

School Strategic Plan 2025-2029

Pakenham Secondary College (8223)



Submitted for review by Aaron Smith (School Principal) on 30 September, 2025 at 10:55 AM

Endorsed by Wayne Chester (Senior Education Improvement Leader) on 02 October, 2025 at 09:24 AM

Endorsed by Jarni Sewell (School Council President) on 03 October, 2025 at 03:04 PM

School Strategic Plan - 2025-2029

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School vision	Pakenham Secondary College is committed to providing all students with learning opportunities that are designed to develop socially responsible citizens and build pathways to their future. The College aims to provide all teachers with the professional and moral support to develop their practice so that they reach their full potential. The intent is for the College to be recognised throughout the community as a school that provides each and every student with a high quality education through the learning programs that we offer. Our College Motto, 'We Grow Through Connection', demonstrates our commitment to developing positive and meaningful connections with others to drive further growth and improvement and it is our key SOAR Values that underpin all of our work at the College.
School values	Our College Values align with the acronym SOAR: • Social and Personal Responsibility • Opportunities for All • Achieving Your Personal Best • Respectful Relationships Social and Personal responsibility • This means everyone is accountable for their own actions and share responsibility for the development of a positive learning environment. Opportunities for All • This means that all members of the school community are provided with a variety of learning opportunities to further develop themselves and participate in the decision making process of the school. Achieving Your Personal Best • This means there is an expectation that all members of the school community commit to a culture of excellence. Respectful Relationships • This means that the school recognises the importance of respectful and productive relationships, with all members of the school community showing respect for themselves, others and the environment.

Context challenges	Pakenham Secondary College is a Year 7-12 College located within the Cardinia Shire on Melbourne's South East fringe and serves a large and diverse community within a designated urban growth corridor. The population of the Pakenham Municipality continues to grow with many new housing developments in the area. The College is committed to providing all students with learning opportunities designed to develop socially responsible citizens and to build pathways that best support their future. Our College Motto, 'We Grow Through Connection', demonstrates our commitment to developing positive and meaningful connections with others to drive further growth and improvement. The key Values that underpin all work at the College is based around the acronym SOAR - Social and personal responsibility, Opportunities for all, Achieving personal best and Respectful relationships The school community has become increasingly diverse with students from a variety of cultural and religious backgrounds. The College aims to provide all teachers with the professional and moral support to develop their practice so that they can best support growth in student learning outcomes. Our College is recognised throughout the community as a place that provides each and every student with a high quality education whereby learning growth is our priority. The four areas important to our College Community include: Learning Growth and Pathways Sport The Performing Arts Student Leadership and Our Community Student enrolment numbers will be approximately 1150 students in 2026. Our students are supported by approximately 115 effective fulltime staff, including three Assistant Principals, five Leading Teachers and five Learning Specialists. The school's Student Family Occupation and Education Index indicates a high level of socio-educational disadvantage. The curriculum across Years 7 to 10 is based around a core plus elective model. Students in Year 10 have the opportunity to access VET and / or VCE subjects, and more elective choice has been provided to our Middle School students. We implemented our curriculum and programs to support the Senior School Certificate Reform. Senior students (Year 11 and 12) are able to access the new Victorian Certificate of Education (or VCE) - the VCE Vocational Major (VCE VM),
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	Victorian Pathways Certificate (VPC) together with a more VCE. Senior students have been able to access the new VCE since 2024. A variety of VET courses (including as part of the Cardinia VET Mini Cluster with surrounding Secondary Schools) and School Based Apprenticeships are also available to students and these programs can compliment the VCE. The school is committed to supporting students in achieving at least one qualification upon the completion of their secondary education. The College is also committed to Network initiatives (eg VET, VCE) to provide further opportunities for improvement. The school will follow its Strategic Plan 2025 to 2029. The Strategic Plan has at its focus: - Learning growth for all students, with a focus on literacy and numeracy - Strengthen PLC practices and processes, including data literacy, feedback and peer coaching - Embed the college instructional model aligned with the VTLM 2.0 (DET) - Continue to build teaching and collaborative practice, including the use of formative and summative assessment - Enhance student voice and agency, wellbeing, engagement and inclusion. Pakenham Secondary College strives to implement the Child Safe Standards as outlined in Ministerial Order No.870 to ensure the safety and wellbeing of all students at the College and promote an organisational culture that manages the risk of child abuse and neglect. The school has developed policies and procedures specifically aimed at keeping children safe. The school's Strategic Plan (2025 – 29) will support the development of the school's Annual Implementation Plans for this period of time. The Goals of the Strategic Plan (2025 – 29) will provide a strong direction and reference to our work of further improving student outcomes on an annual basis for the life of the Plan: - Optimise learning growth for all students - Strengthen the connectedness of all students to school, peers and staff A range of Key Improvement Strategies and Targets as documented in our School Review Report (2025) can be used to support the further improvement of student learning and wellbeing outcomes. Optimising learning growth in Numeracy, Literacy and the VCE, together with strengthening the connectedness students have with their school, peers and staff are key areas of the work and leadership that will be required in support of our students.
Intent, rationale and focus	Over the next four years the College intends to further improve student outcomes by: - Optimising learning growth for all students - Strengthening the connectedness of all students to school, peers and staff

The following Key Improvement Strategies will be used throughout the next four years:

- Strengthen the Professional Learning Communities approach through collaborative inquiry, improved use of data, feedback and peer coaching
- Develop, implement and embed a whole school approach to formative and summative assessment
- Audit, adjust, monitor and embed the instructional model aligned to the VTLM 2.0 (DET)
- Embed multi – tiered systems of support that enhance student wellbeing, engagement and inclusion
- Enhance student voice and agency, a sense of belonging and school pride across the school community

All strategies are recognised as having a high impact on further improving student outcomes and school improvement. These strategies address the priorities that have been identified in the College's Self Evaluation as well as the School Review Report as presented by the School's reviewers in 2025.

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Goal 1	Optimise learning growth for all students.
Target 1.1	By 2029, increase the percentage of students achieving in the Exceeding and Strong proficiency in year 9 NAPLAN in: • Reading from 52% (2025) to 60%. • Writing from 55% (2025) to 63%. • Numeracy from 52% (2025) to 60%.
Target 1.2	By 2029, increase the percentage of Year 9 students demonstrating high and medium growth in NAPLAN in: • Reading from 79% (2025) to 85%. • Writing from 70% (2025) to 75% • Numeracy from 71% (2025) to 75%.
Target 1.3	By 2029, increase the percentage of year 7-10 students making 12 months learning growth or greater (according to Semester 2 Teacher Judgement, against the Victorian Curriculum 2.0) in: • Reading and viewing from 75% (2024) to 80%. • Writing from 77% (2024) to 82%. • *Mathematics 2.0 from XX% (2025) to XX%. *Placeholder target to be confirmed when data is available.

Target 1.4	By 2029, increase the mean VCE scores in: • School study score from 26.78 (2024) to 29. • English study score from 25.91 (2024) to 28. • Further Mathematics study score from 27.9 (2024) to 29.
Target 1.5	*By 2029, increase the positive endorsements in the School Staff Survey (SSS) for the factors: • School climate module ○ Academic Emphasis from XX% (2025) to XX%. ○ Teacher Collaboration from XX% (2025) to XX%. • Teaching and learning – Evaluation module ○ Understand how to analyse data from XX% (2025) to XX%. • Teaching and learning – Planning module ○ Plan differentiated learning activities from XX% (2025) to XX%. • School leadership module ○ Instructional leadership from XX% (2025) to XX%. ○ Flexibility from XX% (2025) to XX%. ○ Seek feedback to improve practice XX (2025) to XX%. *Placeholder targets to be confirmed when data is available.
Target 1.6	By 2029, increase the percentage of positive endorsement in the student Attitudes to School Survey (AtoSS) for the factors: • Stimulated learning from 48% (2025) to 56%. • Differentiated learning challenge from 54% (2025) to 62%.

	School connectedness from 43% (2025) to 51%.
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	Strengthen the Professional Learning Communities approach through collaborative inquiry, improved use of data, feedback and peer coaching.
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 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, implement and embed a whole school approach to formative and summative assessment.
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	
Key Improvement Strategy 1.c	Audit, adjust, monitor and embed the instructional model aligned to the VTLM 2.0.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.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	
Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Goal 2	Strengthen the connectedness of all students to school, peers and staff.
Target 2.1	By 2029, increase the percentage of positive endorsement in the student AtoSS for the factors of: • Teacher concern from 37% (2025) to 45%. • Student voice and agency from 42% (2025) to 50%. • Advocate at school from 63% (2025) to 71%. • Peer relationships from 74% (2025) to 82%.
Target 2.2	* By 2029, increase the percentage of positive endorsement in the SSS for the factors of: • Teaching & learning – implementation module

	○ Believe student engagement is key to learning from XX% (2025) to XX%. ○ Support growth and learning of the whole student from XX% (2025) to XX%. *Placeholder target to be confirmed when data is available.
Target 2.3	By 2029, decrease the percentage of students with 20 or more absent days from 50% (2024) to 47%. By 2029, improve the attendance rate for students in years 7-12 from 83.2% (2024) to 85%.
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 multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance student voice and agency, a sense of belonging and school pride across the school community.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary	

pathways, incorporating extra-curricula programs	
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