School Strategic Plan 2022-2026

Swinburne Senior Secondary College (7366)

SWINBURNE
SENIOR SECONDARY COLLEGE

VICTORIA
State
Government | Education
and Training

School Strategic Plan - 2022-2026

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School vision	We EDUCATE INDIVIDUALS by encouraging and challenging each student to embrace learning and grow academically, standing for kindness, inclusivity and diversity We encourage young adults to take risks, be responsible for their actions, and value the importance of respect, responsibility, and commitment
School values	RESPECT Shown by embracing differences, building relationships, and being positive Key aspects include valuing the learning of others, having unconditional positive regard, being cooperation, and listening to others. RESPONSIBILITY Shown by having freedom with accountability Key aspects include striving for your best, and being accountable for your decisions and actions COMMITMENT Shown by showing up, participating, and doing your best 'today' Key aspects demonstrating endeavour, attending, being creative and taking risks in learning
Context challenges	The Panel found through fieldwork interviews with students and teachers that while teachers had expertise in their learning area content knowledge, the student learning experience was affected by the variability between the practice of teachers. The school did not have agreed approaches to teaching and learning that were documented and embedded in practice. The Panel also found that teachers did not routinely plan collaboratively and there were few examples of sharing of practice such as through classroom observation, modelling and coaching. These were barriers to consistent high quality teaching, student learning and student achievement. Through fieldwork interviews with students and school personnel, the Panel found that students at the school had been challenged

	by the periods of flexible and remote learning during the COVID 19 pandemic. The Panel heard that the school had made efforts to maintain contact with students and families, particularly through the mentor program. The Panel found that the short enrolment period (up to two years) of students at the school was a barrier to forging strong connections during the pandemic. Although students had a mentor and a session per week with a mentor group, there was inadequate time to deliver a sequential program of learning to develop strategies for self-regulation and the resilience of all students. The Panel found that the school had a number of students that were transferred from other schools, but who did not commence at SSSC. The Panel found that the school did not have rigorous practices to identify these students and return them to their referring school in a timely manner. The Panel also found that there was a proportion of Year 11 students who had difficulty engaging with the school and continuing their education into Year 12. The Panel agreed that in some cases, this may have been a continuation of behaviour that was established prior to their enrolment. The Panel concluded that the school did not have adequate programs to address student engagement and attendance in a timely manner during the SSP period.
Intent, rationale and focus	Define and implement a whole-school tiered approach to student engagement and wellbeing. Developing this program will create the environment of high expectations accompanied with high levels of expert support. Students will build connection to the school and the staff at the school that will enhance their belonging and enhance their experience into, through and out of the school in the 2 years that most of our students are her for. That includes: • Clearly defined roles and responsibilities for staff at each tier of support and build staff capacity . • Documentation that provides clarity for all stakeholders • Strengthen pathways and transitions into, through and beyond the school. That includes: • Strengthened approaches to enrolment and orientation • Strengthened partnership with parents • Engagement in the early leaver DET project • Further development of the mentor program including careers and pathways and social and emotional skills. Build and sustain a culture of high expectations, aligned to the school vision. We plan to clarify our existence as a place for learning that has high expectations of our learners and offers high levels of support. This will see a renewed focus on evidence based pedagogy, student voice, and community engagement. That includes: • Revising the school vision to ensure that it reflects the contemporary needs of all stakeholders, in the context of a learning environment • Deliberate development and promotion of outward facing communications, aligned to the vision • Develop, document and embed a learning and teaching program that challenges all students. That includes: • Integration of curriculum/content, assessment and pedagogical approaches

	• Incorporate universal design principles to enable all students to access the learning, and provide the appropriate amount of challenge • Incorporate BSEM approaches to support student engagement and safe learning environments • Approaches to assessment, feedback and reporting cycles • Incorporate student voice and agency • Develop the capacity of students as active learners • Deepen the capacity of all staff to work collaboratively and use evidence to inform practice. That includes: • Implement professional learning communities • Re-introduce PDPs, peer observations, modelling and coaching practices • Develop the capacity of mid-level leaders as cultural leaders and agents of change and improvement • Embed a performance and development culture • Enable quality professional learning opportunities aligned to staff roles and strategic priorities.

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Goal 1	Maximise the learning attainment of every student
Target 1.1	Improve the VCE Outcomes: ● Median All Study score from 28.5 in 2022 to 29 by 2026 ● Median All English score from 28.5 in 2022 (2021 mean 28.3) to 30 by 2026 ● Increase the per cent of students with study scores above 37 from 6 per cent in 2022 (8 in 2021) to 12 per cent by 2026.
Target 1.2	Improve the per cent of positive endorsement for the AToSS measures: ● Self-regulation and goal setting from 56 per cent in 2022 to 66 per cent by 2026 ● Differentiated learning challenge from 65 per cent in 2022 to 73 per cent by 2026.
Target 1.3	Improve the per cent of positive endorsement for the SSS measures: ● Academic emphasis from 40 per cent in 2022 to 60 per cent by 2026 ● Collective efficacy from 48 in 2022 to 60 per cent by 2026 ● Instructional leadership from 51 per cent in 2022 to 65 per cent by 2026.
Key Improvement Strategy 1.a	Build and implement a culture of high expectations, aligned to the school vision.

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.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and embed a teaching and learning program that challenges all students.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capacity of all staff to use evidence to inform practice.
Key Improvement Strategy 1.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	Develop the capacity of all leaders to embed and sustain a culture of improvement.
Goal 2	Optimise student engagement, transitions and pathways
Target 2.1	Improve the per cent of students with less than 20 days absent per year from 64 in 2022 (61 per cent in 2021) to 75 per cent by 2026.
Target 2.2	Increase the per cent of students with a positive exit destination (Further education and Full-time work) from 55 per cent in 2021 (update to 2022 when available) to 75 per cent by 2026.

Target 2.3	Improve the VCE completion (One VCE) rate from 95.1 per cent in 2021 (update to 2022 when available) to 98 per cent by 2026.
Target 2.4	Increase the per cent of positive endorsement for the AToSS measures of: ● Effort from 61 per cent in 2022 to 72 per cent by 2026 ● Perseverance from 55 per cent in 2022 to 65 per cent by 2026 ● Sense of confidence from 50 per cent in 2022 to 65 per cent by 2026.
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 and implement a whole school tiered approach to enhance student confidence, perseverance and effort.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Refine transitions and pathways programs to enhance student engagement with their learning and destinations.