

School Strategic Plan 2022-2026

Western Port Secondary College (7893)



Submitted for review by Christopher Quinn (School Principal) on 13 October, 2025 at 01:21 PM
Endorsed by Sally Webb (Senior Education Improvement Leader) on 13 October, 2025 at 06:28 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

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School vision	Western Port Secondary College empowers our community to grow and achieve together through CARE, innovation and excellence.
School values	Western Port Secondary College School values are the CARE acronym. C - Community A - Achievement R - Respect E - Engagement
Context challenges	As a college, we need to focus on the following key directions <ul style="list-style-type: none"> • Ensuring a safe and orderly learning culture; • Improving Literacy and numeracy outcomes; • Ensuring we have a guaranteed and engaging curriculum; • Embedding the instructional model and high impact teaching strategies; • Developing Consistent assessment and measurement practices; • Improving Student voice and agency; • Improving Student engagement in learning; • Ensuring we have a whole school approach to wellbeing and inclusion; • Building self-determination within our Koori student population known as the 'Western Port Mob';
Intent, rationale and focus	Our primary focus coming out of this strategic review has been to ensure we have a safe and orderly culture across our school. The intent of this is to increase learning time for our students through clear SWPBS processes and related supports. High Expectations for all members of our community underpin this work as we build a guaranteed and viable curriculum and focus on improving teacher practice to improve outcomes for our students. There is still work to be done to improve student outcomes as referenced in NAPLAN, Teacher Judgement and Senior results however, we are confident that we have the foundations in place to continue to improve in this area. We understand the importance of improving outcome data for every student that is in our school and those who will come in future years. Along with building a safe and orderly culture from the moment students enter our gates as members of our community

through to the important classroom learning environments, we will be focused on ensuring that we have a guaranteed and viable curriculum which sits behind high quality teacher practice.

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Goal 1	To improve student learning.
Target 1.1	By 2026, reduce number of students in Needs Additional Support in NAPLAN Reading and Numeracy from Year 7 to the same group in Year 9 - Matched Cohort (Exempt students not required to be included) <ul style="list-style-type: none">• 7 (2024) to 3 (2026) in Reading;• 10 (2024) to 4 (2026) in Numeracy
Target 1.2	By 2026, increase the number of students in Strong and Exceeding in NAPLAN Reading and Numeracy from Year 7 to the same group in Year 9 - Matched Cohort (Exempt students not required to be included) <ul style="list-style-type: none">• 83 (2024) to 86 (2026) in Reading• 66 (2021) to 70 (2026) in Numeracy.
Target 1.3	By 2026: <ul style="list-style-type: none">• the mean VCE All Studies score will increase from 24.17 (2021) to 27 (2026);• the mean VCE English study score will increase from 23.64 (2021) to 27 (2026).
Target 1.4	By 2026, the percentage positive response on the AToSS, will increase from: <ul style="list-style-type: none">• 56% (2021) to 70% (2026) for Differentiated Learning Challenge;• 49% (2021) to 60% (2026) for Stimulated Learning.

Target 1.5	<p>By 2026, the percentage positive response on the SSS will increase from:</p> <ul style="list-style-type: none"> • 49% (2021) to 65% (2026) for Guaranteed and Viable Curriculum; • 31% (2021) to 50% (2026) for Understand how to analyse data; • 42% (2021) to 50% (2026) for Monitor effectiveness using data.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Expand the application of science of learning strategies across the school
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	Develop and implement consistent assessment strategies and measurement practices.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capacity in the delivery of a guaranteed and engaging curriculum.
Goal 2	To improve student wellbeing.

Target 2.1	<p>By 2026, the percentage positive response on the AToSS, will increase from:</p> <ul style="list-style-type: none"> • 50% (2021) to 70% (2026) for Effective Classroom Behaviour; • 62% (2021) to 75% (2026) for Advocate at School; • 45% (2021) to 60% (2026) for Sense of Connectedness; • 40% (2021) to 60% (2026) for Student Voice and Agency.
Target 2.2	<p>By 2026, the average number of days absent per student per year will decrease from 24 (2021) to 20 (2026).</p>
Target 2.3	<p>By 2026, the percentage positive response on the POS will increase from 69% (2021) to 75% (2026) for Parent Participation and Involvement.</p>
Target 2.4	<p>By 2026, the percentage positive response on the SSS will increase by 15% from a baseline result, established in 2022, for Staff Psychological Safety.</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	Embed Classroom Mastery routines and observation processes across the college.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further activate student voice, agency and leadership to strengthen student participation and engagement in school.

<p>Key Improvement Strategy 2.c 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</p>	<p>Embed a whole school approach to wellbeing and inclusion with strong SWPBS processes.</p>
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