

# School Strategic Plan 2021-2024

Victoria University Secondary College (8891)



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# School Strategic Plan - 2021-2024

Victoria University Secondary College (8891)

<b>School vision</b>	<p>Victoria University Secondary College is a learning community where all staff learn to work together to continuously improve, and where students are guided to discover their talents, enjoy their educational journey and develop goals for their future.</p> <p>Our vision is for students to be educated and enabled to 'Create the Future': their own future, their communities' future and the global future. Students create their future by Aspiring to Achieve, Strengthening the Community and Respecting Ourselves and Others.</p> <p>Our vision is future focused and empowering. 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.</p>
<b>School values</b>	<p>Students at Victoria University Secondary College are taught to:</p> <ol style="list-style-type: none"><li>1. Aspire to Achieve – by valuing hard work, effort and commitment to learning</li><li>2. Strengthen the Community – by contributing to the school, local and global community</li><li>3. Respect Ourselves and Others – by behaving in ways that they would like others to behave towards them.</li></ol> <p>Our values are supported by the following beliefs:</p> <ul style="list-style-type: none"><li>• All members of the school community share high expectations and a commitment to learning. This is fostered by positive relationships that are underpinned by mutual respect and acknowledgement of the shared responsibility we have for embracing opportunity.</li><li>• Through hard work and perseverance, success is obtainable by all. The school creates opportunities for all to experience and celebrate achievement.</li><li>• Learning partnerships with the wider community, including business and educational communities, create vital opportunities for growth and development and are mutually enriching.</li><li>• Our vision and values combine to create a safe, supportive and well-disciplined environment where every student is guided and inspired to achieve the best of their ability.</li></ul>

<b>Context challenges</b>	<p>Victoria University Secondary College is a multi-campus school comprising a Junior Campus, Senior Campus and Trade Training Centre. The college has approximately 1000 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. The college has begun building a new 7 - 12 school on our Cairnlea campus and current site of our Trade Training Centre. Stage 1 is due for completion towards the end of the first year of this SSP and it is expected that the second and final stage of building will be completed within the duration of this SSP. Planning is underway to progressively move the two campuses to the new site.</p> <p>The key challenge for the school is to continue to remain in the overall influence performance group. Particular focus areas include the reduction in percentage of students in the bottom two NAPLAN bands for reading and numeracy at Year 9, and an increase in percentage of students in the top two NAPLAN bands for numeracy at Year 9. Another key challenge is to continue to improve our VCE Mean Study Score through improvements in study scores for all VCE subjects.</p>
<b>Intent, rationale and focus</b>	<p><b>Intent and Rationale</b></p> <p>We strive to ensure that VUSC graduates have:</p> <ul style="list-style-type: none"> <li>- Academic skills that will enable them to succeed in further education and beyond, as long life learners: <ul style="list-style-type: none"> <li>• critical literacy and numeracy</li> <li>• inquiry and problem solving skills</li> <li>• innovation and creativity</li> <li>• critical thinking</li> </ul> </li> <li>- Attributes to be effective learners and highly valued colleagues and leaders in continuously evolving educational settings and workplaces: <ul style="list-style-type: none"> <li>• organised</li> <li>• independent</li> <li>• collaborative</li> <li>• adaptable</li> </ul> </li> <li>- A mindset that empowers them to believe in themselves, take risks and aim high: <ul style="list-style-type: none"> <li>• confident</li> <li>• resilient</li> <li>• aspirational</li> <li>• active learners</li> </ul> </li> </ul> <p><b>Focus</b></p> <p>Our whole school instructional model is well documented and the fieldwork confirmed some exemplar examples of excellent practice. It was agreed however, that there is scope to revisit the model and develop protocols for consistency and accountability. It is already apparent that we have to focus on the lesson review element of the model to ensure that this is planned for and occurs in every lesson. In addition to existing learning intentions, over the course of the SSP we intend to focus on the development of success</p>

	<p>criteria in the form of 'I can' statements so that students and staff have a clear understanding of what success looks like.</p> <p>Across the course of the SSP we will continue to focus on building the capacity of our staff to effectively analyse student data, and to build their capacity to differentiate effectively in order to deliver point of need teaching. We initially plan professional development for staff in the first year of the SSP and our PLTs will continue to support staff to build their pedagogical practice across the duration of the SSP.</p> <p>Over the course of this SSP we will be prioritising the reduction in percentage of students making low growth in reading, writing and numeracy. A range of extension and enrichment programs will be developed to cater for high achieving students to ensure that they are making the growth for which they are capable. There will also be a focus on ensuring teacher judgement data improves in its accuracy and that our senior school data achievement data continues to improve. Our commitment to PLC and the structure of our PLTs will ensure continued building of collective efficacy over the four years of the SSP.</p> <p>Although there are examples of student voice and agency across the school, we recognise there is a need to establish a whole school model. Student leadership opportunities are numerous however opportunities for student input into setting goals around their learning are less so. This will be a focus over the course of the SSP and we see there is scope to incorporate student agency and goal setting into our PLT improvement cycles. Teacher understanding of voice and agency is varied and its development will be a focus, initially beginning with our learning specialists.</p> <p>We will also focus on improving the wellbeing of our students initially through review and enhancement of our SWPBS model and later through a review and enhancement of our wellbeing framework.</p>
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<b>Goal 1</b>	<b>Improve the learning growth and achievement of every student.</b>
<b>Key Improvement Strategy 1.a</b> Evaluating impact on learning	Build the capacity of staff to identify and target the learning needs of all students.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Review, monitor and embed the school-wide instructional model.
<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Enhance the capacity of teachers to implement evidence-based teaching and learning strategies.

<b>Goal 2</b>	<b>Empower all students to become confident and self-reliant learners.</b>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Enhance student voice, agency and leadership across the school.
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Review and monitor the attendance policy.

<b>Goal 3</b>	<b>Improve the wellbeing all students.</b>
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Further enhance the student management model
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Review and monitor the college student wellbeing framework