

# School Strategic Plan 2022-2026

Point Cook Senior Secondary College (8847)



Submitted for review by Shaun Sleep (School Principal) on 19 August, 2022 at 10:23 AM

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# School Strategic Plan - 2022-2026

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<b>School vision</b>	PCSSC students are supported at their point of need to achieve academic and social success.
<b>School values</b>	Respect Effort Responsibility
<b>Context challenges</b>	<p>Point Cook Senior Secondary College was founded in 2008 and is located in Point Cook in the City of Wyndham in the South-Western suburbs of Melbourne approximately twenty eight kilometres from the Melbourne Central Business District.</p> <p>The school has a diverse cohort of students. There are 47 EAL students; 24 in Year 10, 6 in Year 11 and 17 in Year 12. We have 9 Aboriginal &amp; Torres Strait Islander students and 15 PSD students comprised of 12 Level 2 and 3 Level 3 students. Our students come to us from more than 50 countries of birth and represent more than 100 languages and cultural groups. In the latest Census data, Point Cook was identified as the most multi-cultural suburb in Australia. As such, the importance of creating an inclusive environment which embraces and celebrates diversity is core to the work that we do. In doing so, when planning and delivering lessons, staff are cognisant of the multiplicity of students' backgrounds, beliefs and ability.</p> <p>With the return to school after COVID-19 online learning, the gap between low and high performing students has never been so prevalent. Our Teacher Judgements in Year 10 English and Mathematics show an increase of students at "above age expected" level. At Year 11 and 12, we have seen an increased preference toward a VCAL pathway. In addition to that, Student Opinion Survey data reflects a need to re-evaluate and reinvigorate stimulating learning. As such, curriculum areas will focus on extending students from their point of need with engaging and relevant activities which reignite students' love for learning.</p> <p>External data sources from Beyond Blue reveal a sharp rise in anxiety and depression related disorders and school refusal in the wake of COVID-19. To support students during this 'silent pandemic', the school will re-evaluate its wellbeing programs and processes to coordinate a responsive and systematic wellbeing structure.</p> <p>As a senior secondary school, engaging families in their child's learning has always posed unique challenges; however, the need to move parent and community events to an online forum has meant further separation between the community and the school. To address this, the school hopes to increase parent and community engagement through increased student voice, agency and participation in extra-curricular events.</p>

	<p>Lastly, the 2023 Study Design changes and move to VCE Vocational Major, while not unique to our school, requires curriculum review, development and increased moderation. It invites an opportunity for students to co-design their learning experience and increase self-regulation, goal setting and self-assessment.</p>
<p><b>Intent, rationale and focus</b></p>	<p>At Point Cook Senior Secondary College we have a deep understanding of the inextricable link between wellbeing and learning. In the wake of COVID-19, the impact of students' wellbeing on learning has never been so important. The school notes an increase in disengagement and a broadening of the gap between high and low performing students. To address this, the school will undertake two main foci in the next four years; wellbeing and learning.</p> <p>The school's values; respect, effort and responsibility, are embedded within the learning context and play a vital role in determining the quality of the educational experience. Instructional scaffolding enables us to shape teaching and learning in line with our core values. Valuing students and orchestrating conditions wherein students can develop skills across a multitude of domains enhance students social, emotional, intellectual and academic wellbeing.</p> <p>The school will hone its understanding of best teaching and learning practice to support students. This means ensuring students are recognised not just as learners but as individuals; empowering them to co-design their learning experience. Staff will draw on the relationships they make with students to develop differentiated learning experiences with co-designed goals where every student has the opportunity to feel success. Through careful strategic planning, key curriculum areas and the staff within them will engage with targeted professional development, professional learning teams and peer observation to ensure best practice, stimulating and relevant teaching and learning practices.</p> <p>Over the next four years, the Strategic Plan will rollout through the following Key Improvement Strategies:</p> <p>Year 1:  Develop a consistent approach to effective learning-focused feedback which also embeds opportunity for peer and self-assessment in learning across the school.  Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning.  Review and prioritise proactive whole school wellbeing initiatives.</p> <p>Year 2:  Deepen the capacity of all teaching staff to use assessment and evidence-based practices to make consistent teacher judgements.  Embed a whole school approach to gaining student input in their learning experience.  Improve, document and promote whole school wellbeing processes.</p> <p>Year 3:  Increase teacher capacity to activate student voice and agency.</p>

	<p>Strengthen student personal and emotional capabilities.</p>
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Year 4:

Reflect, review and address any areas of the Strategic Plan requiring further work.

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<b>Goal 1</b>	To improve learning outcomes for every student.
<b>Target 1.1</b>	<p>VCE:</p> <ul style="list-style-type: none"><li>• The percentage of 37+ study scores to increase from 6.6 per cent (2021) to 8 per cent (2026).</li><li>• The percentage of VCE all study median score to increase from 27 per cent (2021) to 29 per cent (2026).</li><li>• The VCE/VCAL completion rate to increase from 96 per cent (2021) to be at or above 98 per cent (2026)</li></ul>
<b>Target 1.2</b>	<p>By 2026, increase the percentage of Year 10 students working above level against the Victorian Curriculum as assessed by teacher judgements in the following subject areas:</p> <p>English:</p> <ul style="list-style-type: none"><li>• Reading and Viewing from 4 per cent (2021) to 15 per cent</li><li>• Writing from 3 per cent (2021) to 15 per cent</li><li>• Speaking and Listening from 3 per cent (2021) to 15 per cent.</li></ul> <p>Mathematics:</p> <ul style="list-style-type: none"><li>• Measurement and Geometry from 3 per cent (2021) to 15 per cent</li><li>• Number and Algebra from 4 per cent (2021) to 15 per cent</li><li>• Statistics and Probability from 3 per cent (2021) to 15 per cent.</li></ul>

<p><b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Deepen the capacity of all teaching staff to use assessment and evidence-based practices to make consistent teacher judgements.</p>
<p><b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning.</p>
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Develop a consistent approach to effective learning-focused feedback which also embeds opportunity for peer and self-assessment in learning across the school.</p>
<p><b>Goal 2</b></p>	<p>To empower students to co-design their learning experience.</p>
<p><b>Target 2.1</b></p>	<p>By 2026, to increase the positive endorsement in the following factors of the Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> <li>• Self-regulation and Goal Setting from 59 per cent (2021) to 71 per cent</li> <li>• Student Voice and Agency from 47 per cent (2021) to 54 per cent</li> <li>• Stimulated Learning from 55 per cent (2021) to 60 per cent.</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2026, to increase the positive endorsement in the following factors of the Parent Opinion Survey (POS):</p>

	<ul style="list-style-type: none"> <li>• Stimulated Learning from 61 per cent (2021) to 70 per cent</li> <li>• Student Motivation and Support from 57 per cent (2021) to 65 per cent</li> <li>• Student Agency and Voice from 67 per cent (2021) to 75 per cent.</li> </ul>
<b>Target 2.3</b>	<p>Attendance:</p> <ul style="list-style-type: none"> <li>• To increase the percentage of students with less than 20+ absence days from 70 per cent (2019) to 79 per cent (2026)</li> <li>• To reduce the number of average days absent per student from 21.6 to 19.</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Embed a whole school approach to gaining student input in their learning experience.
<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Increase teacher capacity to activate student voice and agency.
<b>Goal 3</b>	To strengthen student confidence and resilience.
<b>Target 3.1</b>	<p>By 2026, to increase the positive endorsement in the following factors of the Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> <li>• Teacher Concern from 43 per cent (2019) to 65 per cent</li> </ul>

	<ul style="list-style-type: none"> <li>• Emotional Awareness and Regulation from 66 per cent (2019) to 70 per cent</li> <li>• Sense of Confidence from 59 per cent (2019) to 70 per cent.</li> </ul>
<b>Target 3.2</b>	<p>By 2026, to increase the positive endorsement in the following factors of the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 42 per cent (2021) to 65 per cent.</li> </ul>
<b>Target 3.3</b>	<p>By 2026, to increase the positive endorsement in the following factors of the Parent Opinion Survey (POS):</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 69 per cent (2021) to 75 per cent</li> <li>• Positive transitions from 66 per cent (2021) to 80 per cent.</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Improve, document and promote whole school wellbeing processes.
<p><b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Strengthen student personal and emotional capabilities.
<p><b>Key Improvement Strategy 3.c</b> The strategic direction and deployment of resources to create and reflect shared</p>	Review and prioritise proactive whole school wellbeing initiatives.



goals and values; high expectations; and a positive, safe and orderly learning environment