Victoria University Secondary College
School Number 8891
Strategic Plan 2017-2020

School vision	School values	Context and challenges	Intent, rationale and focus
Our vision, founded on five pedagogical principles, is **future focused** and **empowering. It teaches students to be critical thinkers, make connections and work collaboratively**. We aim to encourage visionary thinking; to enable members of our learning community to adapt to an ever changing world and prepare for global challenges; to be adaptive and flexible in their thinking and to have the skills to engage with current and emerging technologies. We empower members of our learning community to develop control over their own thinking and actions, develop the self-belief and confidence to persevere with learning challenges and tasks and to take initiative and act.	Victoria University Secondary College values are • Aspire to Achieve – by valuing hard work, effort and commitment to learning • Strengthen the Community – by contributing to the school, local and global community • Respect Ourselves and Others – by behaving in ways that they would like others to behave towards them. They encourage students to *Create the Future.*	Victoria University Secondary College is a multi-campus school comprising a Junior Campus, Senior Campus and Trade Training Centre. The college has approximately 920 students from years 7 to 12 and services the residential areas of St Albans, Deer Park and environs in the western suburbs of Melbourne. The college caters for students from diverse cultural and social backgrounds and provides a broad range of personal, academic and practical experiences for students. Enrolment trends at Year 7 have progressively increased since the merger of the 3 secondary colleges and as VUSC's good reputation has grown. Curriculum specialisations include the AVID program, UniLink and the Early University Program, Performing Arts and Music, and a Sports Academy offering specialisations in Rugby League, Soccer, Netball, Athlete Development and Sports Leadership. The college's challenges are: • to continue to build college enrolments. • to provide high quality education to a highly disadvantaged student community. • to provide appropriate education to a highly multicultural student body.	The college intends to focus on achieving excellence in teaching and learning so that teachers are teaching to the best of their ability and thus maximising students' outcomes. The clear strategic intention of the college is to maximize opportunities for all students by developing their talents and challenging them to have high aspirations so they achieve their potential and become logical, self-aware, collaborative and inquisitive. Excellent teaching and a positive climate for learning will give students their best chance of achieving their goals for the future. Victoria University Secondary College seeks to develop students' skills and competencies so that students are well prepared for future study and work when they finish their education. In concentrating on excellence in teaching and learning, the college provides the best possible education to all students thus providing them with their best opportunity to be successful in future life. The college builds and maintains strong partnerships with local businesses and community organisations to enhance these skills and competencies, and provide meaningful opportunities for students for their personal and social development. The college will prioritise teacher professional learning focusing on the use of data to improve learning, as well as creating depth and including thinking skills in lesson planning to build student knowledge, understanding and critical and creative thinking. The curriculum will be fully documented, using the Victorian curriculum for Years 7-10, VCE, VCAL & VET requirements for Years 11 & 12. This will include a full scope and sequence, with learning intentions and tasks, success criteria rubrics for assessments and a full assessment schedule. ICT skills and knowledge will be embedded across the curriculum. The General Capabilities: Critical and Creative thinking, Ethical, Intercultural, Personal and Social understanding will be specifically taught and documented into the Year 7-10 curriculum. A range of feedback mechanisms for students will be developed and incorporated into teaching and learning practices.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
Achieve excellence in teaching and learning	Excellence in teaching and learning • Building practice excellence	• Enhance the pedagogical practice of all teachers through developing a Professional Learning Community. • Develop and formalise feedback and reflection processes for teachers and students.	Teacher Judgement Data: 85% of students achieve 12 months or more growth in teacher judgments in English and Maths against the Victorian Curriculum frameworks. NAPLAN Relative Growth Year 7 to Year 9 Increase the % of students achieving **high growth**: • Reading from 18.8% (2016) to20% (2020) • Writing from 23.5% (2016) to 24.5% (2020) • Numeracy from 23.7% (2016) to 25% (2020) Decrease the average % of students achieving **low growth**: • Reading from 28.7% (2016) to 26.7% (2020) • Writing from 26.5% (2016) to 24.5% (2020) • Numeracy from 27.8% (2016) to 25.8% (2020) VCE Increase VCE All Study Score from 26.9 to 28 by 2020. Increase mean VCE English study score from 25.7 to 27 by 2020 Increase the percentage of students with VCE study scores of 40 or more from .8% in 2016 to 2% in 2020. Further Maths to increase from a mean of 25.07 (2016) to 27 (2020) Maths Methods to increase from a mean of 25.5 (2016) to 27 (2020) Specialist Maths to increase from a mean of 22.43 (2016) to 24 (2020) VCAL Completion rates to improve: Intermediate - from % (21.3% (2016) to 50%% (2020) Senior - 81% (2016) to 85% (2020)
	• Curriculum planning and assessment	• Build consistency and quality of the curriculum and assessment practices particularly in literacy and numeracy	

Achieve a positive climate for learning.	Positive climate for learning
	• Empowering students and building school pride
		• Develop approaches and opportunities to promote student voice, agency and build school pride.	Student Attitudes Survey:
			- Improve School Connectedness % positive responses:
			    o Junior - from 34% in (2016) to 40% in (2020)
			    o Senior – from 13% in (2016) to 20% in (2020)
			
			- Improve Learning confidence % positive responses:
			    o Junior – 36% in (2016) to 38% in (2020)
			    o Senior – 24% in (2016) to 26% in (2020)
			
			Parent Opinion Survey::
			- Student safety from Junior 5.28 (2016) to 5.4 (2020), Senior 5.69 to 5.7 (2020)
			- Connectedness to peers Junior from 5.44 (2016) to 5.5, Senior 5.83 (2016) to 5.85 (2020)
			- School Connectedness from Junior 5.15 (2016) to 5.4, Senior 5.3 (2016) to 5.4 (2020) at Senior Campus

	• Setting expectations and promoting inclusion	• Build students' and staff understandings of expected positive behaviour and high expectation for learning. • Develop and enhance staff capacity to develop inclusive practices for all learners.	- General Satisfaction from Junior 5.61 (2016) to 5.65, Senior from 4.92 to 5.0 (2020) Staff Opinion survey: To increase staff opinion measure for the overall score for school climate from 51.5% endorsement in (2016) to 55% endorsement in (2020). Other: 100% of students with special learning needs will have an ILP. A minimum of 50 commendation certificates given per year level per semester. All students' attendance Years 7-12 to be improved from an average of 22.03 days absent in (2016) to an average of 21 days absence per year or less in (2020).
Promote Community Engagement in learning	Community engagement in learning	• Enhance partnerships with the community sector, making strategic use of existing community resources and capabilities • Develop partnerships with community organisations to support an increase in student aspirations.	Parent Opinion: Parent Input from Junior 4.98 (2016) to 5.06 (2020), Senior 4.36 (2016) to 4.4 (2020) Staff Opinion: Increase trust in students and parents from 64.43 in (2016) to 65 (2020) Increase parent and community involvement from 63.2 in (2016) to 64 in (2020) On Track and Career Action Plan Data: An increase in the number of Year 12 graduates who will gain a tertiary place, traineeship, apprenticeship or full time employment from 82.5% in (2016) to 87% in (2020). Year 9-12 Career Action Plan completion from 70% (2016) to 90% (2020), Years 7 & 8 Career Action Plan completion from 0% (2016) to 70% (2020) Parent attendance at course counselling and Senior Secondary, later years' expo, Year 7 Information night to increase from 45% (2016) to 70% (2020) Increase Early University Program enrolments from 3 (2016) to 20 Year 12 students (2020) Compass: Increase parent uptake of Compass use 48% (2016) to 70% (2020)

Framework for Improving Student Outcomes