**School Strategic Plan 2024-2028**

Wantirna College (8428)



Submitted for review by Carrie Wallis (School Principal) on 18 December, 2024 at 11:01 AM  
Endorsed by John Roberts (Senior Education Improvement Leader) on 18 December, 2024 at 11:30 AM  
Endorsed by David Cartwright (School Council President) on 29 December, 2024 at 12:34 PM

**School Strategic Plan - 2024-2028**

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| School vision | To provide a positive learning environment that fosters lifelong learning, empowering students to be resilient young people ready to navigate life beyond school. |
| School values | Wantirna College’s values are RESPECT, CITIZENSHIP and CHALLENGE  Our School Wide Positive Behaviours matrix outlines our expectations for the behaviours we expect in the classroom, outdoor spaces, online and in the community. There are behaviours that we expect at all times including calling out anti social behaviour and being inclusive of everyone. We explicitly teach and reinforce the expected behaviours that embody the values of respect, citizenship and challenge that will support students in their journey at school and beyond.   Our College Moto is: We strive, we achieve, we excel. |
| Context challenges | The panel highlighted the positive school climate which featured calm and orderly learning environments. There was a united staff profile which included leaders, teachers and Education Support (ES) staff.  Significant resourcing for whole-school priorities was evident throughout the previous SSP period, including embedding consistent classroom routines and developmental rubrics.  Student engagement was enhanced by the breadth of strategies to create meaningful pathways and strong relationships with families.  The panel found through student focus groups and AtoSS data that teacher-student relationships need to be strengthened and a focus on developing Tier 1 Wellbeing supports is needed. The Naplan and VCE data showed that we need to focus on extending our high ability students through differentiated and targeted teaching and build teacher capacity to better support our priority equity students. The panel found that we have a strong foundation of learning and teaching with a documented curriculum and a developmental approach to assessment however, we need to make the use of rubrics in the classroom more visible during a unit of learning. Furthermore, the work we do in supporting students in SSGs and developing IEPs needs to be translated in the classroom and the strategies and adjustments recommended in SSGs need to be visible. |
| Intent, rationale and focus | For the next four years, our school will be focused developing the strong foundations we have established in learning and teaching to maximise learning growth for all students. Our VCE and Naplan data has been strong, however, it shows that we need to stretch our high ability students more and ensure our equity funded and priority grouped students are supported with differentiated teaching. We will be focused on developing consistent and explicit teaching practices across the College that aligns with our Student-Centred Learning Model. Through prioritised PLC inquiries, we will be delivering targeting professional learning to build capacity of teachers to understand what explicit teaching is and to use common and consistent strategies to teach students at their point of need. We will continue to develop our developmental assessment practices using developmental rubrics to track learning growth during a unit of learning. We will continue to co-design Maestro, our formative assessment platform to assess learning growth and support students in self-assessing their own learning which will lead to students developing agency in their learning by knowing where they are on the learning continuum and how to get to the next level. In 2025, we will have year 7-12 developmental rubrics live on Maestro which will develop stronger engagement of Maestro with teachers, students and parents to enable it to be used more effectively as a learning and teaching tool. For the next four years, we will build staff capacity to develop stronger relationships with students and ensure we are improving learning and wellbeing outcomes for all students. Our AtoSS data shows a decline in students reporting positive connections with teachers, in particular our female students at yr8,9 and 10. Our leadership restructure in 2025 will align Inclusion and Wellbeing in the one Assistant Principal portfolio to improve and streamline the Tier 1,2 and 3 support we provide across our Student Services team (Inclusion, Subschool and Wellbeing). We will develop a whole school wellbeing and engagement framework and the introduction of Wellbeing and Engagement Learning Specialists will build capacity of teachers in Tier 1 and 2 to deliver quality learning and wellbeing outcomes in the classroom and targeted programs.  We will continue to build our Student Leadership opportunities through SRC, College Captains, year level captains, curriculum captains and other leadership roles. Our regular student forums will provide opportunities for student voice and we will establish protocols at curriculum, leadership and subschool meetings to have student representation. |

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| Goal 1 | Improve student learning growth |
| Target 1.1 | By 2028, increase the 2024 percentage of students in NAPLAN Exceeding:   * Year 9 reading from 16% to 20% * Year 9 writing from 17% to 20% * Year 9 numeracy from 5% to 10%.   By 2028, decrease the 2024 percentage of students in NAPLAN Needs Additional Support:   * Year 9 reading from 9% to 3% * Year 9 writing from 5% to 3% * Year 9 numeracy from 5% to 3%. |
| Target 1.2 | Placeholder\* When benchmark growth data is available at the end of 2025, NAPLAN benchmark growth targets to be developed |
| Target 1.3 | By 2028, increase the percentage of students to be at or above expected levels for teacher judgement:   * English from 60% (2024) to 78% * \* Placeholder for Mathematics TBC with implementation of Maths 2.0. |
| Target 1.4 | By 2028, increase 2023 VCE outcomes:   * Study Score Mean from 29.18 to 31.0 * percentage of students 37 or above in English from 6% to 8% * percentage of students 37 or above in Further Mathematics from 12% to 15%. |
| Target 1.5 | By 2028, increase the 2024 percentage positive endorsement in the student Attitudes to School Survey (AtoSS):   * Differentiated learning challenge from 56% to 60% * Stimulating learning from 47% to 50% * Student voice and agency from 38% to 42%. |
| Target 1.6 | By 2028, increase the 2024 percentage positive endorsement in the AtoSS:   * Academic emphasis from 36% to 55% * Feedback from 56% to 60%. |
| Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embed the use of developmental rubrics to; foster student agency, inform day-to-day teaching, and design both formative and summative assessments. |
| Key Improvement Strategy 1.a 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.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Enhance the effectiveness and impact of Professional Learning Communities (PLCs). |
| Key Improvement Strategy 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |
| 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 |
| Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Reimagine a defined and precise instructional model informed by the Victorian Teaching and Learning Model (VTLM) 2.0. |
| Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |
| Key Improvement Strategy 1.c 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 |
| Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Ensure learning is differentiated and students are supported, challenged and extended. |
| Key Improvement Strategy 1.d 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.d Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |
| Goal 2 | Improve student wellbeing and engagement outcomes |
| Target 2.1 | By 2028, reduce the 2023 percentage of students with 20 or more absence days :   * Years 7 to 12 overall from 47% to 40% * Equity funded students from \*63% to 53% (\*please check 63% baseline as panorama is indicating 59%?) |
| Target 2.2 | By 2028, increase the 2024 percentage positive endorsements in the student Attitudes to School Survey (AtoSS) for:   * Advocate at school from 60% to 63% * Teacher concern from 30% to 35% * Sense of confidence from 54% to 57% * Perseverance from 52% to 55%. |
| Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Implement a cohesive, whole school wellbeing and inclusion framework. |
| Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |
| 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 |
| Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Enhance student agency, positive relationships and connection through implementation of the High Impact Wellbeing Strategies (HIWS). |
| Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |
| Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Empower student leadership to be both representative and active in school improvement. |
| Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |
| Key Improvement Strategy 2.c 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 |