

# 2025 Annual Implementation Plan

## for improving student outcomes

Strathmore Secondary College (8345)



Submitted for review by Vanessa Pratt (School Principal) on 09 December, 2024 at 12:27 PM  
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 10 February, 2025 at 04:56 PM

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To improve learning growth and achievement of every student.	Yes	Increase the percentage of Year 9 students achieving high or medium relative growth in NAPLAN: <ul style="list-style-type: none"> <li>• Reading from 70% (in 2023) to 75% by 2028</li> <li>• Numeracy from 76% (in 2023) to 80% by 2028.</li> </ul>	Increase the percentage of Year 9 students achieving high or medium relative growth in NAPLAN: Reading to 71% Numeracy to 77%
		Increase the percentage of Year 9 students achieving Strong and Exceeding proficiency in NAPLAN: <ul style="list-style-type: none"> <li>• Reading from 66% (in 2023) to 70% by 2028</li> <li>• Maintain Numeracy at no less than 77% (2023 to 2028) and</li> </ul> Increase the percentage of Year 9 students achieving Exceeding proficiency in NAPLAN: <ul style="list-style-type: none"> <li>• Reading from 15% (in 2023) to 19% by 2028</li> <li>• Numeracy from 7% (in 2023) to 11% by 2028.</li> </ul>	Increase the percentage of Year 9 students achieving Strong and Exceeding proficiency in NAPLAN: Reading to 67% Numeracy maintained at 77% Increase the percentage of Year 9 students achieving Exceeding proficiency in NAPLAN: Reading to 16% Numeracy to 8% Target added by DET for all secondary schools: By 2026, reduce the number of NAS students in each of

			reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024. Year 7 Reading: from 5.5% to %4.0 Numeracy: from 7.3% to 5.8% Year 9 Reading : from 11.9% to 10.4% Numeracy: from 9.3% to 7.8%
		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.	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 0.25 study score points.
		Improve the positive endorsement of the School Staff survey Teaching and Learning module items: <ul style="list-style-type: none"> <li>• Professional learning through peer observation from 36% (in 2023) to 44% by 2028.</li> <li>• Use student feedback to improve practice from 63% (in 2023) to 67% by 2028.</li> <li>• Plan differentiated learning activities from 51% (in 2023) to 59% by 2028.</li> </ul>	Improve the positive endorsement of the School Staff survey Teaching and Learning module items: Professional learning through peer observation to 38% Use student feedback to improve practice to 64% Plan differentiated learning activities to 53%

		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.	Improve the positive endorsement of the ATOSS factor Student Agency and Voice item: My teachers incorporate student ideas in class activities to 42%.
To improve student wellbeing and connection to school.	Yes	Improve the positive endorsement by Years 7-12 students of the following ATOSS items: <ul style="list-style-type: none"> <li>• My teacher is concerned about my wellbeing from 40% (in 2023) to 44% by 2028.</li> <li>• I feel proud about being a student at this school from 39% (in 2023) to 43% by 2028.</li> <li>• Respect for Diversity from 42% (in 2023) to 46% by 2028.</li> </ul>	Improve the positive endorsement by Years 7-12 students of the following ATOSS items: My teacher is concerned about my wellbeing to 41% I feel proud about being a student at this school to 40%. Respect for Diversity to 43%.
		Improve the positive endorsement of the following PGOS factors or items: <ul style="list-style-type: none"> <li>• School Pride and confidence from 71% (in 2023) to 75% by 2028.</li> <li>• Respect for Diversity from 69% (in 2023) to 75% by 2028.</li> <li>• The school has a consistent approach towards promoting positive behaviour from 63% (in 2023) to 67% by 2028.</li> </ul>	Improve the positive endorsement of the following PGOS factors or items: School Pride and confidence to 72% Respect for Diversity to 71% The school has a consistent approach towards promoting positive behaviour to 64%.

<b>Goal 1</b>	<b>To improve learning growth and achievement of every student.</b>
---------------	---

<b>12-month target 1.1</b>	<p>Increase the percentage of Year 9 students achieving high or medium relative growth in NAPLAN:</p> <p>Reading to 71% Numeracy to 77%</p>
<b>12-month target 1.2</b>	<p>Increase the percentage of Year 9 students achieving Strong and Exceeding proficiency in NAPLAN:</p> <p>Reading to 67% Numeracy maintained at 77%</p> <p>Increase the percentage of Year 9 students achieving Exceeding proficiency in NAPLAN:</p> <p>Reading to 16% Numeracy to 8%</p> <p>Target added by DET for all secondary schools: By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.</p> <p>Year 7 Reading: from 5.5% to %4.0 Numeracy: from 7.3% to 5.8%</p> <p>Year 9 Reading : from 11.9% to 10.4% Numeracy: from 9.3% to 7.8%</p>
<b>12-month target 1.3</b>	<p>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 0.25 study score points.</p>
<b>12-month target 1.4</b>	<p>Improve the positive endorsement of the School Staff survey Teaching and Learning module items:</p> <p>Professional learning through peer observation to 38%</p>

	Use student feedback to improve practice to 64% Plan differentiated learning activities to 53%	
<b>12-month target 1.5</b>	Improve the positive endorsement of the ATOSS factor Student Agency and Voice item: My teachers incorporate student ideas in class activities to 42%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Leadership	Enhance teacher capacity to improve student learning outcomes.	Yes
<b>KIS 1.b</b> Leadership	Enhance teacher capacity to design instruction to meet each student's learning need and foster student agency.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The analysis of the school's NAPLAN, VCE and ATOSS data, alongside findings from the most recent school review, indicates that a sustained focus on improving student learning outcomes—particularly in the areas of literacy, numeracy, data analysis, and teacher capacity building—has contributed significantly to enhanced student performance across multiple faculties.</p> <p>This strategic emphasis has led to notable improvements in key areas:</p> <ol style="list-style-type: none"> <li>1. Literacy and Numeracy: Targeted interventions in reading, writing, and numeracy skills have led to measurable gains in NAPLAN scores, VCE scores and classroom assessments.</li> <li>2. Data-Driven Instruction: Teachers' enhanced ability to analyse and respond to student performance data in PLCs and Faculties has allowed for more personalised teaching strategies, directly benefiting student learning.</li> <li>3. Teacher Professional Development: Ongoing professional learning focused on strengthening teaching practices has resulted in more effective pedagogical approaches, contributing to stronger VCE outcomes, particularly in subjects like English, Mathematics, and Science.</li> </ol> <p>While significant progress has been made, there is still work to be done to ensure academic success for all students. Some student cohorts may require additional support to reach their full potential, particularly in areas such as differentiated learning, tailored intervention programs, and targeted support for students with specific learning needs. Additionally, there is a need to strengthen student voice across all areas of the school, ensuring that students actively contribute to shaping their own learning experiences.</p>	

<b>Goal 2</b>	<b>To improve student wellbeing and connection to school.</b>	
<b>12-month target 2.1</b>	<p>Improve the positive endorsement by Years 7-12 students of the following ATOSS items:</p> <p>My teacher is concerned about my wellbeing to 41%  I feel proud about being a student at this school to 40%.  Respect for Diversity to 43%.</p>	
<b>12-month target 2.2</b>	<p>Improve the positive endorsement of the following PGOS factors or items:</p> <p>School Pride and confidence to 72%  Respect for Diversity to 71%  The school has a consistent approach towards promoting positive behaviour to 64%.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Leadership	Build teacher capacity for creating and maintaining positive relationships for learning and student connectedness to school.	Yes
<b>KIS 2.b</b> Engagement	Build the capacity of students to manage their wellbeing and support the wellbeing of their peers.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>According to the Attitudes to School Survey (ATOSS), maintaining a strong focus on student wellbeing and connection remains critical for fostering a supportive and inclusive school environment. Students who feel connected to their school community are more likely to engage, perform better academically, and experience greater emotional resilience. Therefore, it is essential that we prioritise strategies that nurture these aspects to ensure student success.</p> <p>The ATOSS also identifies a need for significant improvement in student voice at the College. In response, we will shift our professional learning approach from a whole-school model to a more focused, faculty-based model. This change is designed to deepen teacher-student relationships within the classroom by moving toward a collaborative, co-learning model. By empowering students to actively participate in their learning process, we not only elevate student engagement but also cultivate a more dynamic and responsive learning environment. This transformation aligns with our commitment to fostering both academic and personal growth among our students.</p>	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	To improve learning growth and achievement of every student.
<b>12-month target 1.1</b>	<p>Increase the percentage of Year 9 students achieving high or medium relative growth in NAPLAN:</p> <p>Reading to 71% Numeracy to 77%</p>
<b>12-month target 1.2</b>	<p>Increase the percentage of Year 9 students achieving Strong and Exceeding proficiency in NAPLAN:</p> <p>Reading to 67% Numeracy maintained at 77%</p> <p>Increase the percentage of Year 9 students achieving Exceeding proficiency in NAPLAN:</p> <p>Reading to 16% Numeracy to 8%</p> <p>Target added by DET for all secondary schools: By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.</p> <p>Year 7 Reading: from 5.5% to %4.0 Numeracy: from 7.3% to 5.8%</p> <p>Year 9 Reading : from 11.9% to 10.4% Numeracy: from 9.3% to 7.8%</p>
<b>12-month target 1.3</b>	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 0.25 study score points.



<b>12-month target 1.4</b>	<p>Improve the positive endorsement of the School Staff survey Teaching and Learning module items:</p> <p>Professional learning through peer observation to 38%</p> <p>Use student feedback to improve practice to 64%</p> <p>Plan differentiated learning activities to 53%</p>
<b>12-month target 1.5</b>	<p>Improve the positive endorsement of the ATOSS factor Student Agency and Voice item: My teachers incorporate student ideas in class activities to 42%.</p>
<p><b>KIS 1.a</b></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>Enhance teacher capacity to improve student learning outcomes.</p>
<b>Actions</b>	<p>Action 1</p> <p>Strengthen our whole-school approach to literacy.</p> <p>Action 2</p> <p>Build teacher capacity to use data to differentiate instruction and address point of need.</p>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Apply literacy strategies introduced by their teachers to enhance their reading, writing, and comprehension skills across all subjects.</li> <li>- Actively engage with and respond to feedback provided by their teachers, using it to refine their work, set goals for improvement, and track their progress over time.</li> </ul> <p>Teachers and tutors will:</p> <ul style="list-style-type: none"> <li>- Integrate effective literacy strategies into all curriculum documentation and consistently apply these strategies during lesson instruction to support student learning across all subjects.</li> <li>- Use student data to track progress, identify areas for improvement, and make necessary adjustments to instructional</li> </ul>

	<p>practices.</p> <ul style="list-style-type: none"> <li>- Develop targeted adjustment plans in response to Individual Education Plans, ensuring personalised support for students with specific learning needs.</li> <li>- Participate in Learning Walks, gather evidence from classroom observations, and use this information to inform and enhance the work within Professional Learning Communities.</li> <li>- Engage with students through a cycle of feedback, tailoring instruction based on student input to better meet individual learning needs.</li> <li>- Differentiate instruction, adapting teaching methods and materials to address each student's specific point of need, ensuring that all learners can thrive.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Offer targeted professional learning opportunities for staff in the areas of literacy and data analysis, equipping teachers with the skills and knowledge needed to support student growth.</li> <li>- Provide ongoing professional learning and dedicated curriculum planning time in response to areas of concern identified through student achievement data, ensuring that staff have the resources and support to address specific needs.</li> <li>- Mentor Leading Teachers and Learning Specialists throughout the year, offering guidance and support to ensure the effective implementation of faculty-based action plans and the alignment of teaching practices with school-wide goals</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Ongoing student feedback</li> <li>- findings from learning walks</li> <li>- curriculum documentation</li> <li>- data workshops with Faculties</li> <li>- PAT, NAPLAN, VCE, Essential Maths, teacher judgements, Staff Attitudes to School Survey data, Individual Education Plans</li> <li>- personalised student generated goals which reflect on progress and next steps</li> <li>- Students independently initiate and direct decisions about their learning</li> <li>- PDP conversations</li> <li>- PLC and Faculty minutes and resources</li> </ul>
<b>KIS 1.b</b> The strategic direction and deployment of resources to create and reflect shared	Enhance teacher capacity to design instruction to meet each student's learning need and foster student agency.

goals and values; high expectations; and a positive, safe and orderly learning environment	
<b>Actions</b>	<p>Action 1</p> <p>Implement a whole school approach to student voice and agency.</p>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Explain what they are learning, why they are learning it, and articulate their progress.</li> <li>- Co-construct learning goals and success criteria.</li> <li>- Identify and implement the learning habits they need to succeed.</li> <li>- Be actively involved in the feedback process</li> <li>- have a shared understanding of the learning habits and begin to apply them in their learning.</li> <li>- Tier 2 and Tier 3 students will be able to articulate goals, reflect on their own progress, and identify strategies to reach their goal</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Teachers will differentiate instruction to meet each student's point of need.</li> <li>- Incorporate effective Learning Goals and Success Criteria in all curriculum documentation.</li> <li>- Incorporate student ideas in learning activities.</li> <li>- Implement the College's new Teaching and Learning Framework to ensure greater student agency and voice and the incorporation of the new Victorian Teaching and Learning Model (VTLM).</li> <li>- Embed the learning habits into their practice, including into assessment rubrics.</li> <li>- Actively take part in the feedback cycle</li> <li>- Engage in learning walks</li> <li>- Implement supports for Tier 2 and Tier 3 students</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Provide professional learning to staff in the areas of student voice, feedback and differentiation.</li> <li>- Work together to revise the College's current Teaching and Learning Framework, incorporating higher levels of co-agency and integrating the Department's new VTLM.</li> <li>- Facilitate learning walks</li> <li>- Identify and facilitate meetings for Tier 2 and Tier 3 students.</li> </ul>

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Data collected from learning walks</li> <li>- Curriculum documentation</li> <li>- PLC minutes and resources</li> <li>- Modification of the Teaching and Learning Framework</li> <li>- Classroom lesson plans that introduce the topics of Learning Goals, Success Criteria, GANAG and the school values.</li> <li>- Assessment rubrics include learning habits.</li> <li>- Teacher feedback during Curriculum Days.</li> <li>- Attitudes to School Survey and Parent Opinion Survey</li> <li>- IEP and goal-setting documents</li> </ul>
<b>Goal 2</b>	To improve student wellbeing and connection to school.
<b>12-month target 2.1</b>	<p>Improve the positive endorsement by Years 7-12 students of the following ATOSS items:</p> <p>My teacher is concerned about my wellbeing to 41%  I feel proud about being a student at this school to 40%.  Respect for Diversity to 43%.</p>
<b>12-month target 2.2</b>	<p>Improve the positive endorsement of the following PGOS factors or items:</p> <p>School Pride and confidence to 72%  Respect for Diversity to 71%  The school has a consistent approach towards promoting positive behaviour to 64%.</p>
<b>KIS 2.a</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	Build teacher capacity for creating and maintaining positive relationships for learning and student connectedness to school.
<b>Actions</b>	<p>Action 1</p> <p>Strengthen staff capacity to create and sustain a positive learning environment where students feel safe, supported, and</p>

	<p>motivated to engage actively in their education.</p> <p>Action 2 Foster strong, positive relationships both among students and between students and teachers to enhance students' sense of connection and belonging.</p>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- demonstrate respect to each other and integrity when collaborating in diverse groups</li> <li>- demonstrate pride in being a student at this school</li> <li>- demonstrate the school's values with peers and teachers</li> <li>- attend form assembly each morning, facilitated by student leaders with a focus on PRIDE values and team connectedness</li> <li>- understand and use a common language with reference to the School's values when interacting with the school community</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- be responsible for building connections with students in both form assembly and class time, following the 'role of the form teacher' and 'role of the teacher' documents</li> <li>- take responsibility for each students' wellbeing by monitoring their progress, referring students to supports if required</li> <li>- empower students to engage them in their learning and build school connectedness</li> <li>- implement common strategies to build positive classroom environments, including consistent classroom entry routines.</li> <li>- implement strategies to build an inclusive classroom environment for students with diverse learning needs.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- facilitate professional learning with a focus on High Impact Wellbeing Strategies</li> <li>- empower students to engage them in their learning and build school connectedness</li> <li>- monitor and support students who are identified in the 15% of students who require intervention.</li> <li>- build student connection and participating in wellbeing and engagement programs outlined in the PRIDE framework (part of the Teaching and Learning framework)</li> <li>- monitor and support students who are identified in the 5% of students 'at risk' with a variety of supports tailored to their individual needs</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Teaching and Learning Framework is continually updated</li> <li>- Student attendance data</li> <li>- Attitudes to School Survey data</li> </ul>

	<ul style="list-style-type: none"> <li>- Referrals to internal and external wellbeing supports</li> <li>- Curriculum documentation</li> <li>- Learning Walks</li> </ul>
<b>KIS 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build the capacity of students to manage their wellbeing and support the wellbeing of their peers.
<b>Actions</b>	<p>Action1 Equip students with the knowledge and practical tools needed to identify and effectively respond to signs of both healthy and unhealthy emotional, physical, and mental well-being.</p> <p>Action 2 Improve communication between the College, parents and students to support student wellbeing.</p>
<b>Outcomes</b>	<p>Students will</p> <ul style="list-style-type: none"> <li>- be able to seek support when needed</li> <li>- use a range of strategies when managing their own wellbeing and when supporting others</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- encourage students to seek support when needed</li> <li>- encourage students to use a range of strategies when managing their own wellbeing and when supporting others</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- facilitate Teen Mental Health First Aid training for students.</li> <li>- encourage students to use the TMHFA training</li> <li>- communicate key aspects of TMHFA to staff</li> </ul>

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- discussions with students</li> <li>- student attendance data</li> <li>- Attitudes to School Survey data</li> <li>- referrals to internal and external wellbeing supports</li> <li>- learning walks</li> </ul>
---------------------------	--