



School Strategic Plan 2020-2024

Vermont Secondary College (8420)

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Endorsed by Steve Siems (School Council President) on 28 October, 2020 at 03:43 PM

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School vision	<p>We acknowledge the Traditional Custodians of the land we live, work and travel upon and we pay our respects to the Elders, both past, present and emerging. We recognise, acknowledge and respect the history, culture, diversity and value of all Aboriginal and Torres Strait Islands people.</p> <p>Our VSC Statement of Values & Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.</p> <p>Vermont Secondary College (VSC) is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our diverse community. Our school recognises the importance of our partnership with parents and carers to support our students in their wellbeing, engagement and achievement in learning. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>The VSC Motto - 'Lift up thine eyes'</p> <p>Our college motto 'Lift up thine eyes' provides the vision of our college community. We aspire to be progressive and optimistic in our endeavours and interactions, constantly open to the improvement of wellbeing, engagement and achievement. Together, we are building the capacity of our community to engage meaningfully and contribute positively in an increasingly complex world.</p> <p>VSC Vision for Learning & Teaching</p> <p>Our community creates rich and rigorous learning experiences that empower us all to participate with curiosity, purpose and insight.</p> <p>This will be achieved through the implementation of the VSC Instructional Model, which underpins our pedagogical practice. This</p>
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	<p>model informs our focus on consistent, high quality, innovative curriculum and assessment, teaching and learning practices with clear expectations for staff, students and parents.</p>
<p>School values</p>	<p>MISSION</p> <p>VSC is proud of its status as a high-performing neighbourhood state school. The goal of VSC is to draw on the qualities of the young people at the college, providing a curricular and co-curricular program that allows them to flourish in areas of strength and to develop in areas of weakness. We strive to support all students to develop the ability to recognise and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, think critically and creatively, engage fully with learning, contribute to community, develop high expectations for self, and handle challenging situations with resilience and respond effectively.</p> <p>VSC VALUES</p> <p>Our endeavours and interactions are guided by our College Values of:</p> <ul style="list-style-type: none"> • Integrity – (self) • Respect - (others / community) • Excellence – (achievement / learning / endeavours) <p>As our College Values have been reviewed and newly formulated, they are yet to be introduced, discussed and embedded with the college community. This work will continue in Term 4, 2020 and into 2021 for example, having students involved in creating visioning statements for the VSC Values.</p>
<p>Context challenges</p>	<p>The VSC PRSE and subsequent Review clearly present our current context and challenges moving forward. We have summarised them as follows:</p> <ul style="list-style-type: none"> - engaging the whole college community during pandemic conditions, and ensuring ongoing student wellbeing, engagement and achievement;

	<ul style="list-style-type: none"> - to find opportunities to expand student voice and agency in the classroom, including embedding a culture of responsibility for students own learning and success; - building resilience and empowering students to manage learning, anxiety and mental health concerns; - the current high level of achievement presents challenges in maintaining the current levels of achievement, let alone improving on them; - developing staff capacity to grow student achievement (particularly with regard to Literacy - reading and writing); - better catering for the whole cohort while developing the academic performance of high achieving students, and especially those underachieving students of high ability; - the growing and more diverse enrolment demands are stretching facilities and increasing demands on teaching and support staff, for example: <ul style="list-style-type: none"> * The growing EAL (including International Student) cohort; * Building diversity amongst staff and leadership to reflect this cohort shift / growth; * Need for cultural training, awareness and understanding for diverse cohorts; * Responding effectively to growing levels of mental health and anxiety concerns; * Students who require more targeted, flexible and/or alternative learning pathways but are very connected to our supportive community and their cohort.
<p>Intent, rationale and focus</p>	<p>Our college intent is clearly stated in our college vision, mission and values. With these in mind, we aim to maintain our proud status as a high performing, non-selective state neighbourhood college by keeping our goals strongly aligned with improving student wellbeing, engagement and achievement growth. To achieve this, we will need to be 'cohort data wise', both quantitatively and also quantitatively, and also flexible and agile, in order to respond effectively to the diverse needs and demands of our students and community, while also meeting DET requirements.</p>

Our three key goals have been set with this intent in mind, and also with a view to a cycle of ongoing review, response and improvement. Targets have been set at aspirational but still realistic and well-considered levels, with the intended focus being a more flexible and targeted AIP process. Staff professional learning and capacity building will be even more clearly aligned with the needs of the students.

Our School Strategic Plan has three broad goals, each with three rationales, viz:

Goal One:

In 2019, the college achieved an All Study mean score of 32 and an All English (English, Literature, English Language, English as an Additional Language) score of 31.2. The college believed raising English performance underpins any improvement in student achievement outcomes.

The Panel noted the AtoSS Sense of confidence factor (2019) was a lead indicator of achievement. College students of Years 7–9 showed 70 per cent positive endorsement which dropped to 61 per cent positive endorsement in Years 10–12. Similarly, across the college, the survey factors of Stimulating learning and Learning confidence showed 54 per cent and 67 per cent positive endorsement in 2019 respectively.

Goal Two:

During the review, the Panel observed teacher-led classes and conducted student focus groups. The Panel noted the AtoSS response for Student voice and agency (2019) showed 39 per cent positive endorsement while, in contrast, the Parent Opinion survey showed 75 per cent positive support for this factor. The AtoSS Self-regulation and goal setting factor for students in Years 7–9 revealed 63 per cent positive endorsement compared to 54 per cent in Years 10–12. The student feedback and classroom observations from the review identified a high proportion of students reporting low levels of student agency.

Goal Three:

The PRSE data pointed to a need for a renewed focus on student wellbeing, emphasising mental health awareness as a growing

	<p>concern. Staff identified increased anxiety amongst students and asked for a whole school approach to student wellbeing, promotion of positive mental health, and inclusion. There was a growing need for integration between Health and Wellbeing across the curriculum. The AtoSS Sense of connectedness factor was among the lead indicators for the Education State resilience target. The college showed a decline from 65 per cent in Years 7–9 to 53 per cent positive endorsement in Years 10–12 (2019) in contrast to the POS Confidence and resiliency skills Framework factor of 80 per cent positive support (2019).</p>
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Goal 1	To improve Student Learning Achievement outcomes for all students.
Target 1.1	<p>By 2023, improve the college VCE outcomes:</p> <ul style="list-style-type: none"> • All Study median score from 32.17(2019) to 33 • All English study median score form 31.20 (2019) to 32
Target 1.2	<p>By 2023, the percentage of Year 9 students assessed as above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • in Reading from 35 per cent (2019) to 37 per cent • in Writing from 28 per cent (20189) to 32 per cent
Target 1.3	By 2023, improve the college AtoSS Sense of confidence factor from 65 per cent (2019) to 70 per cent and Stimulating learning factor from 54 per cent positive endorsement (2019) to 56 per cent
Key Improvement Strategy 1.a Evaluating impact on learning	Build teacher capacity to utilise student data and a range of assessment strategies to teach to Years 7–9 students' point of learning need.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capacity to provide support and enhancement programs for Years 10–12 students to reach their potential.

Key Improvement Strategy 1.c Building practice excellence	Strengthen instructional practices to embed the college's instructional model, differentiation, formative assessment, peer observations and student feedback consistently.
Goal 2	To improve student engagement through enhancing student voice and agency.
Target 2.1	By 2023, the college AtoSS factor of Student voice and agency improves from 33 per cent (2019) to 45 per cent positive response in the factor to: I have a say in the things I learn
Target 2.2	By 2023, the AtoSS factor of Self-regulation and goal setting for Years 8–9 improves from 40 per cent (2019) to 50 per cent positive response in the factor to: I set learning goals for myself
Target 2.3	By 2023, the POS factor for Student voice and agency increases from 75 per cent (2019) to 77 per cent positive endorsement
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Develop High Achievement ILP structure and process to support student voice and agency.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Students to have access to achievement data to facilitate goal setting and engagement with learning growth.
Key Improvement Strategy 2.c Empowering students and building school pride	Build staff and student capacity to expand agency within classrooms.
Goal 3	To improve student wellbeing and inclusion.

Target 3.1	By 2023, the college improves AtoSS School connectedness (Sense of belonging) factor from 60 per cent (2019) to 65 per cent positive endorsement
Target 3.2	By 2023, the college increases AtoSS Resilience factor from 59 per cent (2019) to 64 per cent and the AtoSS Respect for diversity factor from 50 per cent (2019) to 55 per cent
Target 3.3	By 2023, the college improves the POS Confidence and resiliency skills Framework factor from 80 per cent (2019) to 82 per cent positive endorsement
Key Improvement Strategy 3.a Health and wellbeing	The college audits the whole-school curriculum plan to ensure that social and emotional health is integrated across the curriculum and taught explicitly.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Use behavioural early interventions as opportunities for learning and building positive relationships with students which strengthens a student's self-worth and abilities.
Key Improvement Strategy 3.c Networks with schools, services and agencies	The college works with community organisations supporting mental health and wellbeing and with the college community to improve college programs.