College Strategic Plan
2014 -2017

| Endorsement by School Principal | SIGNED…………………………………………………………
|--------------------------------|-------------------------------------------------------------------------------------------------------------|
|                                 | NAME…………………………………………………………………………………………………………………………
|                                 | DATE…………………………………………………………

| Endorsement by School Council  | SIGNED…………………………………………………………
|--------------------------------|-------------------------------------------------------------------------------------------------------------|
|                                 | NAME…………………………………………………………………………………………………………………………
|                                 | DATE…………………………………………………………

School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

| Endorsement by Regional Director (or nominee) | SIGNED…………………………………………………………
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|                                               | NAME…………………………………………………………………………………………………………………………
|                                               | DATE…………………………………………………………
## SCHOOL PROFILE

### PURPOSE

Hume Central Secondary College is a culturally rich and diverse learning community that is committed to educational excellence. The school’s vision is to foster in students a love of learning, while equipping them with the skills, qualifications and personal attributes they need for a purposeful and fulfilling life beyond school. This vision is encapsulated in the College mantra: “two years of learning in one for all our students”, which symbolises the relentless focus of the entire College community on raising student achievement levels.

### VALUES

Our guiding values are reflected in the College logo:

- **Diversity**
  Recognising the diverse backgrounds, cultures, talents and aspirations of our students and providing rich learning opportunities for all

- **Achievement**
  Supporting all our students to achieve their personal best
  Believing all our students can learn and achieve

- **Success**
  Developing the knowledge, skills and personal attributes that will enable our students to lead successful lives beyond school

### ENVIRONMENTAL CONTEXT

Situated in the north-western suburbs of Melbourne, Hume Central Secondary College reflects the multicultural diversity of the local and wider Australian community. The College comprises two Year 7-9 junior campuses at Dimboola Road and Blair Street, and a Year 10-12 senior campus at Town Park. The Blair Street campus also includes an English Language Centre which caters for Years 7-10 students who have recently arrived in Australia. Each campus comprises new facilities with flexible learning spaces, and every student has a 1-1 learning device. In 2013, the College has a total of 1,119 students and an average SFO of 0.8493.
**STRATEGIC INTENT: STUDENT LEARNING**

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<thead>
<tr>
<th>Goal</th>
<th>Target</th>
<th>Key Improvement strategies</th>
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| To improve student achievement in all Learning Areas across Years 7-12, with a particular focus on:  
- Literacy  
- Numeracy  
- VCE |  
**To improve literacy outcomes, as indicated by:**  
- Year 9 NAPLAN mean for reading and writing to be at or above the state mean  
- The percentage of Year 9 students assessed as performing in the top two bands for NAPLAN writing to increase from 14.8% to 25%.  
- The percentage of Year 9 students assessed as performing in the top two bands for NAPLAN reading to increase from 5.6% to 15%.  
- Annual On Demand mean for reading comprehension for each cohort 7-10 to be equivalent to 2 years growth (excluding students already performing at or above expected standard)  
- School mean for teacher AUSVELS judgments in English (Reading, Writing, Speaking and Listening) to match the state mean | Improve teacher effectiveness through:  
- Staged sequence of professional development around elements of the College Explicit Instruction Model linked to evidence-based theories of action for effective teaching and learning (e.g. narrative and pace, use of learning goals and success criteria, higher order questioning, effective feedback, formative assessment, cooperative grouping, use of EAL strategies, and explicit teaching of academic vocabulary and the High Reliability Literacy Teaching Procedures)  
- Ongoing implementation, review and refinement of the College peer coaching program  
- Continued use of Teaching and Learning Coaches to build teacher capacity in raising student achievement levels |
|  | **To improve numeracy outcomes, as indicated by:**  
- Year 9 NAPLAN mean for numeracy to be at the state mean  
- The percentage of Year 9 students assessed as performing above the national minimum standard in NAPLAN numeracy to increase from 53.1% to 75%  
- The percentage of Year 9 students assessed as performing in the top two bands for NAPLAN numeracy to increase from 3.2% to 10%.  
- Annual On Demand mean for numeracy for each cohort 7-10 to be equivalent to 2 years growth (excluding students already performing at or above expected standard)  
- School mean for teacher AUSVELS judgments in Mathematics to match the state mean | Audit and review the College “guaranteed and viable” curriculum including Common Assessment Tasks, rubrics and exams to ensure alignment with AUSVELS and appropriate backwards mapping of content and skill development required for VCE success |
|  | **To improve student achievement across all Learning Areas, as indicated by:**  
- Average percentage number of students awarded a “Non-Satisfactory” for a subject at the end of each semester to decrease from 13% (Semester 1, 2012) to 5% (Semester 1, 2017)  
- Average percentage CAT score across subject areas to increase from 59% (Semester 1, 2012) to 70% (Semester 1, 2017)  | Review and refine moderation practice across Curriculum Design Teams at the College to ensure that it leads to:  
- Development of a common understanding amongst teachers as to what constitutes high quality student performance at each standard/year level  
- Improved accuracy of and consistency in teacher judgments (on both student CAT performance as well as against AUSVELS)  
- Use of evidence of student achievement to set and review goals and plan/share strategies for raising student achievement |
|  | **To improve student performance in VCE, VET and VCAL as indicated by:**  
- All studies mean Year 12 study score to increase from 24 to 30 (state average)  
- For 40+ scores to be at least 10%  
- VET Units of Competency with a satisfactory result to increase from 98% to 100%  
- VCAL unit completions to increase from 92.7% to 100% | Review and refinement of the Years 7-9 Mathematics/Numeracy program |
|  | **To improve student perceptions of the effectiveness of teaching and learning at the College, as indicated by:**  
- School mean for School Connectedness Years 7-12 to increase from 3.59 (50th percentile) to 3.76 (75th percentile) (Student Attitudes to School: SAS)  
- School mean for Learning Confidence Years 7-12 to increase from 3.67 (25th percentile) to 3.74 (50th percentile) (SAS)  
- School mean for Stimulating Learning Years 7-12 to increase from 3.16 (50th percentile) to 3.33 (75th percentile) (SAS)  
- School mean for Teacher Effectiveness Years 7-12 to increase from 3.59 (25th percentile) to 3.65 (50th percentile) (SAS) | Develop teacher capacity to incorporate eLearning pedagogies and approaches into their teaching practice in ways which engage students and which allow them to use netbooks and related digital technology to achieve and demonstrate learning outcomes. |
|  |  | Ongoing implementation, review and refinement of the College “Academic Challenge and Excellence” initiative in order to attract and retain high-performing students at the College and provide them with a structured and rigorous program which challenges and extends their abilities in the areas of English, Mathematics, Humanities and Science. |
# STRATEGIC INTENT: STUDENT ENGAGEMENT AND WELLBEING

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| To improve student wellbeing and engagement with learning | monthly events led by Student Leaders to promote wellbeing and contribute positively to the community  
90%+ participation in extra curricula, i.e. incursions, excursions, camps  
90%+ student and parent attendance at Parent Teacher Student Conversations and other College events  
Staff opinion data to show whole school mean/factor score for:  
- Student behaviour (classroom) to increase from 34.4 (20th percentile) to 50 (50th percentile)  
- Student behaviour (school) to increase from 41.1 (20th percentile) to 62 (50th percentile)  
- Student behaviour management to increase from 59.8 (50th percentile) to 70 (75th percentile)  
- Student motivation to increase from 37 (20th percentile) to 50 (50th percentile)  
Attitudes to school data to show whole school mean for:  
- Classroom behaviour to increase from 2.59 (below the 10th percentile) to 2.97 (50th percentile)  
- Teacher empathy to increase from 3.57 (30th percentile) to 3.64 (50th percentile)  
Attitudes to school data to show whole school mean for:  
- Student morale to increase from 4.74 (25th percentile) to 4.9 (50th percentile)  
- Student distress to increase from 4.96 (10th percentile) to 5.18 (50th percentile)  
- Student safety to increase from 4.10 (below the 10th percentile) to 4.29 (50th percentile)  
- Connectedness to peers to increase from 3.59 (below the 10th percentile) to 4.04 (50th percentile) | Review and refine the Student Learning Behaviour Policy and ensure clear and consistent documentation of all associated processes and procedures. Provide further professional development for all staff to ensure common understanding of the intent and values underpinning the policy as well as to build staff capacity in “reconnecting” with students who have been exited from class.  
Further improve our mentoring program by developing a mentoring scope and sequence which incorporates the careers framework and a sequential approach to developing student study skills. Develop and deliver professional development modules for all mentor teachers.  
Further develop student leadership and community involvement programs across the College.  
Further develop extra-curricula programs including sport, team-building days at each year level and greater emphasis on whole-campus celebrations and the lunchtime activity program  
Develop and implement a comprehensive approach to engaging all families in supporting high expectations for student learning and behaviours |
| To improve student attendance               | improve student attendance and to be at + the state mean                                                                                         | Review and refine the College attendance policy and associated processes and procedures, including:  
- Development of protocols for access to and use of attendance data  
- Ensuring Student Support Group meetings are held for all students with attendance below 80%. |
### Strategic Intent: Student Pathways and Transitions

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| To improve links and relationships with feeder primary schools | • To increase Year 7 student enrolments by 10% each year (based on predicted Grade 6 students in area)  
  **DR:** 60 in 2014  
  65 in 2015  
  70 in 2016  
  75 in 2017  
  **BS:** 120 in 2014  
  130 in 2015  
  140 in 2016  
  150 in 2017 | Maintain and further develop existing transition programs between Blair St, Meadows PS and Broadmeadows PS, and between Dimboola Rd and Broadmeadows Valley PS.  
Initiate and implement transition programs with an extended number of feeder primary schools.  
Develop, document and review plan for regular contact with feeder primary schools using key members of the Leadership team (staff and student)  
Promote the College through local media, College newsletter and by publicising special events such as annual College production and the Dimboola Festival. |
| To improve transition between year levels (including 6-7) and between ELC, CLC and the mainstream | • 100% of ELC students, upon transition to the mainstream, meet the requirements of the SCP for progression into the next year level  
  School level survey data collected annually at each year level to show improved student perceptions about transition | Review and refine our processes for collecting student data from feeder primary schools once students have enrolled  
Develop, document and review a transition program for ELC students entering the mainstream, including provision of regular and ongoing support of ex-ELC students outside timetabled classes  
Develop, implement and review end of year orientation programs for all year levels (6 into 7, 7 into 8, 8 into 9, 9 into 10, 10 into 11 and 11 into 12). |
| To provide all students with appropriate pathways and support in making informed pathways choices | • Real student retention to be at or above the state mean  
• Less that 1% of Year 12 students leaving during Year 12 during the year they are enrolled to “unemployment”  
• Number of students offered a place at University to increase to the state mean  
• 0% of Year 12 graduates “Looking for Work” as shown in On Track survey data | Review and refine our course selection program to ensure students and parents/carers are supported in making well informed decisions  
Further develop and review implementation of the Australian Careers Curriculum Framework within mentoring  
Review and refine MIPS program to ensure all students are supported in developing a Career Action Plan and appropriate pathways choices |
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| To improve our ‘school climate’ and further develop leadership practices throughout the College to support staff learning, development, and engagement | SCHOOL CLIMATE Staff opinion data to show whole school mean/factor score for:  
- (Learning and Development): Appraisal and Recognition to increase from 48.1 to the state mean (54.4 in 2012)  
- (Learning and Development): Employee Development to increase from 54.2 to the state mean (60.7 in 2012)  
- (Staff Engagement): Professional Interaction to increase from 62.5 to the state mean (67.2 in 2012)  
- (Staff Engagement): Empowerment to increase from 47.6 to the state mean (55.9 in 2012)  
- (Staff Engagement): Ownership to increase from 65 to the state mean (66.2 in 2012)  
- 100% of staff to meet PD requirements as per VIT regulations  
- 100% of staff (Teaching and E.S.) to have successfully completed performance reviews and met relevant professional standards | Continued professional development and use of critical friends to build leadership capacity of College Leadership team  
Review and refine our induction and mentoring program for all new and returning staff and staff assuming new positions of responsibility at the College  
Further develop and refine our “Coaching for Success” model and staff performance review process in order to improve role clarity  
Refine and further develop the operation of all team meetings across the College (SL, SEW, SPT, Campus Leadership, Campus Staff, TLC, CDT, Learning Team) to ensure clear vision, purpose and learning focus |
| LEADERSHIP Staff opinion data to show whole school mean/factor score for:  
- (Clarity): Role Clarity to increase from 64.3 to the state mean (66.6 in 2012)  
- (Empathy): Supportive Leadership to increase from 59.9 to the state mean (61.8 in 2012)  
- (Empathy): Leadership Team to increase to the state mean | |