

School Strategic Plan 2022-2026

Parkdale Secondary College (8225)



Submitted for review by David Russell (School Principal) on 02 December, 2022 at 08:33 AM
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School Strategic Plan - 2022-2026

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School vision	challenging our community to strive and achieve
School values	<p>Our school values guide our community as to our expectations and what is important in our day to day interactions</p> <p>Respect - the way we communicate with each other</p> <p>Empathy - sharing and accepting other people and their point of view</p> <p>Aspiration - setting achievable goals that require effort to attain giving an intrinsic reward when successful</p> <p>Integrity - trustworthy and true to their word</p> <p>Resilience - the capacity to overcome a setback, plan and refocus</p>
Context challenges	<p>Student achievement and learning growth, particularly in literacy and numeracy</p> <ul style="list-style-type: none"> • This is targeted at the junior levels of the school. It is not only focussed at the lower end of achievement but also the higher end <p>Student engagement, wellbeing and inclusion</p> <ul style="list-style-type: none"> • Further work in building a positive climate for learning for all students. <p>Data Literacy</p> <ul style="list-style-type: none"> • Build the capacity of staff in the use of data to inform their teaching practice <p>Student voice, leadership and agency</p> <ul style="list-style-type: none"> • Promoting student involvement in decision making and opportunities for feedback
Intent, rationale and focus	<p>Continue to improve outcomes for all students both academically and social/emotional</p> <p>In the first instance is the work on the positive climate for learning.</p> <p>This is combined with the continued work around the Instructional Model and consistency of practice across the classes and the use of data to inform the teaching practice. These all go hand in hand with each other.</p>

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Goal 1	To maximise the achievement and learning growth of every student.
Target 1.1	By 2026, increase the percentage of students meeting or above Year 9 NAPLAN Benchmark Growth <ul style="list-style-type: none">• Reading to be 75% (from 66% in 2021)• Writing to be 80% (from 73% in 2021)• Numeracy to be 75% (from 63% in 2021)
Target 1.2	By 2026, increase the percentage of Year 9 students in the top two NAPLAN bands for <ul style="list-style-type: none">• Reading to be 30% (from 19% in 2022)• Writing to be 20% (from 15% in 2022)• Numeracy to be 28% (from 24% in 2022)
Target 1.3	<ul style="list-style-type: none">• By 2026, the VCE All Study score mean to be 31 (from 30.5 in 2021)• By 2026, the 37+ English Study Group score to be 17% (from 15% in 2021)• By 2026, the 37+ General Mathematics scores be 18% (from 16% in 2021)
Target 1.4	By 2026, the per cent positive endorsement on the SSS will be: <ul style="list-style-type: none">• Academic emphasis—to be 50% (from 32% in 2021)• Teacher collaboration—to be 60% (from 38% in 2021)• Understand how to analyse data—to be 50% (from 26% in 2021)• Instructional leadership—to be 60% (from 45% in 2021)• Guaranteed & viable curriculum—to be 60% (from 43% in 2021)

	<ul style="list-style-type: none"> • Professional learning through peer observation—to be 40% (from 20% in 2021)
Target 1.5	<p>By 2026, the per cent positive endorsement for Years 7–12 student opinion as measured on AtoSS will be:</p> <ul style="list-style-type: none"> • Differentiated learning challenge—to be 65% (from 52% in 2022) • Stimulated learning—to be 60% (from 48% in 2022) • Student voice and agency—to be 50% (from 34% in 2022) • Motivation & interest—to be 70% (from 52% in 2022)
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement a coherent, whole college vision for teaching, learning and assessment that enables all elements of the college’s Teaching and Learning Cycle and IM to be consistently embedded into all classroom practice across the college.
Key Improvement Strategy 1.b 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	Further develop the capabilities of leaders and teachers in using evidence, coaching, observation and feedback methods to build a culture of high expectations, accountability and high performance.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Enhance teacher collaboration and their capacity to use data and differentiate student learning through the full implementation of the PLC initiative.
Key Improvement Strategy 1.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a	Develop and implement a whole–college, evidence–based approach to improving Literacy and Numeracy outcomes.

positive, safe and orderly learning environment	
Key Improvement Strategy 1.e Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a college wide approach to fully embed learner agency within every classroom, to strengthen student motivation, participation and engagement with their learning.
Goal 2	To enhance the engagement and wellbeing of all students.
Target 2.1	<p>By 2026, the per cent positive endorsement for Years 7–12 student opinion as measured on AtoSS will be:</p> <ul style="list-style-type: none"> • Sense of connectedness—to be 70% (from 48% in 2022) • Teacher concern—to be 50% (from 30% in 2022) • Respect for diversity—to be 65% (from 40% in 2022) • Effective classroom behaviour—to be 75% (from 63% in 2022)
Target 2.2	<p>By 2026, the percent positive endorsement on the POS will be:</p> <ul style="list-style-type: none"> • Parent participation and involvement—to be 70% (from 52% in 2021) • Student voice and agency—to be 75% (from 69% in 2021) • General school satisfaction—to be 80% (from 72% in 2021) • Student motivation & support—to be 70% (from 56% in 2021)
Target 2.3	<p>By 2026, the percent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice—to be 55% (from 36% in 2021) • Parent and community involvement—to be 65% (from 48% in 2021) • Trust in students and parents—to be 60% (from 44% in 2021)

<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen systems and build teacher capacity to support the achievement of a safe, orderly and positive learning environment.</p>
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop and implement a college wide approach to expand student voice and leadership to further enhance formal and informal structures and processes to engage with, listen to and respond to the full range of student perspectives and feedback to enable impact on college culture and decision making.</p>
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop, implement and embed multi-tiered systems of support, in particular Tier 1 universal interventions, in order to enhance student wellbeing, health, engagement and inclusion.</p>
<p>Key Improvement Strategy 2.d 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</p>	<p>Further expand and strengthen partnerships with parents/carers, specialist services, education providers and community organisations, to enrich student outcomes.</p>