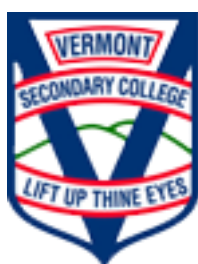


School Strategic Plan 2024-2028

Vermont Secondary College (8420)



Submitted for review by Anthony Jacobs (School Principal) on 11 December, 2024 at 12:28 PM

Endorsed by Eva McMaster (Senior Education Improvement Leader) on 23 January, 2025 at 07:27 PM

Endorsed by Frank Drost (School Council President) on 24 January, 2025 at 10:01 AM

School Strategic Plan - 2024-2028

Vermont Secondary College (8420)

School vision	<p>Our motto, 'Lift up thine eyes' provides the vision of our college community.</p> <p>We aspire to be progressive and optimistic in our endeavours and interactions, constantly open to the improvement of wellbeing, engagement and achievement. Together, we are building the capacity of our community to engage meaningfully and contribute positively in an increasingly complex world.</p> <p>Vermont Secondary College's vision for Learning and Teaching is to create rich and rigorous learning experiences that empower us all to participate with curiosity, purpose and insight.</p> <p>This is achieved through the implementation of the VSC Instructional Model, which underpins our pedagogical practice to guide us in implementing more consistent, high quality, innovative curriculum, assessment, teaching and learning practices with clear expectations for staff, students and parents.</p>
School values	<p>Mission Vermont Secondary College's mission is to draw on the qualities of the young people at the college, providing a curricular and co-curricular program that allows them to flourish in areas of strength and to develop in areas of weakness. We strive to support all students to develop the ability to recognise and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, act creatively, engage fully with learning, contribute to community, develop high expectations for self, and handle challenging situations with resilience and respond effectively.</p> <p>Values Integrity, Respect, Excellence</p>
Context challenges	<p>As an in-demand school we continue to experience significant enrolment pressure and growth in student numbers. This has logistical impacts but also other challenges associated with increased staff and student numbers. The challenges associated with maintaining a sense of connection, agency and cohesion amongst students can be seen in our student data.</p> <p>The move towards the Disability Inclusion model for supporting students represents a significant shift and provides</p>

	<p>challenges associated with meeting the needs of a diverse range of learners. These are not dissimilar to the challenges associated with meeting the needs of highly aspirational families and able students who seek opportunities for growth and extension. Thus, differentiation continues to present as an opportunity for future development.</p> <p>The introduction of the VCEVM has provided an important opportunity for students to access a broader range of senior secondary pathways including VCE and VET options. We continue to refine our approach around student selection and developing programs that meet the needs of students.</p>
<p>Intent, rationale and focus</p>	<p>Our school is aiming to optimise the learning achievement of every student and enhance wellbeing outcomes for all students. This is vital in positioning students for success in life across a broad range of areas.</p> <p>Our priorities are:</p> <ol style="list-style-type: none"> 1. Revision and implementation of the whole-school instructional model (focus on progress and growth vs achievement). This will be informed by the HITS (High Impact Teaching Strategies), HIWS (High Impact Wellbeing Strategies) and VTLM 2.0 (Victorian Teaching and Learning Model). 2. Improved curriculum and assessment practices with a focus on differentiation and feedback. 3. Creation of authentic opportunities for student voice and agency in their learning. 4. Improvements in student wellbeing through the implementation of High Impact Wellbeing Strategies (HIWS) and monitoring of wellbeing programs for fidelity. 5. Implementation of the new Disability Inclusion (DI) model and away from the previous Program for Students with Disabilities (PSD) model.

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Goal 1	Optimise the learning progress and achievement of every student.
Target 1.1	By 2028, maintain a VCE All Study Mean Score and All English Study Mean Score of 32.0 (2023).
Target 1.2	By 2028, increase the completion rate for all VCE/VET from 85% (2023) to 100% and maintain the VCE VM completion rate at 100% (2024).
Target 1.3	By 2028, increase the percentage of students in the NAPLAN Exceeding proficiency: <ul style="list-style-type: none">• Year 9 Reading from 34% (2024) to 40%• Year 9 Numeracy from 20% (2024) to 30%.
Target 1.4	By 2028, increase the percentage of students achieving above expected growth in teacher judgement, against the Victorian Curriculum, for Years 7 and 8 students in Reading from 29% (2024) to 35%.
Target 1.5	By 2028, increase the percentage positive endorsement for the following AtoSS factors: <ul style="list-style-type: none">• Student voice and agency overall from 36% in 2024 to be at or above 45% by 2028.<ul style="list-style-type: none">○ The statement in the student voice and agency measure 'At this school, I help to decide things like class activities or rules' from 19% (2024) to 30%○ The statement in the student voice and agency measure 'I have a say in the things I learn' from 31% to 39%

	<ul style="list-style-type: none"> • Differentiated learning challenge from 55% in 2024 to 63%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Effectively differentiate learning tasks to meet the needs of all students by implementing a whole school approach to evidence-based curriculum and assessment practices.
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	Support consistent, high-quality instructional classroom practices by revising the Vermont Secondary College instructional model in line with the VTLM 2.0.
Key Improvement Strategy 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian	Enhance the development and application of authentic opportunities for student voice and learner agency both within and outside of the classroom.

<p>Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Goal 2</p>	<p>Enhance wellbeing outcomes for all students.</p>
<p>Target 2.1</p>	<p>By 2028, reduce the percentage of equity funded students with 30+ days absence from 27% (2024) to 11%.</p>
<p>Target 2.2</p>	<p>By 2028, increase the percentage positive endorsement to the AtoSS factors:</p> <ul style="list-style-type: none"> • Respect for diversity from 41% (2024) to 51% • Teacher concern from 27% (2024) to 36% • Self-regulation and goal setting from 58% (2024) to 66%.
<p>Target 2.3</p>	<p>By 2028, increase the percentage positive endorsement to the Staff Opinion Survey (SOS) for:</p> <ul style="list-style-type: none"> • Parent and community involvement from 61% in 2024 to 69% • Shielding and buffering from 55% in 2024 to 63% • Instructional Leadership from 63% in 2024 to 71% • Staff psychological safety from 48% in 2023 to 56%.

<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>Implement the High Impact Wellbeing Strategies (HIWS) within the curriculum and embed in all classrooms.</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 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</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>Increase active student engagement and self-regulation through the implementation of the revised instructional model.</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.c</p>	<p>Implement and monitor whole-school and targeted wellbeing programs with fidelity and impact.</p>

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs

Key Improvement Strategy 2.c
Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion