School Strategic Plan 2025-2029

Gisborne Secondary College (7857)

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VICTORIA State Government | Education and Training

School Strategic Plan - 2025-2029

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School vision	Gisborne Secondary College's vision is: To provide the widest possible positive, personal and academic experience for all students To value each student as an individual To encourage students to develop interests both inside and outside the classroom To provide students with a safe, secure and supportive environment
School values	Gisborne Secondary College's values are Respect, Achievement, Innovation and Diversity 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	Gisborne Secondary College is a large, stand alone, Year 7-12 College with an enrolment of approximately 950 students. Our large catchment area covers the Macedon Ranges, north-west of Melbourne. Over 70% of our students travel to school by bus and the College is an important social focal point for students from different towns of the region. Our school has a strong pathways and transition program, supporting close to 70 VCE and VCE VM units of study each year. We also have students accessing pathways through School-based Apprenticeship and Traineeships, and numerous VET programs. A comprehensive Applied Learning program operates, with excellent outcomes for the students involved.

	As a regional school serving our local community, we work to meet the needs of a diverse range of learners, from our students seeking a vocational or trade pathway, to our highly academic students with university aspirations. The College aims to ensure that individuals feel safe, secure and supported in their learning within a large cohort. We have strong links to local community groups and organisations, who support our school community through opportunities in employment, engagement and wellbeing support, leadership development just some examples. As a college we have faced staffing challenges in recent years, including turnover in middle leadership roles and recruitment difficulties. Management of an ongoing budget deficit has also impacted our capacity to support improvement priorities. The COVID-19 pandemic has also significantly impacted student learning, behaviour and wellbeing outcomes and the effective implementation of improvement strategies. Our school review identified significant variation in individual student engagement, including pockets of disruptive and off task behaviour, which was having an impact on cognitive engagement for many students. Teacher expectations of student engagement were also often low. Feedback also confirmed that the college's core behavioural expectations, procedures and routines were not consistently followed or re-enforced. These findings are consistent with student AtoSS data. An audit of lesson plans as part of the review, as well as classroom observations, found that there was inconsistent application of the College's instructional framework, LEARN, and that it was utilised by staff as a lesson planning schema rather than an instructional model, and as such was not student-facing or understood by students.
Intent, rationale and focus	Over the 4 year SSP period, we hope to fully embed the VTLM 2.0 into our current practices. This will done through a carefully staged 4-year implementation plan, as we align our classroom practices to the VTLM 2.0, particularly our LEARN instructional model. We will be strongly focussed on our classroom practices, creating a learning environment of high expectations, where our students push themselves to achieve their own personal best. This will be done through ensuring a positive classroom environment, that engages students and creates a sense of belonging. To do this, our teachers must know their students. Through close attention to individual and classroom dynamics, effective access and use of student learning data, and key student documentation such as IEP's or BSP's, our teachers will know their students and how they learn best. Support for teachers to achieve this in their classrooms will come from effective implementation of Professional Learning Communities and Faculty Learning Walks, professional development opportunities, as well as effective staff collaboration. We will be strongly focussed on our strategic practices, ensuring that the way we work to implement school improvement initiatives is targeted, focussed, ensuring a structured process to develop, implement, embed and evaluate is built into the process.

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Goal 1	To maximise the learning growth of every student.
Target 1.1	By 2029, increase the Year 9 students achieving strong and exceeding proficiency in NAPLAN from: • Reading 57% (2025) to 63% • Writing 58% (2025) to 64% • Numeracy 60% (2025) to 65%
Target 1.2	By 2029, increase the percentage of Years 7 to10 students achieving at or above the expected level growth according to semester 2 teacher judgments for: • *Reading and viewing from X (2025) to Y • *Writing from X (2025) to Y • *Mathematics from X (2025) to Y (baseline and targets to beconfirmed when data is available)
Target 1.3	By 2029, increase the VCE all study mean score from 26.49 (2024) to 27.50.
Target 1.4	By 2029, increase the positive endorsement of the following Attitudes to School Survey factors: • High expectations of success from 52% (2025) to 62%. • Effective teaching time from 45% (2025) to 53%. • Differentiated learning challenge from 45% (2025) to 53%.

Target 1.5	By 2029, increase the positive endorsement of the following School Staff Survey factors or items: • Collective efficacy from 30% (2025) to 45%. • Academic emphasis from 24% (2025) to 35%. • Believe evaluating impact improves practice from 59% (2025) to 70%. • Seek feedback to improve practice from 39% (2025) to 50%.
Key Improvement Strategy 1.a 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	Build a culture of academic excellence
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a professional practice improvement framework to build staff capability, ensuring consistency of effective teaching practice.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices	

to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Continue to embed the college's instructional model ensuring alignment with the VTLM 2.0 and the college's learning engagement practices.
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Goal 2	To improve student engagement and connection to school.
Target 2.1	By 2029, increase the positive endorsement of the following Attitudes to Svhool Survey factors: • Effective classroom behaviour from 43% (2025) to 53% • Emotional awareness and regulation from 57% (2025) to 67% • School connectedness from 33% (2025) to 43%.
Target 2.2	By 2029, increase the positive endorsement of the following Parent CareGiver Opinion Survey factors: • Promoting positive behaviour factor from 56% (2025) to 68% • Student connectedness from 70% (2025) to 78% • School pride and confidence from 60% (2025) to 68%.

Target 2.3	By 2029, increase the positive endorsement of the School Staff Survey collective responsibility factor from 42% (2025) to 50%.
Key Improvement Strategy 2.a 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	Build a classroom culture of positive engagement in learning
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	