

School Strategic Plan 2023-2027

Thomastown Secondary College (8383)



Submitted for review by Leonie White (School Principal) on 23 May, 2024 at 10:22 PM

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<p>School vision</p>	<p>A College community thrives where there is respect for each individual and a commitment to build trust, promote self-esteem and ignite passion. A genuine sense of community is achieved when every individual feels valued and respected and where the richness of cultural and ethnic diversity is recognised. The College focus is on providing a rich intellectual and social environment to build independence and resilience. The College purpose is to empower students to develop strong social, emotional and academic skills, essential for all citizens in this global world and encourage them to participate in shaping and improving their learning environment.</p>
<p>School values</p>	<p>Our motto “Individual Excellence “ is embedded in our rich learning environment which values and supports diversity, excellence and teamwork. We foster a spirit of mutual respect and support where every student is expected to strive to reach his or her potential. Our strong sense of ownership and pride is reflected in the respect we show each other, our families and our community.</p> <p>At Thomastown</p> <ul style="list-style-type: none"> • We welcome creativity, curiosity and celebrate innovation in a safe and supportive environment • We foster courage in thoughts and in actions • We respect and support different learning styles • We demonstrate enthusiasm for learning in teaching and welcome new challenges and opportunities • We work collaboratively in pursuit of individual excellence for all members of the College community • We interact positively, constructively and respectfully with each other • We support the aspirations of others and accept responsibility for achieving our own individual excellence • We display pride in our school, our heritage and ourselves • We embrace our obligation to contribute positively to the College and the wider community <p>These values form the basis of all interaction between staff, students, parents and the broader community.</p>
<p>Context challenges</p>	<p>Founded on the understanding that effective schools are centered on the individual student as a learner and as a person, the vertically structured curriculum and distinct teaching teams in each of the Year 7-10 mini-schools allow enrichment at all year levels and in all learning areas.. Underpinning this belief is a unique Home Group structure, providing each student with the same teacher-mentor from Year 7 to Year 10. This program supports a dynamic partnership between students, Home Group teacher and parents and provides continuity and effective monitoring of the social, emotional and academic needs of each student. A separate senior mini-school encourages an adult environment. Thomastown Secondary College focus will always be on the individual, providing each with their own mentor and family contact from Years 7-12 and Parental Satisfaction remains above that of the State and increasing a further 3% in 2023</p>

	<p>Key challenges.</p> <p>The key focus will be to challenge all teachers in the FISO areas of</p> <ul style="list-style-type: none"> • Excellence in Teaching and Learning. <ul style="list-style-type: none"> Curriculum Planning and Assessment Building Practice Excellence The routine use of data to inform teaching. Monitoring for continual growth explicit in all lesson planning. <p>There will be specific intervention and professional development in the areas of</p> <ul style="list-style-type: none"> • Teachers will be challenged to use data to support point of need evidence-based teaching and learning and include the outcomes of their formal and informal assessments of growth in reports to parents. • The Thomastown Pedagogical model will be enhanced through input from both teachers and students. • The HITS strategies will be revisited and integrated into curriculum documentation. • Classroom Learning Plans will be reviewed through collaboration between staff and students and be mandatory for all classes • The practice of requesting student feedback will be embedded into all classrooms (every 6-week cycle) on: <ul style="list-style-type: none"> • Level of understanding of curriculum • Areas requiring further support and clarification. • Professional Leadership will be an expectation of all staff
<p>Intent, rationale and focus</p>	<p>In our vision statement we acknowledge that a genuine sense of community is achieved when every individual feels valued and respected and where the richness of cultural and ethnic diversity is recognised. The data clearly demonstrates that student engagement and love of learning is not at the levels we have grown to expect. Although extensive resourcing has taken place and many strategies and funding has been provided to make sure all students have the means to access basic requirements such as uniform, classroom materials and adequate food, many families are still experiencing heightened pressure around secure housing, employment and transport costs. The move to digital textbooks has possibly created greater barriers because students enter the college with language and mathematical skill levels below their cohort benchmarks. We have a history of strong student participation and leadership and we have staff who are skilled in leading others to facilitate this across the College. Student voice must return to all aspects of our planning, delivery and assessment if students are to experience ownership of their learning. The college has just appoint 4 additional Assistant Principals to lead this work. This is a significant investment but until students are working in partnership with teachers our goals will not be achieved.</p>

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Goal 1	Enhance student engagement and agency.
Target 1.1	<p>By 2027 increase the per cent of positive endorsement in the Attitudes of Students to School survey for the measures:</p> <ul style="list-style-type: none">• Advocate at school from 54% in 2023 to 70% .• Student voice and agency from the 2023 benchmark of 60%.• Sense of connectedness from the 2023 benchmark of 33% to 55%.• Stimulating Learning from the 2023 benchmark of 41% to 60%
Target 1.2	<p>By 2027, increase the percentage positive endorsement in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none">• Positive transitions from 61% (2023) to 67%• Student connectedness from 73% to 80%
Target 1.3	<p>Increase the per cent of students achieving similar growth to that of like schools by 2027:</p> <ul style="list-style-type: none">• Yr.7-Yr.9 growth to be equal or greater than similar schools in Mathematics (Number and Algebra) from the 2023 benchmark of 54% to 64%• Yr.7-Yr.9 growth to be equal or greater than similar schools in Writing from the 2023 benchmark of 61% to 72%

<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>	<p>Embed whole school approaches to strengthen student voice and agency</p>
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.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 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>	<p>Embed a collaborative staff/student approach to improving attendance.</p>
<p>Key Improvement Strategy 1.b 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 Activation of student voice and agency, including in leadership and learning, to</p>	

strengthen students' participation and engagement in school	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Improve students' ability to be motivated, effective and self-directed learners.
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Goal 2	Optimise student learning outcomes.
Target 2.1	NAPLAN – Placeholder target.
Target 2.2	Teacher Judgment growth. Increase the percent of students achieving at or above the expected growth in 12 months in English and Maths measures for students in years 7 to 10 to 90 per cent by 2027.
Target 2.3	VCE positive pathways Increase the percent of VCE students achieving positive pathways to 100% by 2027.

<p>Target 2.4</p>	<p>Increase the per cent of positive endorsement in the Attitudes of Students to School survey for the measures:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from the 2023 benchmark of 52% to 63% by 2027. • Self-regulation and goal setting from the 2023 benchmark of 61% to 70% by 2027.
<p>Target 2.5</p>	<p>Increase the per cent of positive endorsement in the School Staff survey for the measures:</p> <ul style="list-style-type: none"> • Teacher collaboration from the 2023 benchmark of 44% to 60% by 2027. • Collective efficacy from the 2023 benchmark of 49% to 59% by 2027. • Instructional leadership from the 2023 benchmark of 46% target 65% by 2027.
<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>Embed a professional learning culture that incorporate cycles of inquiry and strengthens quality practice through detailed planning and monitoring across the college.</p>
<p>Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	

<p>positive, safe and orderly learning environment</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>Build middle leaders capacity in instructional leadership and embed HITS consistently across the college.</p>
<p>Key Improvement Strategy 2.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>	
<p>Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum</p>	<p>Build teacher capacity to use a range of assessment strategies and feedback to design differentiated instruction that supports, challenges and extends every student.</p>

and senior secondary pathways, incorporating extra-curricula programs	
Goal 3	Optimise student wellbeing.
Target 3.1	<p>Increase the per cent of positive endorsement in the Attitudes of Students to School survey for the measures:</p> <ul style="list-style-type: none"> • Teacher concern from the 2023 benchmark of 31% to 35% by 2027. • Managing bullying from the 2023 benchmark of 31% to 42% by 2027. • Respect for diversity from the 2023 benchmark of 31% to 40% by 2027. • Effective classroom behaviour from the 2023 benchmark of 47% to 52% by 2027.
Target 3.2	By 2027, decrease the average number of absence days per student from 37.3 average days (2023) to 29 days per student in 2027
Target 3.3	Increase per cent of student with less than 20 days absence from the 2023 benchmark of 49% to 55% by 2027.
<p>Key Improvement Strategy 3.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>	Strengthen wellbeing systems of support that enhance wellbeing and engagement.
<p>Key Improvement Strategy 3.a Systematic use of assessment strategies and measurement practices to obtain and</p>	

<p>provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 3.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 3.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Develop the capacity of all staff to implement learning and wellbeing adjustments for each student at their point of need.</p>
<p>Key Improvement Strategy 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	

<p>Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Rebuild community links and further develop the college involvement in community sponsored programs.</p>
<p>Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 3.c 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>	