

School Strategic Plan 2022-2026

Korumburra Secondary College (7960)



Submitted for review by Vaya Dauphin (School Principal) on 25 November, 2022 at 01:36 PM
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Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

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School vision	Korumburra Secondary College seeks to develop lifelong learners who are respectful, resilient, strive for excellence and are productive members of their community.
School values	Korumburra Secondary College places the students at the center of decision making and considers the best outcome for the community of Korumburra and its surrounds. We expect our teachers and staff to be kind, compassionate, professional and act with integrity in all matters. Within our community, we place the highest emphasis on 'aiming high' but also doing what is kind, what is right, and what is best.
Context challenges	The school's key challenge remains to elevate student outcomes/success in literacy and numeracy. On average, our students start secondary college in the 50% - creating a sense of urgency for us to maximise the learning of all students in all subjects, particularly prior to students accessing post secondary pathways. We are a relatively small staff and this means that we often have to multi-task with staff taking on a number of roles in the College. We are known and respected for our 'Signature Programs' which cater for specific groups of students, from low to high ability, from motivated, self directed learners, to students who are disengaged. Moving forward to have a plan to spread the best practice from these programs into all our classes.
Intent, rationale and focus	Our school is trying to achieve the highest possible outcomes for all our students. We see strong partnerships between staff and students, and our community, as being the cornerstone of learning. We are seeking to develop student metacognition so that students are able to participate, reflect, lead, and direct their own learning. We are developing into an exemplary professional learning community which uses data to identify and reflect on our practices and student outcomes. Our organization seeks to constantly improve. We believe that the best schools are ones where staff and student wellbeing is forefront, and where there are structures and processes in place to support exemplary teaching and learning. Over the next four years, we will be prioritizing the development of structures to support staff coaching and peer observation, student metacognition through the use of student voice, and the wellbeing of our community.

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Goal 1	To optimise literacy and numeracy outcomes for all students.
Target 1.1	By 2026, the two-year average percentage of Year 9 students demonstrating above benchmark growth in NAPLAN Numeracy will increase from 16% (2019-21) to 25% (average 2024-25).
Target 1.2	By 2026, the two-year average percentage of Year 9 students demonstrating above benchmark growth in NAPLAN Writing will increase from 15% (2019-2021) to 20% (average 2024-25).
Target 1.3	By 2026, the two-year average percentage of Year 9 students demonstrating above benchmark growth in NAPLAN Reading will increase from 26% (2019-2021) to 30% (average 2024-25).
Target 1.4	By 2026 to increase the percentage of studies at or above the predicted score on VASS Report 10 from 50% (2020) to 70%. (? in 2021, 50% in 2020)
Target 1.5	By 2026 to increase the percentage of positive endorsement for the Stimulated Learning in the Effective teaching practice for cognitive engagement module on the Attitudes to School Survey from 54% (2021) to 60%.

Target 1.6	By 2026 to increase the percentage of positive endorsement for the Motivation and interest factor in the Learner characteristics and disposition module on the Attitudes to School Survey from 50% (2021) to 70%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Utilise the Professional Learning Communities model within domain structures to further develop teacher knowledge and instructional practice to differentiate student learning at their point of need.
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	To improve teacher data literacy and rigorous collaborative practices to plan, measure and evaluate the impact of teaching and learning.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To establish and implement a whole school process for peer-to-peer feedback within a coaching model.
Goal 2	To empower students to have greater agency in their learning.
Target 2.1	By 2026 to increase the percentage of positive endorsement for the Student Voice and Agency factor in the Social engagement module on the Student Attitudes to School Survey from 41 % (2021) to 50%.

Target 2.2	<p>By 2026 to increase the percentage of positive endorsement for the Plan differentiated learning activities Practice factor in the Teaching and learning planning module on the School Staff Survey from 52% (2021) to 60%.</p>
Target 2.3	<p>By 2026 to increase the percentage of positive endorsement for the Student motivation and support factor in the Student development module on the Parent Opinion Survey from 70 % (2021) to 75%.</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>Identify and incorporate within all classes, the good practice in the school's signature programs to further build teacher knowledge, understanding and skills relating to student agency across the whole school.</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>To develop and embed a whole school approach to goal setting and feedback within each classroom. (student to teacher, teacher to student, student to student)</p>
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>To provide and refine ongoing opportunities for reflection, metacognition, and celebration of student learning.</p>
Goal 3	<p>To enhance and strengthen student wellbeing capabilities.</p>

Target 3.1	By 2026 to increase the percentage of positive endorsement for the Sense of connectedness factor in the Social engagement module in the Student Attitudes to School Survey from 47% (2021) to 55%.
Target 3.2	By 2026 to increase the percentage of positive endorsement for the Differentiated learning challenge factor in the Effective teaching practice for cognitive engagement domain in the Student Attitudes to School Survey from 54% (2022) to 60%.
Target 3.3	By 2026 to increase the percentage of positive endorsement for the Emotional awareness and regulation factor in the Emotional and relational engagement domain in the Student Attitudes to School Survey from 61% (2022) to 66%.
Key Improvement Strategy 3.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to make the necessary adjustments for students within the disabilities and inclusion framework.
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Partner with families and the wider community to support the implementation of Respectful Relationships.

