positive endorsement while the AtoSS School safety domain was 69 per cent positive endorsement. The staff leaders highlighted the wellbeing concerns of individuals and student cohorts in feedback sessions. The college staff also reflected on the impact of prolonged online learning in 2020–21 and the need for additional student support over the next review period.		
Targets		
3.1	By 2025, AtoSS outcomes: <ul style="list-style-type: none"> • Sense of connectedness factor increases from 54 per cent positive endorsement 2019 Benchmark to 57 per cent • School safety domain increases positive endorsement from 2019 Benchmark in factors: <ul style="list-style-type: none"> ○ Advocate at school from 69 per cent to 72 per cent ○ Managing bullying from 57 per cent to 62 per cent ○ Respect for diversity from 47 per cent to 50 per cent. 	
3.2	The 2020 POS Safety module remains at or above 80 per cent positive endorsement while the POS Parent community engagement factor rises from 71 per cent to 75 per cent positive endorsement by 2025.	
Key Improvement Strategies (KIS)		FISO Dimension
3a.	Extend college wide health and wellbeing programs through SWPBS and Respectful Relationships to increase positive student behaviours and enhance a culture of respect.	<i>Vision values and culture</i>
3b.	Develop active partnerships with families, community services and education providers to deliver responsive support to student health and wellbeing	<i>Parents and carers as partners</i>
3c.	Build the capacity of teachers to effectively respond to the health, social and emotional wellbeing needs of students.	<i>Health and wellbeing</i>