

# School Strategic Plan 2025-2029

Walcom Ngarrwa Secondary College (7996)



**WALCOM NGARRWA**  
SECONDARY COLLEGE

Submitted for review by Bradley Moyle (School Principal) on 15 September, 2025 at 03:59 PM  
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Awaiting endorsement by School Council President

# School Strategic Plan - 2025-2029

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<b>School vision</b>	Walcom Ngarrwa Secondary College builds bright futures for the young people of the local communities. Achievement, Belonging and Curiosity underpin the development of an aspirational and inclusive school community that supports each student on their learning journey to a pathway through and beyond school. We foster strong connections with community to ensure today's learners can thrive as generous, active and informed citizens.
<b>School values</b>	<p>We're on a mission to provide the best education we can for our students by delivering high impact, evidence-based practices in learning and wellbeing, within a culture of high expectations for success. Healthy, happy and curious students and staff bring our vision and values to life. Our College values are:</p> <p>Belonging – Developing a sense of belonging is pivotal to the success of our students as they build connections and community. Belonging not only links our students with our College and to each other, it also equips them with the skills to be successful community members and leaders of tomorrow. We are connected.</p> <p>Curiosity – A curious mind knows no limits and it is with this in mind that we support all students to develop the value of curiosity in their learning and throughout their experiences across the College. Curiosity and motivation to learn are powerful predictors of student success, in addition to being associated with happiness, health, longevity, and positive social relationships. We love to learn.</p> <p>Achievement – We are committed to achieving our personal best in all that we do. Achievement means that students maintain a focus on their learning, improving their skills and knowledge and achieving their personal best. Achievement and feeling a sense of accomplishment supports both student learning and wellbeing. We strive to be our best.</p>
<b>Context challenges</b>	Walcom Ngarrwa Secondary College is a new and growing school that opened in the Harpley Estate, Werribee in 2024. Commencing with a student population of 180 Year 7 students, the school has quickly grown, with now over 450 students across Year 7 & 8. Over the life of this Strategic Plan, the school is expected to grow to well over 1000 students as it caters for Year 7-12 by 2029. <p>Key challenges identified through the 2025 self-evaluation and review process include consistency of practice, building a safe and orderly learning culture and lifting the academic standards of all students across the College.</p>

	<p>With a significant number of equity funded students, this will be a priority cohort and further cohorts of interest will be Koorie students and EAL students.</p>
<b>Intent, rationale and focus</b>	<p>At Walcom Ngarrwa Secondary College we are striving to Build Bright Futures for our students and school community, this concept underpins our work as a school community. Over the course of the strategic plan we will endeavour to ensure all students have access to a broad range of opportunities that give them a pathway to their desired future and opportunities that are underpinned by evidence based, best practice learning and wellbeing approaches.</p> <p>In considering the needs of our growing school community, we will stage our school improvement around the following areas with a clear focus on ensuring consistency of practice across our team:</p> <ul style="list-style-type: none"> <li>• Strategies that ensure the positive growth and development of the college over the next four years.</li> <li>• Curriculum, assessment and shared instructional practices.</li> <li>• Differentiation, focusing on providing learning at each student's point of need.</li> <li>• Developing a safe and orderly learning culture.</li> <li>• Resilience, positive behaviours and wellbeing.</li> <li>• Promoting student attendance at school.</li> </ul> <p>In 2026, the focus of our work will revolve around the documentation of a clear strategy to support our growth and development as we head to being a full service 7-12 school in 2029, a safe and orderly learning culture, and curriculum, assessment and shared instructional practices.</p> <p>2027 will see us exploring, preparing and delivering on promoting student attendance; resilience, positive behaviours and wellbeing; and differentiation of student learning.</p> <p>Across 2028 and 2029 we will be working to review and refine our approaches, as we deliver stable practices that are sustainable over time and meet the needs of our student and school community.</p>

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<b>Goal 1</b>	To improve student learning outcomes.
<b>Target 1.1</b>	<p>By 2029, maintain the percentage of students achieving Strong or Exceeding NAPLAN results for:</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• Year 7 (2026) to Year 9 (2028)</li><li>• Year 7 (2027) to Year 9 (2029)</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• Year 7 (2026) to Year 9 (2028)</li><li>• Year 7 (2027) to Year 9 (2029)</li></ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"><li>• Year 7 (2026) to Year 9 (2028)</li><li>• Year 7 (2027) to Year 9 (2029)</li></ul>
<b>Target 1.2</b>	<p>By 2029, increase the percentage of Year 9 students achieving Strong and Exceeding NAPLAN for:</p> <ul style="list-style-type: none"><li>• Reading from xx% in 2026 to xx%</li><li>• Writing from xx% in 2026 to xx%</li><li>• Numeracy from xx% in 2026 to xx%</li></ul> <p><i>Percentages to be determined in 2026 by the college Principal and the SEIL.</i></p>

<b>Target 1.3</b>	<p>By 2029, decrease the percentage of students assessed as below age expected level, according to teacher judgements against the Victorian Curriculum for:</p> <p>Years 7 to 10 students</p> <ul style="list-style-type: none"> <li>• Reading from 46% in 2024 to 38% for all students</li> <li>• Mathematics from 38% in 2024 to 30%</li> </ul> <p>Equity funded students</p> <ul style="list-style-type: none"> <li>• Reading from 58% in 2024 to 50%</li> <li>• Mathematics from 52% in 2024 to 44%</li> </ul>
<b>Target 1.4</b>	<p>By 2029, increase the positive endorsement of the on the Attitudes to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 50% in 2025 to 58%</li> <li>• Differentiated learning challenge 63% in 2025 to 68%</li> </ul>
<b>Target 1.5</b>	<p>By 2029, increase the positive endorsement of the School Staff Survey (SSS) factors:</p> <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 53% in 2024 to 58%</li> <li>• Academic emphasis from 36% in 2024 to 44%</li> </ul>
<b>Key Improvement Strategy 1.a</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	<p>Develop plans, processes and policies to ensure the effective development of the college over the next four years and beyond.</p>

<p><b>Key Improvement Strategy 1.b</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</p>	<p>Develop, document and embed whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches.</p>
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build all staff capability to respond to the learning needs of individual groups, especially those at risk of disengaging, or those with special needs.</p>
<p><b>Goal 2</b></p>	<p>To improve student wellbeing.</p>
<p><b>Target 2.1</b></p>	<p>By 2029, the student attendance rate will increase from 83% in 2024 to 85%.</p>

<b>Target 2.2</b>	<p>By 2029, increase the percentage positive endorsement to the AtoSS factors:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and regulation from 61% in 2025 to 65%</li> <li>• Managing bullying from 40% in 2025 to 45%</li> <li>• Sense of connectedness from 45% in 2025 to 50%</li> </ul>
<b>Target 2.3</b>	<p>By 2029, increase the positive endorsement of the Parent Opinion Survey (POS) factor Promoting positive behaviour from 69% in 2024 to 73%.</p>
<b>Key Improvement Strategy 2.a</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	<p>Embed a safe and orderly climate for learning.</p>
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	<p>Implement strategies to foster resilience, positive behaviour and wellbeing.</p>
<b>Key Improvement Strategy 2.c</b>	<p>Develop targeted intervention practices and protocols that promote attendance.</p>

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school

**Key Improvement Strategy 2.c**

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion