

School Strategic Plan 2023-2027

Horsham College (8818)



Submitted for review by Megan Woolford (School Principal) on 01 December, 2023 at 12:45 PM

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Endorsed by Brett Thompson (School Council President) on 26 February, 2024 at 05:11 PM

School Strategic Plan - 2023-2027

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School vision	Vision Statement - We seize opportunities for a better future. Mission Statement - Our school community values unique individuals and empowers them to achieve their potential.
School values	Values - Character, Care, Collaboration and Commitment Character •Stay calm and consistent •Be confident and open minded •Acknowledge and learn from mistakes •Enjoy our successes Care •Build and maintain positive relationships •Act with respect and empathy •Show gratitude •Demonstrate kindness and concern for others Collaboration •Give and receive constructive feedback •Value all input and ideas •Share the load •Ask for help Commitment •Act in the best interests of the school community •Continually learn and improve •Expect high standards of self and each other •Meet responsibilities and embrace opportunities

<p>Context challenges</p>	<p>Horsham College has a student population of approximately 1030 students, with approximately 4% being Aboriginal and or Torres Straight Islander, 5% with EAL background, 24 students in Out of Home Care and 33 students with PSD funding. It is the only government secondary school provider servicing the City of Horsham and immediate surrounding rural area. 35% of students travel by bus from surrounding areas and approximately 30% of students receive the equity funding. Our College is located on 14.74 hectares with alternative pathway programs known as McKenzie Creek which caters for students in Years 7-9 and a differentiated VCE VM program and Young parents delivered from the Dimboola Road side of our main campus. The College has invested heavily in improving its facilities with refurbished technology rooms, increased art learning spaces and a permanent home for the Music learning area developed. The College continues to build its reputation for high quality teaching and a strong breadth and depth of learning programs, catering for our students' varied needs and providing multiple pathway options. We are recognized for the range of extracurricular activities that our students can access including Academy AFL and Basketball programs, bands, public speaking, dance, singing, drama programs and homework clubs for English and Maths. The College is recognised for the range of programs offered within the timetable, including: Select Entry Accelerated Learning Program (SEALP), an elective based program for Years 9 and 10, acceleration options for high achieving students into a VCE subject and structured literacy intervention classes.</p> <p>The College's key challenges are:</p> <ul style="list-style-type: none"> - Improving student achievement in Literacy and Numeracy in particular in NAPLAN & VCE data - Improving the teaching and learning program to provide stimulated learning and learning challenge for all students - Improving instructional leadership through professional learning - Improving attendance and exit destinations
<p>Intent, rationale and focus</p>	<p>The School Review Panel recommended the following key directions for the next School Strategic Plan to address the contextual challenges.</p> <ul style="list-style-type: none"> - Improve student achievement in Literacy and Numeracy by developing and embedding structures and processes that support teacher collaboration and refining and embedding the school's instructional model across all areas of the curriculum. - Increase the active participation of all students in their learning and wellbeing by strengthening teacher knowledge and practice to activate student voice and agency so student can act as partners in improving outcomes and embedding a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes. <p>Year 1</p> <ul style="list-style-type: none"> • Develop a long term whole school plan for Literacy and Numeracy, which is reviewed annually using whole of school data • Develop long term whole school plan for enhancing for student voice • Develop long term whole school plan for enhancing for student agency • Ongoing review to implement the teaching model with expectations for both students and staff • Create clear leadership structure for managing disability and inclusion in the College • Review current practices and look to fully implement revised model of peer observation and learning walks • Continue implementing PLCs

	<p>Year 2</p> <ul style="list-style-type: none">• Strategic implementation of student agency and student voice throughout the college• Continue implementing PLCs• Continue reviewing and embedding of Literacy and Numeracy• Embedding of peer observation and learning walks & LEARN model• Implement disability and inclusion Tier 2• Whole school professional development plan based on data provided through PIVOT using student voice• Implement 360° feedback processes for all SIT and Learning Area Heads <p>Year 3</p> <ul style="list-style-type: none">• Review and embed work from Year 2 <p>Year 4 Review</p>
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Goal 1	Improve student achievement in Literacy and Numeracy
Target 1.1	NAPLAN: To be determined once more information to schools has been provided for Year 9.
Target 1.2	VCE By 2027, increase: <ul style="list-style-type: none">• Mean study score for English from 32.7 (2022) to 34 or above• Mean study score for General Maths from 31.9 (2022) to 33 or above• All study mean score from 31.6 (2022) to 33 or above
Target 1.3	By 2027, increase the percentage of positive endorsement for the following factors in the student Attitudes to School Survey (AtoSS): <ul style="list-style-type: none">• Stimulated Learning from 59% (2022) to 65%• Differentiated Learning Challenge from 63% (2022) to 70%
Target 1.4	By 2027, increase the overall percentage of positive endorsement for the School Climate module in the School Staff Survey (SSS) from 68% (2023) to 75%.

Target 1.5	By 2027, increase the percentage of positive endorsement in the School Staff Survey (SSS) for the factor Instructional Leadership from 67% (2023) to 75%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed structures and processes that support teacher collaboration
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	Refine and embed the school's instructional model across all areas of the curriculum
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	Increase the active participation of all students in their learning and wellbeing.
Target 2.1	By 2027, improve Year 10–12 positive exit destinations from 87.2% (2022) to 90%
Target 2.2	<p>By 2027, increase the percentage of positive endorsement for the following factors in the student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Sense of Connectedness from 53% (2022) to 63%

	<ul style="list-style-type: none"> • Self-regulation and Goal Setting from 56% (2022) to 65% • Student Voice and Agency from 50% (2022) to 60% • Sense of Confidence from 60% (2022) to 65%
Target 2.3	By 2027, increase the overall percentage of positive endorsement for the School Staff Survey module Professional Learning from 57% (2022) to 70%.
Target 2.4	By 2027, reduce the percentage of: <ul style="list-style-type: none"> • Overall student 20+ absent days from 46% (2022) to 30% • Aboriginal and Torres Strait Islander student 20+ absent days from 49% (2022) to 35%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen teacher knowledge and practice to activate student voice and agency so student can act as partners in improving outcomes.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.