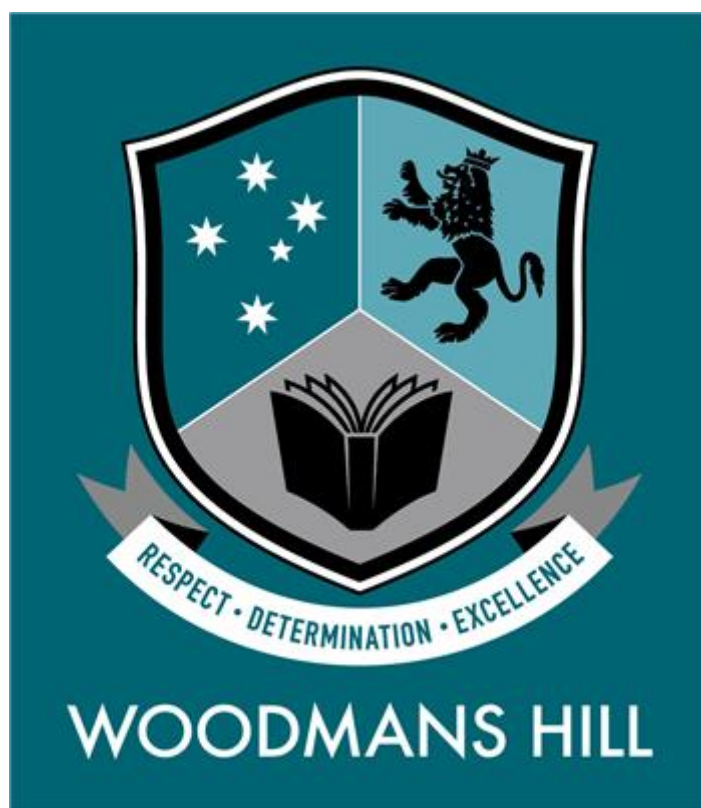


# School Strategic Plan 2020-2024

Woodmans Hill Secondary College (8491)



Submitted for review by Stephen Fields (School Principal) on 22 November, 2021 at 09:30 AM

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Endorsed by Adrian Morisi (School Council President) on 22 November, 2021 at 11:01 AM

# School Strategic Plan - 2020-2024

Woodmans Hill Secondary College (8491)

<b>School vision</b>	Woodmans Hill Secondary College has high expectations and aspirations for our whole community, based on a shared belief that every student can experience good growth in all aspects of their development. By focusing on the individual needs of all of our students, we consistently strive to create an inclusive environment in which every student believes that they belong here and are able to develop and maintain deep connections and positive relationships with a wide range of people. We design high quality learning experiences that enable students to develop resilience, so that they are equipped to deal with all of the challenges they will face in their lives. We want all of our students to want to come to school every day to learn and grow, sharing our belief that they can self-determine their own pathway to success. All staff aim to work collaboratively with our students and their families so that they are fully prepared to seize every opportunity that life presents them.
<b>School values</b>	<p>At Woodmans Hill Secondary College we promote respect as the foundation for the inclusive community that we strive to create. Ours is a school that expects our students, families and staff to empathise, understand and accept each other for who we are and who we want to be. We expect our students to learn to value themselves and others and to behave positively and constructively in a learning environment that is safe, secure and encouraging and that they have co-constructed.</p> <p>At Woodmans Hill, we aim to develop determined learners who see the opportunity to learn in the mistakes that they make and who have the resilience to respond to any adversity that they may face. We create a wide range of contexts that challenge our students and provide a variety of supports to gradually release responsibility so that our students develop into highly motivated adults who can self-regulate.</p> <p>At Woodmans Hill, we encourage our students to strive for personal excellence. We want our students to believe that they are on a journey of growth and that through challenge, feedback and support they are committed to being on a life-long journey of learning and development. We teach our students that progress is not always linear and that set-backs can provide them with the impetus for significant learning and growth to occur. Through self-motivation, we want our students to feel optimistic for their futures and secure in the knowledge that their endeavours are valued and celebrated by the college.</p>
<b>Context challenges</b>	In our Junior Years, our challenges as a school in Literacy are to keep students engaged in reading and build upon the success in both growth and retention in the top 2 bands. There needs to be explicit teaching of reading by all teachers within their own curriculum areas. Our NAPLAN and teacher judgement data indicates the need to develop the writing skills of students across the board so that we see a transference and reinforcement of skills previously taught. As with reading, we will need to equip staff with the strategies, knowledge and understanding to explicitly teach writing within their domain. Within Numeracy, we need to raise the growth of our below (bands 4-5) and above level (bands 8-9). Year 9 students - drop off seen in high growth levels from Years 7 to 9. We also need to raise the growth of our below (bands 3-4) and above level (bands 7-8) Year 7 students. We need to continue to

	<p>increase the strategies, skills and understanding within our Maths team to enable them to effectively use a wide range of assessments and feedback to inform intervention.</p> <p>Currently, students indicate low levels of respect shown to staff and students with students also expressing a sense of disconnection from school. Students identify themselves as lacking in self-confidence as learners and many find their learning unstimulating. Students also feel that they have little say in their learning and, subsequently, they do not feel that they can share their concerns with their teachers. Whilst attendance has shown some improvement (unauthorized absences) there is still (2021) 46% of students 20 or more days of absence. Whilst the deregulation of remote learning has had a significant impact on overall school connectedness, we are acutely aware of the need to improve upon this area as a school. Whilst we celebrate the work that has gone into keeping students engaged, we also recognize what still needs to be done to create the culture that our community deserves.</p> <p>Historically, Woodmans Hill Secondary College has lacked experienced VCE teachers, but we have been strategic within our recruitment over the last few years to increase our collective capacity and expertise in this area. This, coupled with a lack of robust moderation processes, has led to discrepancies between SAC/SAT results and exam performance. Subsequently, the average ATAR, study score and study score in English have been below our expectations. Also, due to a lack of clear process, our destination data for VCAL students does not reflect the successes that we have had in this area. These are areas that we are in the process of addressing.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Our aim at Woodmans Hill Secondary College is to create the best context possible for our students, families and staff to thrive and grow. Through high quality teaching, feedback and care, we want all of our students to achieve the aspirational goals that they set in life, so that they can be happy, fulfilled and successful adults in all that they strive to be. We expect all members of our community to share a sense of pride in what we stand for and to make a positive difference in their own lives and the lives of their communities.</p> <p>At Woodmans Hill we understand how important it is to develop future citizens who are caring, empathetic, inclusive and optimistic for a future in which they will need to be problem-solvers and advocates for their communities.. We need our students to be able to communicate with clarity, to feel connected to others and to be committed to a life-long learning journey in which they are able to self-determine their pathway.</p>

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<b>Goal 1</b>	To improve student learning growth and achievement for all students in Years 7 to 12
<b>Target 1.1</b>	<p>NAPLAN:</p> <ul style="list-style-type: none"><li>• Increase the meeting or above benchmark growth in NAPLAN reading in Year 9 to greater than 75 per cent by 2024.</li><li>• Increase the percentage of students in the top two bands of NAPLAN between Year 7 and 9 in reading to greater than 75 per cent by 2024.</li></ul>
<b>Target 1.2</b>	<p>Teacher Judgment:</p> <ul style="list-style-type: none"><li>• Increase the at and above expected level of growth in Teacher Judgment in reading in Year 9 from 56 per cent in 2020 to greater than 75 per cent by 2024.</li></ul>
<b>Target 1.3</b>	<p>Senior Certificates:</p> <ul style="list-style-type: none"><li>• Increase the VCE English mean score to 29 by 2024 from 22.5 2020 benchmark</li><li>• Increase the VCE All study mean score to 29 by 2024 from 24.95 2020 benchmark</li><li>• Increase the per cent of students who have met or exceeded the GAT predicted score (50th %ile) from -2.5 in 2020 to +2 by 2024 (Report 16).</li><li>• Increase the per cent of students achieving VCE study scores above 37 from 3.8 per cent in 2020 to 14 per cent by 2024.</li></ul>

<b>Target 1.4</b>	<p>Exit Destinations:</p> <ul style="list-style-type: none"> <li>• The performance summary from the Annual Report will reflect that positive exit destinations for (further study or full-time employment) to be at 100 per cent throughout the new SSP period.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	<p>Develop the capacity of teachers to activate student agency in learning so that students can act as partners in their own learning.</p>
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	<p>Enhance the capacity of staff to develop and integrate quality curriculum, assessment, data literacy and instructional best practice, underpinned by the FISO improvement cycle.</p>
<b>Key Improvement Strategy 1.c</b> Building practice excellence	<p>Embed a collaborative teaching and learning culture that responds to the individual learning needs of each student.</p>
<b>Goal 2</b>	<p>To improve the engagement of all students from Year 7 to 12.</p>
<b>Target 2.1</b>	<p>Attendance:</p> <ul style="list-style-type: none"> <li>• Reduce the average number of days absent per student from 24.74 in 2020 to 17 by 2024.</li> <li>• Reduce the per cent of students with more than 20 days absent from 47 per cent in 2020 to 30 per cent by 2024.</li> </ul>
<b>Target 2.2</b>	<p>Students Attitudes to School Survey, increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting from 50 per cent in 2020 to 74 per cent by 2024.</li> <li>• Student voice and agency from 39 per cent in 2020 to 67 per cent by 2024.</li> </ul>

<b>Target 2.3</b>	<p>Staff opinion survey, increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 48 per cent in 2020 to 70 per cent by 2024.</li> <li>• Collective efficacy from 52 per cent in 2020 to 70 per cent by 2024.</li> <li>• Academic emphasis from 47 per cent in 2020 to 70 per cent by 2024.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	<p>Strengthen opportunities for students to participate in the design and implementation of school programs and policies, student-led learning, belonging and engagement opportunities.</p>
<b>Key Improvement Strategy 2.b</b> Vision, values and culture	<p>Embed a culture of high expectations and aspiration.</p>
<b>Goal 3</b>	<p>To foster the social and emotional wellbeing of all students from Year 7 to 12.</p>
<b>Target 3.1</b>	<p>Students Attitudes to School Survey, increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> <li>• Resilience from 51 per cent in 2019** to 77 per cent by 2024. **NB: Resilience was not measured in 2020</li> <li>• Respect for diversity from 39 per cent in 2020 to 72 per cent by 2024.</li> <li>• Sense of connectedness from 47 per cent in 2020 to 70 per cent in 2024.</li> <li>• Teacher concern from 38 per cent in 2020 to 65 per cent by 2024.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	<p>Through a whole school approach, build staff capacity to support complex social, emotional and wellbeing needs.</p>
<b>Key Improvement Strategy 3.b</b>	<p>Strengthen partnerships with external providers and community organisations to support students' social and emotional wellbeing.</p>

Networks with schools, services and agencies	
<b>Key Improvement Strategy 3.c</b> Parents and carers as partners	Strengthen authentic learning partnerships between students, teachers and parents, carers and kin.