

Pakenham Secondary College Strategic Plan 2017-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Ray Squires	24/10/2017[name].....[date]
School council: Brian Paynter	24/10/2017[name].....[date]
Delegate of the Secretary: Mark Anderson SEIL	24/10/2017[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Pakenham Secondary College is committed to providing all students with learning opportunities that are designed to develop socially responsible citizens and build pathways to their future.</p> <p>The College aims to provide all teachers with the professional and moral support to develop their practice so that they reach their full potential. The intent is for the school to be recognised throughout the community as a place that provides each and every student with a high quality education through the learning programs that we offer.</p>	<p>PSC Values are bound by the acronym SOAR :</p> <p>Social and personal responsibility This means everyone is accountable for their own actions and share responsibility for the development of a positive learning environment.</p> <p>Opportunities for all 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.</p> <p>Achieving personal best This means there is an expectation that all members of the school community commit to a culture of excellence.</p> <p>Respect and relationships 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.</p>	<p>The school has undertaken extensive work on improving student outcomes through a focus on developing a greater understanding of student achievement levels and enhancing teacher practice. An examination of student achievement data shows that the College has been partially successful in achieving this with the College's Naplan and VCE results showing improvement over the life of the previous Strategic Plan. A key challenge for the College is to embed the use of evidence based pedagogical approaches through a common Instructional Model so that student learning continues to develop.</p> <p>The College has worked hard at enhancing student engagement and connectedness with school. A number of strategies have been implemented in an attempt to address this matter, and these have been partially successful for some students. Further to this, it has been identified that the school's goal of improving student well-being and readiness for senior secondary studies needs to be an on-going focus.</p>	<p>Over the next four years the College intends to improve student achievement, engagement and well-being with a focus on:</p> <ul style="list-style-type: none"> Enhancing student learning through furthering excellence in teaching Increasing student engagement and well-being through building a positive climate for learning Further developing student and community engagement in learning <p>All strategies are recognised as having a high impact on school improvement and have the Framework for Improving Student Outcomes as a reference point. These strategies address the priorities that have been identified in the College's Self Evaluation and the Review Report as presented by School's reviewers in 2017.</p>

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)
Improve individual student learning outcomes over the life of the Strategic Plan	High Impact Teaching Strategies	Embed the consistent use of an evidence-based instructional model that incorporates high impact teaching strategies including Literacy for Learning. Improve student-learning outcomes through the strategic use of ICT and the one-to-one program.	<p>Across the life of the Strategic Plan demonstrate continuous improvement in student outcomes so that :</p> <ul style="list-style-type: none"> The proportion of Year 9 students in the top two bands (according to NAPLAN) is either equivalent or above that recorded by the relevant Year 7 cohort. The proportion of Year 9 students in the bottom two bands (according to NAPLAN) is below that recorded by the relevant Year 7 cohort. The NAPLAN relative gain data continues to reflect the State mean and be better than like schools. There is an increase in the proportion of subject based average study scores occurring at or above the GAT predictor. <p>Across the life of the Strategic Plan demonstrate continuous improvement in school climate and teacher collaboration so that:</p> <ul style="list-style-type: none"> There is an increase in key variables such as Teacher Collaboration, Collective Efficacy, and Collective Focus on Student Learning as measured by the staff opinion survey. The staff opinion survey shows that staff have a more positive view about the school climate. The staff self-assessment on the PLC maturity matrix shows a continuing improving trend.
	Curriculum Planning and Assessment	Embed consistent assessment practices to evaluate teacher impact on learning which includes the use of norm-referenced assessment to triangulate data.	
	Building Practice Excellence	Review and strengthen the practice of KLA based Professional Learning Communities, increasing focus on the use of evidence to reflect on the impact of teaching interventions.	
	Building Instructional and Shared Leadership	Build the capacity of all College leaders to effectively implement improvement strategies and monitor for impact.	

Increase levels of student motivation, engagement and readiness to learn.	Empowering Students and Building School Pride	Build increased engagement through implementing curriculum specialisations including STEM and the Performing Arts. Create a more stimulating learning environment where student voice in leadership and agency in their own learning is activated.	<p>Across the life of the Strategic Plan demonstrate continuous improvement in the way students are connected and engaged with their schooling so that:</p> <ul style="list-style-type: none"> • There is an increase in key variables such as School Connectedness, Student Behaviour and Stimulating Learning as measured by the Student Attitudes to School Survey. • Student attendance improves so that it is closer to or better than, like schools and there is a reduction in the proportion of students with absences over 20 days. • Retention rates improve as students move from years 10 to 12. <p>Across the life of the Strategic Plan demonstrate continuous improvement in the way parents view the College so that:</p> <ul style="list-style-type: none"> • There is an increase in General Satisfaction as measured by parents on the Parent Opinion survey. • Parent use of Compass increases.
	Building Communities	Foster improved communication and meaningful partnerships with parents and carers, implementing strategies that maximise parent, carer and family engagement in order to improve student learning. Continue to build on the relationships that currently exist with the local Primary Schools and the broader Pakenham Community.	
Increase student wellbeing and connectedness	Setting Expectations and Promoting Inclusion	Embed a whole school approach to student health, well-being, resilience and inclusion with a focus on the implementation of School Wide Positive Behaviour.	