

School Strategic Plan 2022-2026

Gisborne Secondary College (7857)



Submitted for review by Sarah Rose (School Principal) on 22 November, 2022 at 12:17 PM

Endorsed by Stephen Brain (Senior Education Improvement Leader) on 01 December, 2022 at 09:45 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

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School vision	<p>Gisborne Secondary College's vision is to:</p> <ul style="list-style-type: none">- Provide the widest possible positive, personal and academic experience for all students- Value each student as individual- Encourage students to develop interests both inside and outside the classroom- Provide students with a safe, secure and supportive environment <p>Gisborne Secondary College's mission is committed to valuing:</p> <ul style="list-style-type: none">- The right of every child to achieve full potential- The development of self-confidence, self-esteem and a sense of pride and direction- The development of respect for self and others, property and the environment- Honesty, integrity and tolerance of individual differences
School values	<p>Gisborne Secondary College's values are Respect, Achievement, Innovation and Diversity.</p> <ul style="list-style-type: none">- We respect ourselves, our school and each other and understand that our attitudes and behaviours have an impact on the people around us- We strive for achievement excellence, which means having high expectations of ourselves and others, and showing determination and persistence- We are creative and innovative, always looking for new ideas and approaches- We value honesty, integrity, diversity and individual differences; we affirm the right of every child to achieve full potential through the development of self-confidence, self-esteem and a sense of pride and direction.
Context challenges	<p>From our self-evaluation and review, the school's key challenges are as follows:</p> <ul style="list-style-type: none">- A decline over the SSP period in Student AToSS data, in the percentage of positive endorsement related to Goal 2 (Social, emotional and academic engagement)- A lack of clarity and coherence in the leadership structure - due to several changes to Principal class leadership over the life of the SSP- Interruptions to meeting schedules that limit opportunity to enable work on the school improvement agenda- A lack of consistency in the implementation of teaching and learning strategies, such as the LEARN Instructional model, HITS and feedback and assessment practices- A lack of consistency around behaviour management practices, and a delay in the whole school roll out of SWPBS.- Variations and inconsistencies related to Curriculum documentation hampered the development of a guaranteed and viable curriculum.

Intent, rationale and focus

Our key priorities for the next four years are as follows:

1. We want to improve learning growth for every student across all domains. To achieve this goal, we want to develop consistency across all Year 7-12 classrooms so that all teachers are upskilled to embed evidence-based teaching and learning practices in their classroom. Over the four years, we will work to develop a guaranteed and viable curriculum, develop teacher's data literacy, and use this to inform point of need teaching. There will be a strong focus on Literacy and Numeracy, as we gradually roll out a whole school approach to the teaching of literacy and numeracy at Years 7-9 across the 4 years.
2. To improve student agency in learning. To achieve this goal, we need to begin by upskilling teachers and developing a whole school understanding and approach to student agency. Following this work, in the second half of the SSP we will look to then embed this understanding and approach in the classroom, and develop student capacity to set goals, monitor and reflect on their learning progress.
3. To deepen and strengthen student social and emotional wellbeing. Our classrooms need to be calm and orderly environments, where students are supported in both their academic growth, but also their social and emotional wellbeing. Over the course of the SSP we implement and embed the SWPBS framework with fidelity, utilising coaching and support from DET. Additionally, we will work to support student resilience and wellbeing through utilisation of the mental health funding. Community and Parent partnerships are key to our student's social and emotional wellbeing, so we will work to embed strategies to build connections and provide opportunities for collaboration.

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Goal 1	To improve learning growth for every student across all domains
Target 1.1	By 2026, increase the percentage of Year 9 students in the top 2 NAPLAN bands for the domains of: <ul style="list-style-type: none">• Reading from 17 per cent (2022) to 25 per cent• Writing from 11 per cent (2022) to 20 per cent• Numeracy from 14 per cent (2022) to 25 per cent
Target 1.2	By 2026, increase the percentage of Year 9 students assessed as above benchmark growth in NAPLAN for: <ul style="list-style-type: none">• Reading to increase from 11 per cent (2021) to 20 per cent• Writing to increase from 12 per cent (2021) to 20 per cent• Numeracy to increase from 15 per cent (2021) to 25 per cent
Target 1.3	By 2026, increase the percentage of students at Years 7-10 achieving 'above' expected level against the Victorian Curriculum (from a four-year average – 2019–2022 Semester 2) in the following areas: <ul style="list-style-type: none">• Reading and Viewing from 11 per cent to 20 per cent• Writing from 8 per cent to 20 per cent• Number and Algebra from 8 per cent to 20 per cent• Measurement and Geometry from 6 per cent to 20 per cent

Target 1.4	<p>By 2026, improve the percentage of 37+ scores in VCE (based on the four-year average 2019–2022) for:</p> <ul style="list-style-type: none"> • English from 4 per cent to 10 per cent • Further Mathematics from 19 per cent to 25 per cent • Mathematical Methods from 5 per cent to 15 per cent
Target 1.5	<p>By 2026, the mean VCE all study score to increase from 28 (2022) to 30</p>
Target 1.6	<p>By 2026, increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> • Professional Learning Through Peer Observation from 18 per cent (2021) to 35 per cent • Believe peer feedback improves practice from 32 per cent (2021) to 40 per cent • How to Analyse Data to Improve from 28 per cent (2021) to 40 per cent • Time to share pedagogical content knowledge from 36 per cent (2021) to 45 per cent
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of all staff to embed evidence-based teaching and learning practices
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum	Strengthen curriculum knowledge to increase the rigour and cohesion of the 7–12 sequence of learning

and senior secondary pathways, incorporating extra-curricula programs	
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	Strengthen and build teacher capacity to use data to inform 'point of need' teaching (differentiation)
Goal 2	To improve student agency in learning
Target 2.1	By 2026, increase the percentage of positive endorsement on the 7-12 Student Attitudes to School Survey for the factors of: <ul style="list-style-type: none"> • Student voice and agency from 23 per cent (2022) to 40 per cent • Self-Regulation and Goal Setting from 41 per cent (2022) to 55 per cent • Differentiated Learning Challenge from 45 per cent (2022) to 60 per cent • Stimulating Learning from 36 per cent (2022) to 50 per cent • Sense of confidence from 42 per cent (2022) to 55 per cent
Target 2.2	By 2026, increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of: <ul style="list-style-type: none"> • Use Student Feedback to Inform Teaching Practice from 36 per cent (2021) to 60 per cent • Promote Student Ownership of Learning from 28 per cent (2021) to 55 per cent

Target 2.3	<p>By 2026, increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of:</p> <ul style="list-style-type: none"> • Effective teaching from 51 per cent (2022) to 65 per cent • Student motivation and support from 38 per cent (2022) to 50 per cent • Stimulating learning environment from 55 per cent (2022) to 65 per cent • Student agency and voice from 57 per cent (2022) to 65 per cent
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a consistent whole school understanding and approach to student agency in learning
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Deepen and embed student/teacher capability to set goals, monitor and reflect on their learning progress
Goal 3	To deepen and strengthen student social and emotional wellbeing
Target 3.1	<p>Student Attitudes to School Survey - By 2026, increase the percentage of positive endorsement on the 7–12 AToSS for the following measures:</p> <ul style="list-style-type: none"> • Sense of Connectedness from 31 per cent (2022) to 45 per cent • Motivation and interest from 40 per cent (2022) to 55 per cent • Sense of Confidence from 42 per cent (2022) to 55 per cent • Respect for Diversity from 25 per cent (2021) to 45 per cent • Advocate at school from 52 per cent (2022) to 60 per cent

Target 3.2	<p>By 2026 increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of:</p> <ul style="list-style-type: none"> • Positive Transitions from 62 per cent (2022) to 75 per cent • Student connectedness from 73 per cent (2022) to 85 per cent • Confidence and Resilience Skills from 60 per cent (2022) to 75 per cent • Teacher communication from 57 per cent (2022) to 70 per cent
Target 3.3	<p>By 2026 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measure of:</p> <ul style="list-style-type: none"> • Trust in students and parents from 36 per cent (2021) to 50 per cent
Target 3.4	<p>By 2026, reduce the percentage of Year 7–12 students with 20 or more absent days from 31 per cent (2021) to 20 per cent</p>
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen and embed processes for supporting students' resilience and wellbeing</p>
<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to</p>	<p>Strengthen and embed strategies to improve student, parent and community connectedness to school</p>

strengthen students' participation and engagement in school