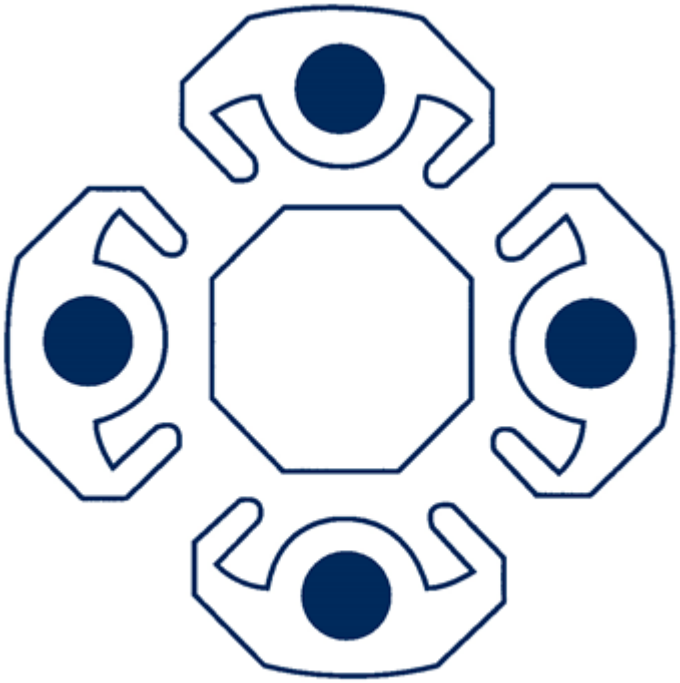
School Strategic Plan 2018-2022

Portland Secondary College (8798)



Submitted for review by Patricia Nunan (School Principal) on 15 March, 2019 at 10:23 AM
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 20 March, 2019 at 07:55 PM
Endorsed by Venessa Zwiers (School Council President) on 21 March, 2019 at 04:02 PM

VICTORIA State Government | Education and Training

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School vision	Portland Secondary College's vision is to develop a student- centred learning community that offers exciting and extensive pathways to facilitate 21st Century learning that is broad, flexible and inclusive. The College motto is "Creating Opportunities". (Please note that the vision may be revisited Term 2, 2019 in consultation with the College Community)
School values	Portland Secondary College's values are Respect, Success, Resilience and Creativity. We treat ourselves and others with consideration, being courteous at all times and acknowledge diversity and the rights of others. We strive to do our best, being dedicated to learning and reaching our goals. We take ownership of our behaviour and actions, persistently contributing in a positive way across all parts of the school. We work together with a focus on positive outcomes, communicating effectively to inspire and support each other.
Context challenges	Portland Secondary College is yet to embed a whole of school instructional model, build consistent teacher practice and to activate student voice and agency in their learning. At the time of the Review differences between teacher practice across the classes were noted. High achieving students were not being extended and there were a growing number of students making low growth. However the foundations for improvement had already been identified and a concentrated emphasis in the future on the Learning Architecture (Esther Weichert) will enhance Curriculum Planning and Assessment (FISO) and the Advancement Via Individual Determination (AVID) pedagogy should develop higher expectations in, and for, all students. The combination of the two programs, which compliment each other, will Build Practice Excellence, cover the High impact Teaching Strategies, develop Intellectual Engagement and self awareness and empower students to have a voice in their own learning.Teacher time and focus on working collaboratively and continually seeking clarity will develop closer cohesion across the College. The Sub School Structure will support student connectedness and inclusiveness and provide further opportunity to embed the targeted practices.
Intent, rationale and focus	Portland Secondary College is intent upon improving Literacy and Numeracy outcomes for all students and increasing their voice and agency in their learning while also developing leadership capacity across the College. This is important as it will maximise learning success for students irrespective of the pathway that they chose and will ultimately broaden student choice. Empowering students through voice, agency and leadership will support students to clarify, direct and challenge their own learning. The College had already identified the pathways that will achieve this. Through the Learning Architecture and AVID pedagogical model a whole of school teaching and learning model will be embedded that will lead to differentiated teaching and learning, increase teacher capacity and efficacy and support the student skills needed to develop their student voice and agency, All teaching staff and principal class will attend initial AVID professional development. The rollout process through Professional Learning Communities will assist in building cohesion, clarity and collaboration across the College community. Monitoring through Learning Walks, regular feedback to Curriculum and AVID teams, the Performance and Development Plan and Peer to Peer observations will ensure that

	there is consistency. The roll out of individual pedagogical strategies will be strategically timed to allow staff and students to adopt the practice and embed it. The initial focus will be on Year 7 and Year 9. Leadership capacity of both staff and students will be highlighted and developed throughout. Likewise the Learning Architecture will be rolled out in a timely manner via the Improvement Cycle to allow deep understanding, implementation and consistent uptake. This will begin with Curriculum Mapping at Year 7 and a process for quality control will be embedded into meeting agendas with identified staff responsible for follow-up.

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Goal 1	To improve Literacy outcomes for all students
Target 1.1	t By 2022 • Year 9 students showing medium to high gain in writing to increase from 16 percent (2017) to 24 percent. • Year 9 students showing medium to high gain in reading to increase from 20 percent (2017) to 28 percent. • The percentage of students with high or medium gains in Reading achievement (Years 7 to 9) to increase from 60 percent (2017) to 68 percent. • Pat Testing - Reading annual growth for the scaled scores in Years 7 to 10 to show 12 months growth for 12 months learning. • Year 9 students showing low gain in writing to decrease from 41 percent (2017) to 33 percent. • Year 9 students showing low gain in reading to decrease from 32 percent (2017) to 28 percent.
Target 1.2	By 2022 • VCE English students study score to increase to 27 • Median all study score to increase to increase to 28,
Key Improvement Strategy 1.a	Implement a whole of school teaching and learning model (ELT)

Building practice excellence	
Key Improvement Strategy 1.b Building practice excellence	Build teacher capability to utilise data and a range of assessment strategies to each student's point of learning (BPE)
Key Improvement Strategy 1.c Building practice excellence	Evidence based high impact teaching strategies to drive professional practice improvement (BPE)
Key Improvement Strategy 1.d Building practice excellence	Strengthen the whole school approach to Professional Learning Communities (BPE)
Goal 2	To improve Numeracy outcomes for all students
Target 2.1	By 2022 • Year 9 students showing high gain in Numeracy to increase from 20 percent (2017) to 28 percent. • Year 9 students showing low gain in Numeracy to decrease from 31 percent (2017) to 25 percent. • The percentage of students with high or medium gains in Numeracy achievement (Years 7 to 9) to increase from 69 percent (2017) to 74 percent. • Pat Testing - Numeracy annual growth for the scaled scores in Years 7 to 10 to show 12 months growth for 12 months learning.
Target 2.2	By 2022 • VCE Further Mathematics target median study score to increase to 28. • Median all study score is to increase to 27.

Key Improvement Strategy 2.a Building practice excellence	Implement a whole of school teaching and learning model (ELT)
Key Improvement Strategy 2.b Building practice excellence	Build teacher capability to utilise data and a range of assessment strategies to meet each student's point of learning need (BPE)
Key Improvement Strategy 2.c Building practice excellence	Use evidence-based High Impact Teaching Strategies to drive professional practice improvement (BPE)
Goal 3	Empower students through voice, agency and leadership
Target 3.1	By 2022 AToSS to show increases in Factor Percentiles (2018) • Stimulated learning from 55.5 percent to 62.0 percent. • High expectations for success from 20.9 percent to 26.0 percent. • Teacher concern from 63.9 percent to 68.0 percent. • Sense of confidence from 36.1 percent to 44 percent. • Sense of connectedness from 47.7 percent to 53.0 percent.
Target 3.2	*By 2022* • *Percentage of students who satisfactorily completed Victorian Certificate of Education (VCE) to increase from 97 percent (2017) to 98 percent.*

	• Percentage of students who satisfactorily completed Vocational Education and Training (VET) units of competence from 80 percent to 90 percent. • Percentage of students who satisfactorily completed Victorian Certificate of Applied Learning (VCAL) credits from 69 percent to 76 percent. • Percentage of students in Years 10 to 12 going on to further studies or full-time employment to increase from 92.5 percent to 95 percent.
Target 3.3	*By 2022 the average days absent rate to decline from 23.9 days absent to 20.0 days.*
Key Improvement Strategy 3.a Building leadership teams	Build leadership capability across the staff (BLT)
Key Improvement Strategy 3.b Empowering students and building school pride	Build a school-wide culture of high expectations (ESBSP)
Key Improvement Strategy 3.c Parents and carers as partners	Develop a shared understanding of student voice and agency (PCL)
Key Improvement Strategy 3.d Empowering students and building school pride	Foster an environment of positive staff / student relationships (ESBSP)