School Strategic Plan 2022-2026

Hallam Secondary College (8868)

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School vision	Hallam Secondary College's vision is to create a school that is a true learning community which is safe, calm, and a happy environment. It is a place that students wish to attend; staff want to work and parents feel welcome. Hallam Secondary College fulfils student potential and prepares students for life beyond school. Our Vision is articulated through our Values of Achievement, Care and Equity.
School values	Hallam Secondary College's values are Achievement, Care and Equity. Achievement • We encourage aspiration, challenge and excellence • We Identify and nurture potential • We are committed to delivering the highest standards • We recognise and reward success Care • We respect ourselves, each other, and the environment • We build positive and supportive relationships • We act with integrity, compassion, and humility • We have the confidence to make a difference Equity • We remove barriers to learning • We appreciate and embrace different backgrounds, cultures, and identities • We engender a spirit of community and co-operation • We want the best for everyone
Context challenges	Over the next five years Hallam Senior Secondary College is transitioning to a 7 - 12 Secondary College serving the educational needs of the Hallam community. This transformation takes place against a backdrop of; 1. Low academic outcomes especially for equity funded students and high ability students 2. Poor completion rates for VCAL/VET 3. Low levels of student engagement 4. Rapidly falling enrolments 5. Limited parental/community engagement 6. It should also be noted that many of the staff at Hallam Senior Secondary have limited or no experience of middle years education

	and the leadership team is relatively inexperienced. These five issues need to be addressed if the College is to become a thriving secondary college that meets community expectations and becomes a school of choice for the families of Hallam. The 2022 School Review identified a number of weaknesses that need to be addressed; a) Poor curriculum design including non-compliance with the mandated curriculum at Year 10 b) Inconsistent pedagogical and instructional practice c) lack of formal structures to develop individual teacher and team practice d) poor student attendance e) low levels of student cognitive engagement
Intent, rationale and focus	INTENT To provide an outstanding education that; a) enacts our College Vision b) enables success for all students and c) establishes the College as the school of choice for the Hallam community RATIONALE To achieve this stated Intent the Programs at Hallam Secondary College must drive high Achievement, deep Care and genuine Equity. Academic outcomes need to improve rapidly to build community confidence in the capacity of the College to meet the needs and wants of all students. The following Key Improvement Strategies will enable the College to meet our Strategic Goals; GOAL 1 - Maximise each student's achievement and learning growth •Strengthen systems, structures and processes to ensure all students have a guaranteed, sequenced and developmental learning pathway •Build all teachers' capability to provide targeted and responsive teaching •Develop agreed, innovative and evidence-based Middle Years approaches to teaching and learning GOAL 2: Maximise each student's wellbeing and engagement in learning •Embed tiered, responsive and age-appropriate strategies to promote students' wellbeing and engagement •Empower students as active and aspirational agents in their learning

These Goals and Key Improvement Strategies will be enacted through the following Actions;

Strengthen systems, structures and processes to ensure all students have a guaranteed, sequenced and developmental learning pathway
- Develop a documented Years 7-10 scope and sequence for all areas of the curriculum to ensure students have the requisite skills and knowledge, and are prepared for their choice of senior secondary pathway
- Ensure all curriculum planning provides opportunities for hands-on/practical application of learning
- Build mid-level leadership capability to lead and embed PLC structures and approaches

Build all teachers' capability to provide targeted and responsive teaching
- Develop assessment and data literacy so that teachers respond to students' points of learning through formative assessment, moderation, differentiation and feedback
- Incorporate best practice strategies in teaching literacy and numeracy across all curriculum areas
- Develop all teachers' ability to use high impact teaching strategies through targeted PL, PLC inquiry and through mentoring or coaching based on regular observation and feedback processes
- Enhance the learning environment through the use of 'the third teacher'

Develop agreed, innovative and evidence-based Middle Years approaches to teaching and learning
- Develop a Years 7-10 scope and sequence for all areas of the curriculum to ensure students have the requisite skills and knowledge, and are prepared for their choice of pathway
- Investigate and incorporate best practice approaches to teaching literacy and numeracy
- Investigate and implement a discipline-rich planning approach, that incorporates the Capabilities and offers meaningful and coherent learning through authentic real-world links
- Build mid-level leadership capability and embed PLC structures and approaches
- Enhance the learning environment through the use of 'the third teacher'

Strengthen systems, structures and processes to ensure all students have a guaranteed, sequenced and developmental learning pathway
- Build all staff members' capability to consistently promote a positive and engaging classroom environment through inclusive, evidence-informed practices
- Strengthen student leadership opportunities to promote school pride and student advocacy
- Further develop parents' knowledge, skills and capability to support their children's wellbeing and engagement

Embed tiered, responsive and age-appropriate strategies to promote students' wellbeing and engagement
- Build all staff members' capability to consistently promote a positive and engaging classroom environment through inclusive, evidence-informed practices
- Strengthen student leadership opportunities to promote school pride and student advocacy

- Further develop parents' knowledge, skills and capability to support their children's wellbeing and engagement

Empower students as active and aspirational agents in their learning
- Develop all teachers' capability to activate and promote student voice and agency in learning
- Investigate and embed approaches that develop students' self-efficacy and pro-learning behaviours
- Ensure all curriculum planning identifies opportunities for hands-on or practical application of learning
- Strengthen systems and practices that promote student aspiration and ensure effective pathways planning (from Year 7 to 12)

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Year 1
In Year 1 the focus will be on building all teachers' capability to provide targeted and responsive teaching. Responsive teaching will be our focus for every year of the SSP and supported by the implementation of PLCs in 2023.
The strengthening of systems, structures and processes to ensure all students have a guaranteed, sequenced and developmental learning pathway will commence in 2023 and be a focus for the entire SSP.
In 2023 we will begin the strategic drive to empower students as active and aspirational agents in their learning.
Year 1 will also see a focus on embedding tiered, responsive and age-appropriate strategies to promote students' wellbeing and engagement. The initial focus of this work will be on the continued implementation of the Berry Street Education Model and addressing student attendance.
Year 2
In Year 2 we will continue to develop agreed, innovative and evidence-based Middle Years approaches to teaching and learning - work that began in 2022. This work will be coupled with work to strengthen student leadership opportunities to promote school pride and student advocacy.
In 2024 there will be a focused drive to further develop parents' knowledge, skills and capability to support their children's wellbeing and engagement.
At the end of Year 2 (2024) we will engage a Reviewer to assess our progress against the 2022 - 2026 Strategic School Plan and this Interim Review will enable us to revise our improvement work for the remaining two years. The Interim Review is particularly important in the context of the significant change the College is going through over the next 4 years as we shift to 7-12 provision.

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Goal 1	Maximise each student's achievement and learning growth.
Target 1.1	- By 2026, all students who achieve at or above the mean score for PAT Reading and Maths in Year 7 (or on entry to the school) will increase their score by 1 stanine or more each subsequent year up to Year 9. - By 2025, all students who achieve below the mean score for PAT Reading and Maths in Year 7 (or on entry to the school) will increase their score by 1 stanine or more each subsequent year up to Year 9. (Please note, due to an absence of data in 2022, the Panel was unable to identify benchmark levels for this and other targets related to Years 7 to 9. It recommended that the nominated targets should be regularly reviewed as the school gathered data from 2023 onwards)
Target 1.2	By 2026, increase the level of positive endorsement on the School Staff Survey against the following variables: - Academic emphasis, from 25 percent (2021) to at least 45 percent - Collective efficacy, from 35 percent (2021) to at least 50 percent - Guaranteed and viable curriculum, from 57 percent (2021) to at least 63 percent - Monitor effectiveness using data (Evaluation), from 37 percent (2021) to at least 55 percent - Teaching and Learning (Implementation) overall score, from 57 percent (2021) to at least 60 percent.
Target 1.3	- By 2026, increase the median VCE study score from 23 (2021) to at least 26 - By 2026, increase the percentage of students achieving a VCE study score of, or above 37 in English from 2 percent (2021) to at least 10 percent.

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	Develop and embed systems, structures and processes to ensure all students have a guaranteed, sequenced and developmental learning pathway.
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	Build all teachers' capability to provide targeted and responsive teaching.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop agreed, innovative and evidence-based Middle Years approaches to teaching and learning.
Goal 2	Maximise each student's wellbeing and engagement in learning.
Target 2.1	By 2026, reduce the proportion of students in Years 7 to 12 with 20 or more absence days, from 51 percent (2021) to 30 percent or less.
Target 2.2	By 2026, the level of positive endorsement on the Attitudes to School Survey against the following variables will be at or above the indicated level for Years 7 to 9 (NB - as no baseline data is available, these targets are based on the levels in schools with a similar SFOE and who had students in Years 7 to 9 in 2021): • Stimulated learning – 60 percent

	• Differentiated learning challenge – 63 percent • Student voice and agency – 55 percent • Sense of connectedness – 60 percent.
Target 2.3	By 2026, increase the rate of completion of a senior secondary certificate, from 75 percent (2021 VCE and VCAL combined average) to 95 percent.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed tiered, responsive and developmentally appropriate strategies to promote students' wellbeing and engagement.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower students as active and aspirational agents in their learning.