

2025 Annual Implementation Plan

for improving student outcomes

Pakenham Secondary College (8223)



Submitted for review by Aaron Smith (School Principal) on 31 January, 2025 at 08:36 AM

Endorsed by Wayne Chester (Senior Education Improvement Leader) on 02 February, 2025 at 12:13 PM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Maximise student learning in literacy and numeracy.	Yes	NAPLAN Top 2 bands Increase the percentage of students in the top two bands NAPLAN: • numeracy from 12% (2021) to 18% (2025).	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. Increase the number / percentage of students from 31% in Strong and Exceeding re NAPLAN in '24 to 36% for Numeracy in '25 (Year 9) Increase the number / percentage of students in from 43% in Strong and Exceeding re NAPLAN in '24 to 48% for Reading in '25 (Year 9) ODT / PAT testing shows that at least 80% of students have demonstrated 12 months of learning growth in both numeracy and literacy.
		NAPLAN Bottom 2 bands Decrease the percentage of students in the bottom two bands NAPLAN: • reading from 36% (2021) to 31% (2025) • writing from 52% (2021) to 45% (2025) • numeracy from 34% (2021) to 28% (2025).	Decrease the number / percentage of students from 67% ('24) in Needs Additional Support and Developing re NAPLAN to 62% for Numeracy in '25 (Year 9) Decrease the number / percentage of students from 56% in Needs Additional Support and Developing re NAPLAN to 51% for Reading in '25 (Year 9)
		NAPLAN Benchmark growth	No growth data is expected to be available with respect to our Priority Areas for '25, Numeracy and Reading

		Increase the percentage of students meeting or above NAPLAN benchmark growth: • reading from 66% (2021) to 72% (2025) • writing from 70% (2021) to 75% (2025) • numeracy from 70% (2021) to 75% (2025).	(Year 9)ODT / PAT testing shows that at least 80% of students have demonstrated 12 months of learning growth in both numeracy and literacy.
		VCE subject scores The percentage of VCE subjects with a mean study score greater than the mean score predicted by the GAT (General Achievement Test) increases from 40% (2020) to 60% (2025).	The percentage of VCE subjects with a mean study score greater than the mean score predicted by the GAT (General Achievement Test) increases from 40% (2020) towards 60% (2025).
		VCAL completion Increase the VCAL completion rates: • Intermediate from 46% (2020) to 80% (2025) • Senior from 78% (2020) to 90% (2025).	VM Completion Rates align with planned improvements in this area for the former VCAL completion targets.VM Completion = 95% for 2025
Strengthen students' agency, engagement and connectedness to school and peers.	Yes	Attitudes to School Survey Increase the percentage positive endorsement for the AtoSS factors: • <i>school connectedness</i> from 45% (2019) to 55% (2025) • <i>student voice and agency</i> from 41% (2019) to 51% (2025) • <i>self-regulation and goal setting</i> from 61% (2019) to 70% (2025)	Increase the School Connectedness from 43% in '24 to 46% for '25Increase the Student Voice and Agency from 43% in '24 to 46% for '25Increase the Self - Regulation and Goal Setting from 53% in '24 to 56% for '25
		School Staff Survey Increase the percentage positive endorsement for the SSS factor: • <i>understand how analyse data</i> from 46% (2020) to 60% (2025).	Increase the How To Analyse Data (Staff Opinion) from 55% in '24 to 60% for '25

		Student attendance • Reduce the proportion of students with absences over 20 days from 38% (2019) to 35% (2025) • Reduce average number of days of student absence from 24.92 (2019) to 24 (2025).	Reduce the proportion of students with absences over 20 days from 46% in '24 to 44% for '25 Reduce the average number of days of student absence from 34 in '24 to 32 for '25
Improve social and emotional wellbeing of all students	No	Parent Opinion Survey Increase the percentage positive endorsement for the POS factors: • <i>general satisfaction</i> from 64% (2020) to 75% (2025). • <i>teacher communication</i> from 46% (2020) to 60% (2025). • <i>school communication</i> from 69% (2020) to 75% (2025).	
		Student Attitudes to School Survey Increase the percentage positive endorsement for the AtoSS factors: • <i>effective classroom behaviour</i> from 48% (2020) to 53% (2025). • <i>sense of connectedness</i> from 34% (2020) to 45% (2025). • <i>perceptions of LGBTIQ phobic discrimination</i> from 23% (2020) to 38% (2025).	

Goal 1	Maximise student learning in literacy and numeracy.
12-month target 1.1	Increase the number / percentage of students from 31% in Strong and Exceeding re NAPLAN in '24 to 36% for Numeracy in '25 (Year 9) Increase the number / percentage of students in from 43% in Strong and Exceeding re NAPLAN in '24 to 48% for Reading in '25 (Year 9)

	ODT / PAT testing shows that at least 80% of students have demonstrated 12 months of learning growth in both numeracy and literacy.
12-month target 1.2	Decrease the number / percentage of students from 67% ('24) in Needs Additional Support and Developing re NAPLAN to 62% for Numeracy in '25 (Year 9) Decrease the number / percentage of students from 56% in Needs Additional Support and Developing re NAPLAN to 51% for Reading in '25 (Year 9)
12-month target 1.3	No growth data is expected to be available with respect to our Priority Areas for '25, Numeracy and Reading (Year 9) ODT / PAT testing shows that at least 80% of students have demonstrated 12 months of learning growth in both numeracy and literacy.
12-month target 1.4	The percentage of VCE subjects with a mean study score greater than the mean score predicted by the GAT (General Achievement Test) increases from 40% (2020) towards 60% (2025).
12-month target 1.5	VM Completion Rates align with planned improvements in this area for the former VCAL completion targets. VM Completion = 95% for 2025
Key Improvement Strategies	
	Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Develop, implement and embed a whole-school approach to formative and summative assessment.
KIS 1.b Excellence in teaching and learning	Build capability of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning.
KIS 1.c Excellence in teaching and learning	Build teacher capability to differentiate learning tasks to meet students at point of need.

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Supporting student learning growth, achievement and effort is integral to our work and leadership to further improve student learning and wellbeing outcomes. To understand student learning levels in respect to point of need and how to measure and monitor student learning progress using Data. We will use the platform Analytics for Schools, together with PLCs, Classroom teaching and the work of other teams such as Leadership, Key Learning Areas (KLAs) to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning. PLCs, KLA and in house PD - PL also used to support staff in the area of Differentiation - our use of Data can further support this work.	
Goal 2	Strengthen students' agency, engagement and connectedness to school and peers.	
12-month target 2.1	Increase the School Connectedness from 43% in '24 to 46% for '25 Increase the Student Voice and Agency from 43% in '24 to 46% for '25 Increase the Self - Regulation and Goal Setting from 53% in '24 to 56% for '25	
12-month target 2.2	Increase the How To Analyse Data (Staff Opinion) from 55% in '24 to 60% for '25	
12-month target 2.3	Reduce the proportion of students with absences over 20 days from 46% in '24 to 44% for '25 Reduce the average number of days of student absence from 34 in '24 to 32 for '25	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Positive climate for learning	Strengthen opportunities for student voice, agency and leadership	Yes
KIS 2.b Excellence in teaching and learning	Develop teacher capability to support students to set goals and monitor own learning progress.	No
KIS 2.c	Engage students to support the development of learning opportunities that are engaging and promote curiosity.	Yes

Excellence in teaching and learning		
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Supporting student learning growth, achievement and effort is integral to our work and leadership to further improve student learning and wellbeing outcomes. Student Engagement is vital - Student Engagement can further improve Student Attendance. We can further improve Student Engagement through how we teach (including differentiating the work for students), how we use Data to understand student learning needs and monitoring learning growth, the availability of co-curricular opportunities, through further celebrating learning effort, growth and achievement, by further improving student Connectedness to school, adopting an even stronger Orderly Learning Environment and further opportunities for Student Voice, Agency and Leadership. Investigating further the concept of Passion Projects for our students to further lift Student Engagement and Attendance	