School Strategic Plan 2025-2029

Patterson River Secondary College (8725)

Submitted for review by Adam Slater (School Principal) on 07 August, 2025 at 03:36 PM
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Endorsed by Nicole Eveston (School Council President) on 09 May, 2025 at 04:06 PM

School Strategic Plan - 2025-2029

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School vision	To provide a supportive and productive learning community where students are challenged by high expectations to achieve their personal best.
School values	Persistence At Patterson River Secondary College we persist. This means we face challenges head on because we see them as opportunities for learning. Excellence At Patterson River Secondary College we achieve excellence. This means we deliver our personal best in all settings, reaching high expectations and attaining great outcomes. Community At Patterson River Secondary College we are community minded. This means we are willing to contribute and represent our College community in an inclusive, constructive and connected learning environment. Respect At Patterson River Secondary College we are respectful. This means we are considerate and appreciative of all members of our school community, environment and opportunities.
Context challenges	The school review panel has recommended the following areas of focus be prioritised in the next School Strategic Plan: • learning growth in literacy and numeracy • student voice and agency in learning and wellbeing • differentiation • attendance
Intent, rationale and focus	The College has set three goals to work towards over the next four years: 1. Maximise learning growth for all students 2. Optimise student engagement and agency in learning 3. Empower students to be actively engaged with and connected to their wellbeing and community For Goal 1, Maximise learning growth for all students, analysis of the school's NAPLAN data in Reading and Numeracy placed the school in the medium performance group. The percentage of students with high or medium relative growth NAPLAN (Year 7 to 9) in Reading was similar to similar schools, and in Numeracy was well below similar schools. Class observations revealed that teacher practice required strengthening. Positive endorsement of the AToSS (Years 7 - 12) factor Student voice and agency had decreased. It has therefore been determined there should be a focus on improving learning growth. The first KIS will focus on enhancing teacher capacity to improve student learning outcomes. The second KIS will focus on implementing evidence-based teaching and learning practices. This work will be led by the Assistant Principal responsible for Curriculum Operations over the next 4 years. For Goal 2, Optimise student engagement and agency in learning, analysis of the school's AToSS (Years 7-12) wellbeing measures and attendance data placed the

school in the medium performance group. Positive endorsement of the AToSS factors Effective teaching time, Stimulated learning and Student voice and agency had decreased. The SSS factor Use student feedback to improve practice had decreased. Fieldwork revealed a lack of goal setting practices. It has been determined there should be a focus on enhancing student engagement and agency in learning. The first KIS will focus on enhancing teacher capacity to design instruction to foster student engagement and agency. The second KIS will focus on creating a culture of feedback to drive high expectations across the College. This work will be led by the Assistant Principal responsible for Student Operations over the next 4 years.

For Goal 3, Empower students to be actively engaged with and connected to their wellbeing and community, analysis of the school's AToSS (Years 7-12) wellbeing measures and attendance data placed the school in the medium performance group. Positive endorsement of the AToSS factors Managing bullying, Sense of connectedness and Respect for diversity had decreased. Over the next four years there should be a focus on student wellbeing and community connectedness. The first KIS will focus on Implementing and embedding a whole school approach to wellbeing. The second KIS will focus on building teacher capacity for creating and maintaining positive relationships, and an environment for learning and student connectedness to school. This work will be led by the Assistant Principal responsible for School Operations throughout the next 4 years.

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Goal 1: Maximise learning growth for all students

Target 1.1
By 2029, increase the 2025 percentage of Year 9 students demonstrating NAPLAN high relative growth:
- Reading from 21% to 25%
- Numeracy from 18% to 25%
- Writing from 18% to 25%

Target 1.2
By 2029, increase the 2024 percentage of Year 9 students achieving the NAPLAN Exceeding proficiency level:
- Reading from 15% to 20%
- Numeracy from 4% to 12%
- Writing from 9% to 15%

Target 1.3
By 2029, increase the percentage of Year 7 to 10 students At or Above age expected growth (Teacher Judgement, growth time-series, Victorian Curriculum)
- Reading from 55% (2024) to 61%
- *Mathematics 2.0 from xx% (202x) to xx%

*Placeholder target to be confirmed when data available (anticipated 2026)

Target 1.4
By 2029, increase the 2024 mean VCE English Study score from 23.7 to 28

Target 1.5
By 2029, increase the 2024 median VCE Study Score from 27 to 29

Key Improvement Strategies

Key Improvement Strategy	
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	Enhance teacher capacity to improve student learning outcomes
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement evidence based-whole school teaching and learning practices with consistency and fidelity
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	

Goal 2: Optimise student engagement and agency in learning

Target 2.1
By 2029, decrease the 2024 percentage of Year 7 to 12 students with 20 or more absence days from 50% to 44%

Target 2.2
By 2029, increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AToSS)
- Sense of confidence from 57% to 60%
- Self-regulation and goal setting from 54% to 60%
- Stimulated learning from 51% to 55%

Target 2.3
By 2029, increase the 2024 percentage positive endorsement on the student AToSS:
- Effective teaching time from 59% to 65%

Key Improvement Strategies

Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance teacher capacity to design instruction to foster student engagement and agency
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	Create a culture of feedback to drive high expectations across the College
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	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Goal 3: Empower students to be actively engaged with and connected to their wellbeing and community

Target 3.1
By 2029, increase positive endorsement of the AToSS factor Sense of connectedness from 49% (2024) to 52%

Target 3.2
By 2029, increase positive endorsement of the AToSS School safety factors:
- Advocate at school from 66% (2024) to 70%
- Managing bullying from 47% (2024) to 52%
- Respect for diversity from 40% (2024) to 44%

Target 3.3
By 2029, increase the percentage of students with low resilience from 28% (2024) to 25%

Target 3.4
By 2029, increase the percentage of students with positive emotional awareness and regulation from 64% (2024) to 66%

Key Improvement Strategies

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 **Key Improvement Strategy 3.a** Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Implement and embed a whole-school approach to wellbeing
Key Improvement Strategy 3.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 **Key Improvement Strategy 3.b** Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build teacher capacity for creating and maintaining positive relationships, and an environment for learning and student connectedness to school