# School Strategic Plan 2023-2027

Warrnambool College (8811)

Submitted for review by David Clift (School Principal) on 26 November, 2024 at 03:06 PM
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VICTORIA State Government | Education and Training

# School Strategic Plan - 2023-2027

Warrnambool College (8811)

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| **School vision** | Every Warrnambool Student Thrives |
| **School values** | We achieve success through persistence, resilience and mutual respect |
| **Context challenges** | Warrnambool College has emerged from the COVID pandemic and various lockdowns with increased vulnerability. Whilst the vast majority of students can and are wholly supported through whole school tier 1 learning and wellbeing interventions, an increasing number of students now exhibit trauma-informed behaviours requiring tier 2 and tier 3 interventions. Staff resilience can be compromised through the level of support required for such students.<br><br>The school continues to have a focus on inclusion of all students, providing explicit and well-resourced support for vulnerable cohorts of students, including Koorie, multi-cultural, PSD (program for students with disabilities), those from generational poverty and LGBTIQ+ students. Despite this support, these vulnerable students, including those attracting equity funding, continue to be over represented in lower academic, effort and wellbeing based data.<br><br>Student attendance has continued to decline in the past 4 years impacting the ability for students to consistently engage in the cycle of teaching and learning at school. For some students, this has led to a reduced sense of engagement in the school community and general connection to learning. The school continues to work with families to support students to feel comfortable coming to school and accessing curriculum appropriate to their level of learning.<br><br>As for many schools across the state (and the country), employing adequate staff on an annual and day-to-day basis has become a constant challenge with many classes having to change teachers throughout the year to cover for extended leave or teachers moving between schools (and professions). The school is working hard to develop more effective internal systems and induction processes to ensure new staff to the school can be confident in how to embed whole school processes shortly after starting. |
| **Intent, rationale and focus** | Intent:<br>The Review Panel recommended the following areas of focus form the basis of the next School Strategic Plan:<br>• Learning achievement and growth for all students<br>• Embedded instructional model and high impact teaching strategies<br>• Consistent college-wide approaches to instructional practices, behaviour support and student engagement |

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| | • Consistent college-wide monitoring and support processes<br>• A positive learning environment<br>• Student agency in their learning to support them as active and engaged learners<br>• Attendance, in particular reducing unexplained absences<br>• Community engagement in learning, with a focus on parents and carers as partners.<br><br>Rationale:<br>These areas of focus, when implemented strategically and in turn, should provide a safe, respectful, engaging and meaningful learning environment for students and staff alike. Returning to school post-COVID has presented any number of challenges to the Warrnambool College community, yet the building blocks for effective teaching and learning remain strong. These building blocks must be effectively leveraged to create a more consistent, whole school approach to student learning and wellbeing. A focus on 'less' rather than 'all', should also ensure that teaching and learning practices are more effectively embedding within the classroom and across the school.<br><br>Focus:<br>The school will prioritise each of the areas of focus (as listed under 'intent') over the course of the 4 year cycle of the strategic plan. The Key Improvement Strategies to be addressed in each Annual Implementation Plan will provide guidance as to the different focus areas to the prioritised in years 1, 2, 3 and 4. An emphasis on both student learning and student wellbeing will be required in order to address each Strategic Plan goal with differentiated professional learning provided to staff who require more support. The school improvement team will consult on what areas are to be prioritised first on the basis of key school data sets and will use the DE improvement cycle over the course over the year, with a renewed emphasis on monitoring the effective implementation of whole school expected practice and the impact on student learning and wellbeing. |

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| **Goal 1** | Improve the learning growth and outcomes of every student |
| **Target 1.1** | By 2027, increase the percentages of Year 9 students achieving high relative growth in NAPLAN reading and numeracy to be at least 25%. |
| **Target 1.2** | By 2027, increase the percentages of Year 9 students achieving Exceeding and Strong in the NAPLAN Standards of achievement for reading, writing and numeracy<br>• Year 9 Reading from 55% in 2023 to 65%<br>• Year 9 Writing from 53% in 2023 to 63%<br>• Year 9 Numeracy from 54% in 2023 to 65% |
| **Target 1.3** | By 2027, improve the percentages of students deemed in teacher judgements to be at or above expected annual growth in:<br>• Year 8 Reading and viewing from 72% in Semester 2, 2022 to 85%<br>• Year 8 Writing from 70% in Semester 2, 2022 to 85%<br>• Year 8 Number and algebra from 50% in Semester 2, 2022 to 65%<br>• Year 10 Reading and viewing from 61% in Semester 2, 2022 to 75%<br>• Year 10 Writing from 56% in Semester 2, 2022 to 70%<br>• Year 10 Number and algebra from 34% in Semester 2, 2022 to 55% |

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| **Target 1.4** | By 2027, improve the VCE all study scores mean from 27.47 in 2022, to 29 or above. Improve the percentage of 40+ scores from 3.5% in 2022 to 5% or above |
| **Target 1.5** | By 2027, improve the percentage of Year 12 students with a positive exit destination from 55% (2022) to 68% |
| **Target 1.6** | By 2027 increase the percentage of positive responses in the School Staff Survey factors, based on 2022 figures, from:<br>• 18% to 40% for academic emphasis<br>• 28% to 50% for collective efficacy<br>• 37% to 50% for teacher collaboration<br>• 32% to 55% for guaranteed and viable curriculum<br>• 42% to 60% for use student feedback<br>• 63% to 75% for use high impact strategies |
| **Target 1.7** | By 2027, improve the NAPLAN participation rate for Year 9 students from 85% in 2022 to 88% or more. |
| **Key Improvement Strategy 1.a**<br>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embed a culture of high expectations for staff to deliver quality instructional practice and for students to be ready to learn |
| **Key Improvement Strategy 1.a** | |

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| Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | |
| **Key Improvement Strategy 1.a**<br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |
| **Key Improvement Strategy 1.b**<br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build staff knowledge and capability to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of every student. |
| **Key Improvement Strategy 1.b**<br>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | |
| **Key Improvement Strategy 1.b**<br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |

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| **Key Improvement Strategy 1.c**<br>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Build the capabilities of all leaders to monitor and support school improvement. |
| **Goal 2** | Strengthen every student's wellbeing, connectedness and pride in the college |
| **Target 2.1** | By 2027 the percentage of positive responses in the Attitude to School Survey, Years 7-12, based on 2022 figures, to increase from:<br>• 40% to 50% for student voice and agency<br>• 49% to 60% for stimulated learning<br>• 53% to 60% for effective classroom behaviour<br>• 33% to 50% for teacher concern<br>• 50% to 60% for sense of connectedness |
| **Target 2.2** | By 2027 the percentage of positive responses in the Parent Opinion Survey, based on 2022 figures, to increase from:<br>• 74% to 80% for promoting positive behaviour<br>• 59% to 70% for manage bullying<br>• 71% to 80% for the student voice and agency<br>• 72% to 80% for effective teaching<br>• 81% to 85% for student connectedness<br>• general satisfaction to maintain at 86% |

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| **Target 2.3** | By 2027, increase the percentage rate of participation in Parent Opinion Survey from 35% (2023) to 50% |
| **Target 2.4** | By 2027 increase the percentage of positive responses in the School Staff Survey factors, based on 2022 figures, from:<br>• 37% to 50% for parent and community involvement<br>• 23% to 50% for trust in students and parents<br>• 33% to 50% for visibility |
| **Target 2.5** | By 2027, increase the percentage rate of participation in Staff Opinion Survey from 65% (2023) to 80%. |
| **Target 2.6** | Student attendance: By 2027:<br>• Decrease the percentage of students with 20+ days annual absence from 48% (2022), to 40%<br>• Increase the year 7-12 attendance rate from 84.2% (2022) to 87% |
| **Key Improvement Strategy 2.a**<br>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Build the capabilities of college leaders to embed a consistent, college-wide approach to supporting positive and respectful behaviour |
| **Key Improvement Strategy 2.a**<br>Responsive, tiered and contextualised approaches and strong relationships to | |

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| support student learning, wellbeing and inclusion | |
| **Key Improvement Strategy 2.b** Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Strengthen staff knowledge and capability to empower student voice and learner agency |
| **Key Improvement Strategy 2.b** Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |
| **Key Improvement Strategy 2.c** Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Build and strengthen partnerships with families and the broader community |