

School Strategic Plan 2022-2026

Euroa Secondary College (7820)



Submitted for review by Leanne Winfield (School Principal) on 14 July, 2022 at 12:48 PM

Endorsed by Trent McCrae (Senior Education Improvement Leader) on 28 October, 2022 at 08:30 AM

Endorsed by Tim Bickerton (School Council President) on 15 May, 2023 at 07:35 AM

School Strategic Plan - 2022-2026

Euroa Secondary College (7820)

School vision	<p>Euroa Secondary College is a special place where we exemplify a school for our community, “A united community where everybody has responsibility in preparing youth for their future.” Being the only State Secondary College in the Strathbogie Shire, we understand the importance of providing a high-quality education which caters to our students’ needs. This includes providing diverse opportunities during our students’ secondary education journey and ensuring they achieve their personal excellence.</p> <p>Euroa Secondary College strives to deliver excellence in education. Our staff are engaged in Professional Learning in research based approaches to apply in their classrooms. The staff are building consistency in practice across every classroom to ensure all students have a similar learning experience supplemented with authentic assessments which celebrates students’ achievement.</p> <p>We set high expectations for our students’ learning in a supportive/caring environment with a focus on the social and emotional health and well-being of our students. Our emphasis on the benefits of positive psychology is complimented by the work over the last few years in implementation of a School Wide Positive Behaviour Support (SWPBS) program.</p> <p>As a Strength Base School, we work together with our community in celebrating individual strengths of the students with our families. Our aim is for our students to be literate, numerate and curious. We endeavour to ensure our students are prepared for the technologically rich world and they are equipped with 21st century skills including collaboration, creativity, communication and critical thinking.</p> <p>This is enacted through the use of a range of evidence based pedagogies and curriculum used by teachers in the classroom. Formative and summative assessment and feedback are provided to students, centred around their learning to set goals for future growth.</p>
School values	<p>Our core values are:</p> <ul style="list-style-type: none">• Challenge: Striving to do the very best individually and collectively.• Empowerment: Developing the knowledge and skills to make responsible and sound decisions as an individual or as a team member and having the discipline and courage to take the necessary action.• Resilience: Persisting with the task, re-evaluating strategies and making progress.• Respect: Respecting the rights and contribution of every individual and acknowledging responsibilities to support one another.

	<p>Our programs and practices are designed to reflect these values.</p> <p>We are a school where relationships are highly valued, allowing all to feel engaged and connected as a community of learners. Restorative practices are used to acknowledge conflict and to repair relationships. We are a community committed to respectful relationships that achieve successful outcomes for all students in a safe, challenged and supportive school culture. Euroa Secondary College is a thriving, well-resourced school, proudly supported by its local community providing excellence in education.</p> <p>Euroa Secondary College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. We are a child safe school, our college takes a preventative, proactive and participatory approach to Child Safety to ensure the safety of students is promoted, child abuse is prevented and allegations of child abuse are responded to as required by mandatory reporting.</p> <p>Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. The programs and teaching at Euroa Secondary College support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none"> • elected government • the rule of law • equal rights for all before the law • freedom of religion • freedom of speech and association • the values of openness and tolerance
<p>Context challenges</p>	<p>Euroa Secondary College is the only state secondary school in the Shire of Strathbogie, located 90 minutes North of Melbourne on the Hume Highway. Our students are drawn from Euroa itself, the surrounding townships of Nagambie, Avenal, Violet Town, Longwood, Strathbogie and shire farming communities. In 2022 we have an enrolment of approximately 320 students. Students come from a range of socio-economic backgrounds and have diverse post secondary schooling destinations. The College strives to provide programs that are innovative, challenging and relevant to the needs of our students and be active members of the Strathbogie Shire community.</p> <p>The College faces challenges through the next strategic plan. Small cohorts at the senior end of the school create timetabling issues and restrict subject offerings for students. This also limits opportunities for moderation within subjects. As the only school in the Strathbogie Shire, the college must continually work to provide a diverse and engaging curriculum for all our students to ensure it caters for diverse pathways and becomes the school of choice within the Strathbogie Shire.</p> <p>Attendance continues to be an obstacle although recent changes to follow up procedures and improved communication with parents</p>

	<p>have shown an improvement in the data. Developing and maintaining a culture of high expectations with regards to academic rigor and achievement, student attendance, completion of work and self-management continues to remain a priority. The school's NAPLAN data identified a high proportion of students in the middle bands in reading, writing and numeracy not growing to their full potential. A focus is needed towards building workforce capabilities in instructional practice and further development of Middle Leaders through coaching, mentoring and professional development.</p>
<p>Intent, rationale and focus</p>	<p>Our key challenges are to ensure that we have strategies in place to create more consistent growth in learning that is not cohort dependent.</p> <p>In our Self Evaluation and through the School Review we found that we need to further develop our responsive practices and differentiated curriculum programs through embedding curriculum, assessment and pedagogy and to further develop student voice and agency by empowering students to be engaged learners and leaders in their academic, vocational and capability learning. We will be prioritising the implementation of PLCs, including the further development of Professional Learning in the use of the improvement cycle, the use of data to identify a problem of practice, the process of teachers sourcing Professional Learning based on their needs. Further development of Middle Leaders leadership capacity and their ability to plan and implement improvement strategies through coaching, mentoring and professional development will be priority work.</p>

School Strategic Plan - 2022-2026

Euroa Secondary College (7820)

Goal 1	Improve learning outcomes through responsive practices and differentiated curriculum programs.
Target 1.1	By 2026, increase the proportion of Year 9 students making and above NAPLAN benchmark growth in: <ul style="list-style-type: none">• Reading from 72.4 per cent in 2021 to 80 per cent• Writing from 71.2 per cent in 2021 to 80 per cent• Numeracy from 77.8 per cent in 2021 to 80 per cent
Target 1.2	By 2026, increase the proportion of Year 9 students making at and above the expected level in NAPLAN for: <ul style="list-style-type: none">• Reading from 57 per cent in 2021 to 70 per cent• Writing from 40 per cent in 2021 to 70 per cent• Numeracy from 69 per cent in 2021 to 80 per cent
Target 1.3	By 2026, increase the proportion of Year 9 students maintained in the top two bands in NAPLAN for: <ul style="list-style-type: none">• Reading from 40 per cent in 2021 to 75 per cent• Writing from 25 per cent in 2021 to 75 per cent• Numeracy from 14 per cent in 2021 to 75 per cent
Target 1.4	By 2026, increase the VCE mean study score for the following subject areas:

	<ul style="list-style-type: none"> • In English from 24.86 in 2021 to 28 • In Further Maths from 24.62 in 2021 to 28 • All study score from 25.03 in 2021 to 28
Target 1.5	<p>By 2026, increase the per cent of positive endorsement on the following AToSS factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 52 per cent in 2021 to 60 per cent • Differentiated learning challenge from 61 per cent in 2021 to 70 per cent
Target 1.6	<p>By 2026, increase the percentage positive endorsement on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Teacher collaboration from 29 per cent in 2021 to 50 per cent • Collective efficacy from 46 per cent in 2021 to 54 per cent • Academic emphasis from 25 per cent in 2021 to 33 per cent • Monitoring effectiveness of using data from 45 per cent in 2021 to 55 per cent
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen effective teacher collaboration including in the integration of assessment, curriculum and pedagogy.
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a	Increase the capacity of the senior leadership team and mid-level leadership in the areas of instructional practice, data literacy and the implementation of PLCs.

positive, safe and orderly learning environment	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and embed a teaching and learning program and pathways that reflect the needs of students, including the critical and creative, personal and social, ethical and intercultural and wellbeing capabilities.
Goal 2	Empower students to be engaged learners and leaders in their academic, vocational and capability learning.
Target 2.1	By 2026, increase the percentage of students with less than 20 days absent per year from 59 per cent in 2021 to 75 per cent
Target 2.2	<p>By 2026, increase the percentage positive endorsement for the following AToSS factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 39 per cent in 2021 to 47 per cent • School connectedness from 48 per cent in 2021 to 56 per cent • Respect for diversity from 42 per cent in 2021 to 50 per cent
Target 2.3	<p>By 2026, increase the percentage positive endorsement on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Use of student feedback to inform teaching practice from 27 per cent in 2021 to 50 per cent • Trust in students and parents from 43 per cent in 2021 to 50 per cent

<p>Target 2.4</p>	<p>Increase students' social and emotional wellbeing as measured by the per cent of students at or above the expected level in the Personal and Social capability of the Victorian Curriculum from 2022 benchmark to XX** per cent by 2025.</p> <p>**TBC after benchmark established.</p>
<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>Strengthen student agency including the role of student leaders in the school.</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>Further develop the pastoral care program and elevate the wellbeing and personal and social capabilities curriculum.</p>
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further engage students, families and the wider local community in the life of the school and strengthen communication.</p>