School Strategic Plan 2021-2025

Pakenham Secondary College (8223)

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School vision	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. 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.
School values	PSC Values are bound by the acronym SOAR : Social and personal responsibility This means everyone is accountable for their own actions and share responsibility for the development of a positive learning environment. 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. Achieving personal best This means there is an expectation that all members of the school community commit to a culture of excellence. 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.
Context challenges	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. Literacy for learning is a strong focus and represents an integral part of our Instructional Model. A key challenge for the College is to continue to strengthen the use of evidence based pedagogical approaches so that student learning continues to develop as well as develop practices of work that continue to enhance student voice and agency. 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.
Intent, rationale and focus	Over the next four years the College intends to improve student achievement, engagement and well-being with a focus on: • Maximise student learning in literacy and numeracy. • Strengthen students' agency, engagement and connectedness to school and peers. • Improve social and emotional wellbeing of all students 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 as well as the Review Report as presented by the School's reviewers in 2021.

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Goal 1	Maximise student learning in literacy and numeracy.
Target 1.1	**NAPLAN Top 2 bands** Increase the percentage of students in the top two bands NAPLAN: • numeracy from 12% (2021) to 18% (2025).
Target 1.2	**NAPLAN Bottom 2 bands** Decrease the percentage of students in the bottom two bands NAPLAN: • reading from 36% (2021) to 31% (2025) • writing from 52% (2021) to 45% (2025) • numeracy from 34% (2021) to 28% (2025).
Target 1.3	**NAPLAN Benchmark growth** Increase the percentage of students meeting or above NAPLAN benchmark growth: • reading from 66% (2021) to 72% (2025) • writing from 70% (2021) to 75% (2025) • numeracy from 70% (2021) to 75% (2025).
Target 1.4	**VCE subject scores** The percentage of VCE subjects with a mean study score greater than the mean score predicted by the GAT (General Achievement Test) increases from 40% (2020) to 60% (2025).
Target 1.5	**VCAL completion** Increase the VCAL completion rates: • Intermediate from 46% (2020) to 80% (2025) • Senior from 78% (2020) to 90% (2025).
Key Improvement Strategy 1.ay Evaluating impact on learning	Develop, implement and embed a whole-school approach to formative and summative assessment.

Key Improvement Strategy 1.by Evaluating impact on learning	Build capability of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning.
Key Improvement Strategy 1.cy Curriculum planning and assessment	Build teacher capability to differentiate learning tasks to meet students at point of need.
Goal 2	Strengthen students' agency, engagement and connectedness to school and peers.
Target 2.1	**Attitudes to School Survey** Increase the percentage positive endorsement for the AtoSS factors: • *school connectedness* from 45% (2019) to 55% (2025) • *student voice and agency* from 41% (2019) to 51% (2025) • self-regulation and goal setting from 61% (2019) to 70% (2025)
Target 2.2	**School Staff Survey** Increase the percentage positive endorsement for the SSS factor: • *understand how analyse data* from 46% (2020) to 60% (2025).
Target 2.3	**Student attendance** • Reduce the proportion of students with absences over 20 days from 38% (2019) to 35% (2025) • Reduce average number of days of student absence from 24.92 (2019) to 24 (2025).
Key Improvement Strategy 2.ay Empowering students and building school pride	Strengthen opportunities for student voice, agency and leadership
Key Improvement Strategy 2.by Building practice excellence	Develop teacher capability to support students to set goals and monitor own learning progress.
Key Improvement Strategy 2.cy Curriculum planning and assessment	Engage students to support the development of learning opportunities that are engaging and promote curiosity.
Goal 3	Improve social and emotional wellbeing of all students
Target 3.1	**Parent Opinion Survey** Increase the percentage positive endorsement for the POS factors: • *general satisfaction from 64% (2020) to 75% (2025).* • *teacher communication* from 46% (2020) to 60% (2025).

	• *school communication* from 69% (2020) to 75% (2025).
Target 3.2	**Student Attitudes to School Survey** Increase the percentage positive endorsement for the AtoSS factors: • *effective classroom behaviour* from 48% (2020) to 53% (2025). • *sense of connectedness* from 34% (2020) to 45% (2025). • *perceptions of LGBTIQ phobic discrimination* from 23% (2020) to 38% (2025).
Key Improvement Strategy 3.ay Health and wellbeing	Develop and implement a tiered and responsive approach to support student wellbeing and inclusion (SWPB).
Key Improvement Strategy 3.by Parents and carers as partners	Strengthen the partnership between staff, students, carers and families to create a shared responsibility for student wellbeing