

School Strategic Plan 2024-2028

Strathmore Secondary College (8345)



Submitted for review by Jillian English (School Principal) on 18 June, 2024 at 01:57 PM

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School vision	<p>To inspire within all students a commitment to personal, social and academic growth as individuals and members of an inclusive learning community.</p> <p>We aim to develop students' responsibility as global citizens and celebrate initiative, effort and success.</p> <p>Strathmore is a high performing secondary school and aims to be a world leader in education.</p>
School values	<p>The core of our shared expectations at Strathmore Secondary College is our five School Values. These apply to all members of the school community, students, families and staff and place an emphasis on shared responsibility.</p> <p>At Strathmore Secondary College we value:</p> <ul style="list-style-type: none">* Perseverance* Respect* Integrity* Diversity* Excellence
Context challenges	<p>Environmental Context</p> <p>Strathmore Secondary College is situated between Pascoe Vale Road and the Moonee Ponds Creek in the northern suburb of Strathmore. The school was founded in 1957 with 186 students. The population has grown considerably and now the school draws the majority of its population of over 1960 students from within the designated neighbourhood area bounded by Strathmore Heights, Pascoe Vale and Essendon.</p> <p>Strathmore Secondary College has 191.56 equivalent full time staff. This consists of 143.59 teachers and 41.97 Education Support Staff. The staffing profile of our school has a healthy balance of graduate and experienced teachers. The Leadership Team consists of Principal, five Assistant Principals, sixteen leading teachers including curriculum leaders and team leaders and seven learning specialists. The current shortage of teaching staff presents a challenge for the sector as a whole.</p> <p>The student population is largely drawn from the local area and so reflects the demographics and nature of this community. Family income levels are above state average and would be among the highest in Western Metropolitan Region. At Strathmore Secondary College, 19% of students live in homes where English is not the spoken language. Fourteen students in the school have an Aboriginal or Torres Strait Islander background.</p>

Strathmore Secondary College provides a learning environment that is both inspiring and nurturing. While restricted in its long-term planning for school facilities, the physical structure of the school welcomes young people and provides a stimulating, respectful and innovative environment in which learning is valued. It also offers a very strong welfare and pastoral care environment lead by a number of specialist and welfare staff.

Students who attend Strathmore reside within the neighbourhood zone and come from our local primary schools. Students are placed within one of six school teams vertically structured across Year 7 - 12 and are supported by core teachers in Faculty Areas. Junior school team leaders and coordinators work closely with Year 7 – 10 students, teachers and parents to develop positive relationships to support student learning. VCE leaders and team coordinators, supported by a VCE Administration officer and Careers Coordinators, work with Year 11 and 12 students to achieve outstanding results so students reach their desired pathways.

The strengths of the college are in its commitment to academic excellence, music, the visual and performing arts and sport. These programs provide diverse opportunities for students including school productions, music concerts, art and technology exhibitions, and sporting carnivals-allowing students to develop leadership and collaborative skills in a range of non-classroom settings. There are also important opportunities for the broader school community to gather and celebrate. In addition the school has a well-developed international student program.

The College is a high performing school by implementing an instructional model based on latest educational research. This has led to improvements in student outcomes and enabled teachers to develop as classroom practitioners with clear expectations around pedagogy. This instructional model is supported by the work of learning specialists and weekly professional learning community teams. The following areas have been identified as areas to focus on moving forward:

- Enhance teacher capacity to design instruction to meet each student's learning need and foster student agency.
- Build teacher capacity for creating and maintaining positive relationships for learning and student connectedness to school.
- Build the capacity of students to manage their wellbeing and support the wellbeing of their peers.
- Clarify the rationale for communication protocols between parents and the school.

The school provides leadership in the teaching of Science, Technology, Engineering and Mathematics (STEM) in Victoria in conjunction with the Victorian Space Science Education Centre (VSSEC), which was established on the school site in 2006. VSSEC is a unique resource that is one of six specialist STEM centres in the state. VSSEC is integrated with College programs and provides quality teacher professional development to ensure that teachers are exposed to the latest developments and innovations in STEM.

At a wider community level, Strathmore Secondary College works cooperatively with other schools and educational providers within the Moonee Valley district to ensure that the educational needs of all students are met by the provision of a range of educational pathways.

Our enthusiastic teaching team, supportive community and engaged learners contribute to a learning community that truly reflects our school motto 'Palladem Alite' – nurture and cherish wisdom.

Intent, rationale and focus

Our aim is to enhance teacher capacity to design instruction that meets each student's unique learning needs while fostering student agency. By equipping teachers with the skills and strategies necessary for personalised instruction, we empower students to take ownership of their learning. This approach will further embed our learning habits of self-motivation, resilience, curiosity, communication and creativity. Additionally, we focus on building teachers' abilities to create and maintain positive relationships within the classroom and the broader school community. Strong, supportive relationships significantly impact student engagement and academic success, fostering a sense of belonging and connectedness. Through mentorship programs, professional learning communities, and ongoing training, we support teachers in creating a collaborative and inclusive learning environment.

Simultaneously, we aim to build the capacity of students to manage their wellbeing and support the wellbeing of their peers. By implementing comprehensive wellbeing programs covering mental health, stress management, resilience, and social skills, we empower students to handle challenges and support each other. Peer support initiatives, counselling, and wellbeing workshops foster a culture of care within our school. Furthermore, we seek to establish clear communication protocols between parents and the school, ensuring a transparent, respectful, and productive partnership. Clear communication protocols streamline communication, prevent misunderstandings, and keep parents informed and involved in their child's education. This cohesive approach supports student learning and wellbeing, reinforcing our shared commitment to student success.

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Goal 1	To improve learning growth and achievement of every student.
Target 1.1	Increase the percentage of Year 9 students achieving high or medium relative growth in NAPLAN: <ul style="list-style-type: none">• Reading from 70% (in 2023) to 75% by 2028• Numeracy from 76% (in 2023) to 80% by 2028.
Target 1.2	Increase the percentage of Year 9 students achieving Strong and Exceeding proficiency in NAPLAN: <ul style="list-style-type: none">• Reading from 66% (in 2023) to 70% by 2028• Maintain Numeracy at no less than 77% (2023 to 2028) and Increase the percentage of Year 9 students achieving Exceeding proficiency in NAPLAN: <ul style="list-style-type: none">• Reading from 15% (in 2023) to 19% by 2028• Numeracy from 7% (in 2023) to 11% by 2028.
Target 1.3	Increase the positive difference between the predicted and achieved VCE Unit 3 and 4 study scores achieved over the previous three year mean for all studies by one study score point by 2028 (VASS Report 13) and Increase the percentage of VCE Unit 3-4 study scores of 40+ from 6.9% (in 2023) to 10% by 2028.

Target 1.4	<p>Improve the positive endorsement of the School Staff survey Teaching and Learning module items:</p> <ul style="list-style-type: none"> • Professional learning through peer observation from 36% (in 2023) to 44% by 2028. • Use student feedback to improve practice from 63% (in 2023) to 67% by 2028. • Plan differentiated learning activities from 51% (in 2023) to 59% by 2028.
Target 1.5	<p>Improve the positive endorsement of the ATOSS factor Student Agency and Voice item: My teachers incorporate student ideas in class activities from 41% (in 2023) to 46% by 2028.</p>
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	<p>Enhance teacher capacity to improve student learning outcomes.</p>
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 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	<p>Enhance teacher capacity to design instruction to meet each student’s learning need and foster student agency.</p>
Key Improvement Strategy 1.b	

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>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</p>	
<p>Goal 2</p>	<p>To improve student wellbeing and connection to school.</p>
<p>Target 2.1</p>	<p>Improve the positive endorsement by Years 7-12 students of the following ATOSS items:</p> <ul style="list-style-type: none"> • My teacher is concerned about my wellbeing from 40% (in 2023) to 44% by 2028. • I feel proud about being a student at this school from 39% (in 2023) to 43% by 2028. • Respect for Diversity from 42% (in 2023) to 46% by 2028.
<p>Target 2.2</p>	<p>Improve the positive endorsement of the following PGOS factors or items:</p> <ul style="list-style-type: none"> • School Pride and confidence from 71% (in 2023) to 75% by 2028. • Respect for Diversity from 69% (in 2023) to 75% by 2028. • The school has a consistent approach towards promoting positive behaviour from 63% (in 2023) to 67% by 2028.
<p>Key Improvement Strategy 2.a</p>	

<p>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</p>	<p>Build teacher capacity for creating and maintaining positive relationships for learning and student connectedness to school.</p>
<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build the capacity of students to manage their wellbeing and support the wellbeing of their peers.</p>