

# PAKENHAM SECONDARY COLLEGE 8223

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## School Strategic Plan 2014 -2017

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<b>Endorsement by School Principal</b>	SIGNED..... NAME..... DATE.....
<b>Endorsement by School Council</b>	SIGNED..... NAME..... DATE.....  School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

# School Profile

<p><b>Purpose</b></p>	<p>Pakenham Secondary College is committed to providing students with learning opportunities designed to develop socially responsible citizens and build pathways to their future.</p>
<p><b>Values</b></p>	<p><b>PSC Values:</b></p> <p><b>S</b>ocial and personal responsibility  <i>This means everyone is accountable for their own actions and share responsibility for the development of a positive learning environment.</i></p> <p><b>O</b>pportunities for all  <i>This means that all members of the school community are provided with a variety of learning opportunities to further develop themselves and participate in the decision making process of the school.</i></p> <p><b>A</b>chieving personal best  <i>This means there is an expectation that all members of the school community commit to a culture of excellence.</i></p> <p><b>R</b>espect and relationships  <i>This means that the school recognises the importance of productive relationships, with all members of the school community showing respect for themselves, others and the environment.</i></p>
<p><b>School Context</b></p>	<p>Pakenham Secondary College is a Year 7-12 College located within the Cardinia Shire on Melbourne's South East fringe. Its history as the main State Secondary School servicing a rural area has been overshadowed by the expansion of the city boundaries and the College now serves a much larger and more diverse community within a designated urban growth corridor.</p> <p>With the expansion of the city has come enrolment competition due to the development of new schools, particularly within the non-government sector, and the imminent construction of the new Officer Secondary College. This will most likely have an effect on the schools enrolment and particularly on the Year 7 intake. Currently, after a period of enrolment decline, student numbers have increased to approximately 880 in 2013. This is largely in response to the substantial progress made in improving the learning environment within the College.</p> <p>The school community has become increasingly diverse with students from a variety of ethnic and racial backgrounds joining the historically white Anglo Saxon school population. Related to this demographic change has been the annual increase in the SFO to a relatively high 0.6058. This has posed increasing challenges around curriculum delivery and is compounded by the large number of students entering the College with achievement levels significantly below the expected level.</p> <p>The College last took a Diagnostic Review in September of 2008. This was followed by Extended Diagnostic Reviews in both 2009 and 2010. Over the past four years the College has focused on:</p> <ul style="list-style-type: none"> <li>• Building an orderly environment</li> <li>• Reviewing and documenting curriculum</li> <li>• Enhancing teacher effectiveness</li> </ul>

<b>School Goals</b>	<p>The key focus of this Strategic Plan is to enhance:</p> <ul style="list-style-type: none"><li>• Student Learning</li><li>• Student Engagement and Wellbeing</li><li>• Student Pathways and Transitions</li><li>• School Organisation</li></ul> <p>The Strategic Plan will be refreshed annually. The school's Annual Implementation Plan will be guided by the Strategic Plan</p>
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# Strategic Intent

	Key Improvement Strategies	Suggested Actions	Targets / Achievement Milestones
<b>Student Learning</b>	<p>Strengthen the focus on improving student learning through a greater understanding of student achievement levels.</p> <p>Enhance the recognition and support of more able students (top 10-25%).</p>	<p>Make explicit the school assessment schedule (within each Year Level and KLA) and make time to analyse and use the results as feedback for teachers.</p> <p>Consolidate and strengthen the Teaching and Learning framework through further development and strengthening of feedback loops. Include student progress data in the performance appraisal process</p> <p>Ensure early identification of students who show a higher capability, provide appropriate mentoring and involve parents in building aspirations. Further develop the curriculum program to support student enhancement.</p>	<p><b><i>Student learning data to show improvement over the life of the Strategic Plan.</i></b></p> <ul style="list-style-type: none"> <li>Assessment schedule is formalised and includes major assessment tasks within each KLA.</li> <li>Feedback is explicit through KLA meetings, Year Level meetings and whole school meetings.</li> <li>Formative assessment in classrooms is common within the Year Level and the KLA.</li> <li>Feedback is given to parents and students on progress and strategies for improvement.</li> <li>Staff feedback and appraisal processes show the Teaching and Learning framework is embedded within the school.</li> <li>Appraisal process includes an examination of progress data for all students.</li> </ul> <p><b><i>The outcome data of identified capable students is tracked throughout their schooling and includes monitoring their destinations upon exiting Pakenham.</i></b></p> <ul style="list-style-type: none"> <li>Students are identified and tracked across the College.</li> <li>Teacher mentor, parent and student meet at least twice a year to discuss the learning plan for the student.</li> <li>Learning activities are embedded across each Year level and KLA to support more able students.</li> </ul>

<p><b>Student Engagement and Wellbeing</b></p>	<p>Build student connectedness and engagement at school.</p>	<p>Utilise primary school partnerships (especially with the main feeder primary schools)</p> <p>Realise the benefits of the Chisholm Partnership</p> <p>Develop a 'Point of Difference' and tap into student interests.</p> <p>Use past students, student leaders and the community to enhance engagement.</p> <p>Continue to foster links and build relationships with our LBOTE communities.</p> <p>Continue to build and embed a Reward and Recognition program to celebrate success.</p>	<p><b><i>Student survey results for connectedness to school to improve over the life of the Strategic Plan.</i></b></p> <ul style="list-style-type: none"> <li>• Teachers at Pakenham Secondary College and the main feeder Primary Schools have an agreed Professional Development Program in 2014/2015.</li> <li>• A plan is developed to further the Chisholm partnership in 2014/2015.</li> <li>• The TELC is functioning and courses are being accessed by students.</li> <li>• Year 7 &amp; 8 students are surveyed to ascertain interest in co-curricular activities.</li> <li>• A coherent, small number of high interest activities are developed and implemented.</li> <li>• Community reference groups are used to provide feedback on senior secondary courses offered.</li> <li>• A program is developed that actively uses past students and community leaders to build students' aspirations.</li> <li>• Student Leadership Council to have an enhanced role in the life of the College.</li> <li>• EAL program is developed and implemented across the school.</li> <li>• Appropriate school support and community links are developed to assist students and parents.</li> <li>• The Rewards and Recognition program is embedded across the College.</li> </ul>
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<p><b>Student Pathways and Transitions</b></p>	<p>Improve readiness of students for their senior secondary studies and enhance pathways to match their interests and aspirations.</p>	<p>Embed study skills and homework expectations into course preparation.</p> <p>Consider further ways to build the foundations in English and Maths across the College.</p> <p>Make the best use of the “Head Start” program.</p> <p>Build VET through Chisholm courses offered at Pakenham Secondary College. Strengthen curriculum and rigour around the VCE and VCAL program. Consider broadened pathways as they become available.</p>	<p><b><i>Retention rates are improved over the life of the Strategic Plan. Exit and destination data indicate positive destinations for all students.</i></b></p> <ul style="list-style-type: none"> <li>• Senior school teachers have developed a study skills program and defined homework expectations for each course.</li> <li>• The Program across Year 9 and Year 10 has been reviewed to ensure students are properly prepared for VCE.</li> <li>• Support programs in English and Maths at Years 7 and 8 are reviewed and implemented.</li> <li>• Examine and review the effectiveness of “Head Start” at each Year Level.</li> <li>• Senior secondary pathways are broadened to support all students’ aspirations.</li> </ul>
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<p><b>School Organisation</b></p>	<p>Effectively use the time available for teacher professional interaction.</p> <p>Make time to unpack and discuss all data sets relevant to groups of teachers.</p> <p>Explore ways to enhance the use of ICT across the College.</p> <p>Consolidate and embed work undertaken to make practices and processes consistent across the school and ensure they are aligned with DEECD policy.</p>	<p>Ensure accountability of all staff by focusing on student learning and how it can be enhanced through effective teaching. Establish systematic peer observation and feedback processes as a means to support teacher development.</p> <p>Maximise support for new teachers and student teachers.</p> <p>Study learning data arising from assessment schedule and consider distributions, benchmarks and trends. Ensure staff, students, parents and school council see and understand relevant data sets.</p> <p>Include ICT activities as part of unit documentation. Implement school resourcing plan to support staff in the effective use of ICT.</p> <p>Reaffirm and implement student behaviour and College welfare protocols and processes. Continue to document the Curriculum. Align Strategic and Annual plans to enhance school organisation and the performance appraisal process.</p>	<p><b><i>Improve school climate, engagement and learning dimension in the staff survey over the life of the Strategic Plan.</i></b></p> <ul style="list-style-type: none"> <li>• Staff satisfaction with the effectiveness of the use of their non-teaching time.</li> <li>• Increase the proportion of staff that are involved in systematic peer observation and feedback.</li> <li>• High level of satisfaction from new teachers/student teachers on level of support that has been provided.</li> <li>• Year level and class teachers formally review and discuss assessment data.</li> <li>• Scheduled feedback sessions are included as part of whole school meeting plan.</li> <li>• Staff feedback on ePotential survey shows improvement.</li> <li>• Schools eLearning Strategy is clearly documented and implemented.</li> </ul> <p><b><i>Student, staff and parent opinion surveys show continued improvement around student behaviour and student well-being over the life of the Strategic Plan.</i></b></p> <ul style="list-style-type: none"> <li>• Parents, teachers and students have access to a documented curriculum plan across 7 – 12.</li> <li>• All teaching and non-teaching staff contribute to key milestones in the Strategic Plan.</li> <li>• School and DEECD processes and policies are clearly documented and implemented across the school.</li> <li>• Welfare program is enhanced, documented and implemented.</li> </ul>
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