

School Strategic Plan 2025-2029

Rowville Secondary College (8734)



ROWVILLE
SECONDARY COLLEGE

Submitted for review by Nicole Pryor (School Principal) on 26 November, 2025 at 08:12 AM

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School Strategic Plan - 2025-2029

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School vision	Rowville Secondary College aims to nurture strengths to grow curious and powerful learners.
School values	<p>We strive to see students leave Rowville Secondary College confident, happy and ready for success in a changing world. Our values help us to achieve this:</p> <p>RESPECT: Act as you would like to be treated RESPONSIBILITY: Brave enough to play your part EXCELLENCE: Nothing but your best COMMUNITY: We're all in this together</p>
Context challenges	<p>Rowville Secondary College (RSC) established in 1990, is a dual campus, co-educational school situated in Knox, approximately 30 km south-east of Melbourne's CBD. The college's enrolment at the time of the alignment review was around 1,866 students, reflecting an increase from 1,802 in 2021. Students are drawn from a wide range of suburbs across Melbourne to attend the academies.</p> <p>RSC operates four academies. At the Eastern Campus (opening in 1996), students were enrolled in the Rowville Institute of the Arts (RIA) or the Rowville Sports Academy (RSA). At the Western Campus, they were enrolled in the Rowville Maths and Science Academy (MSA) or the Rowville General Excellence (RGE). The coaching and specialisation model is supported by a user pay structure.</p> <p>Curriculum includes the Victorian Curriculum, VCE, VCE Vocational Major (VM), Vocational Pathways Certificate (VPC), Vocational Education and Training (VET) certificates, and School Based Apprenticeships and Traineeships (SBATs). A four-house structure was introduced in 2018 and is mirrored at each campus. Year 7 students begin in horizontal learning mentor groups to ease the transition from primary school and foster peer connections, while students from Year 8 onwards join vertical mentor groups that span Years 8 to 12, designed to promote cross-year and academy connection and a strengthened school community.</p> <p>Rowville Secondary College's 2025 NAPLAN results showed improvement, with Year 9 reading, writing, and numeracy now in line with or above similar schools, while 2024 VCE outcomes remained below the state average with a mean study score of 25.49 and declining English and maths results since 2021. The school's targeted collaborative planning and early steps towards implementation of the Victorian Teaching and Learning Model (VTLM 2.0) are showing promising signs in addressing the varied instructional practices across classrooms. Although attendance issues persist, follow up is being implemented to address high absence rates and improve overall student attendance. The school has</p>

	<p>made structural changes to address engagement and connectedness. Inconsistent class practices and limited monitoring and evaluation has impacted the school’s ability to implement changes to practices with fidelity or to monitor if these structural changes supported the desired outcomes of student feeling known and connected to the wider school community.</p> <p>Despite the school’s efforts to leverage academy and house structures to improve engagement and foster a sense of belonging, many students continue to report that they do not feel known as learners or connected to the wider school community. This is reflected in ongoing challenges with student connection, attendance, and wellbeing, as evidenced by the fact that in 2024, 59% of Year 7–11 students were recorded as having 20 or more days absent, alongside an increase in the proportion of students with additional needs, from 11% in 2021 to 30% in 2025. Highlighting the need for more consistent, school-wide approaches to supporting all students’ wellbeing, engagement and connection across academies and campuses. The school is navigating the complexities of a multi-campus and academy structure, with steps being taken to stabilise leadership and provide clear direction. Progress is being made in aligning the leadership structure and empowering the School Improvement Team (SIT), with ongoing efforts to enhance the experience and empowerment of middle leaders.</p> <p>At the time of the review there was strong focus on enhancing staff capacity through targeted professional learning and improving data literacy to ensure teaching is appropriately pitched and informed by diverse data sets.</p>
<p>Intent, rationale and focus</p>	<p>We are trying to achieve a culture of ownership of all our students, so they continue to grow to reach their potential through excellent teaching in every classroom, everyday. Our Values can ground us in this work. Respect & Responsibility become real through high expectations culture. Excellence becomes real through guaranteed curriculum and instructional consistency. Community becomes real through data-informed support for every student.</p> <p>Goal 1: Maximise student learning growth</p> <p>Rationale: Analysis of Rowville Secondary College’s NAPLAN, VCE, and internal assessment data has revealed that student achievement and growth are inconsistent and generally fall below those of similar schools. 2025 saw increased learning alignment with similar schools. Feedback from students highlighted a lack of challenge and feedback on the next steps in learning, as well as insufficient careers education. To address these issues, the review recommends enhancing evidence-based teaching practices, aligning the curriculum with the Victorian Teaching and Learning Model 2.0, and cultivating a culture of data-driven evaluation and planning. All proposed improvement strategies will adhere to VRQA minimum standards and Department of Education policies, ensuring strong implementation, shared instructional leadership, and a responsive, accountable school structure.</p> <p>Goal 2: Optimise student wellbeing and engagement</p> <p>Rowville Secondary College’s multi-campus, academy-based structure offers diverse pathways and opportunities for students, yet the 2025 review highlights persistent challenges in fostering consistent engagement and wellbeing across the school community. Many students report feeling disconnected and not well known as learners, with attendance rates</p>

and wellbeing survey results remaining below similar schools. The proportion of students with additional needs increased, underscoring the necessity for robust, school-wide approaches to inclusion, intervention, and positive behaviour support.

Priority 1: Instructional Excellence
Launch Revised Rowville Instructional Model- aligned completely with VTLM 2.0. Ensure universal implementation in every classroom with a focus on explicit teaching, high expectations, cognitive load and Embedded PCMS (Positive Classroom Management Strategies)
Monitored by Learning walks with implementation rubrics
Building Teacher Capacity will be essential involving: Tier 1 PL for all staff - modelling best practice, Lead Learners for VTLM 2.0 across faculties, In-class coaching and co-teaching

Priority 2: Guaranteed Curriculum
Complete Victorian Curriculum 2.0 mapping 7-10 with agreed minimum documentation standards and Curriculum accessible to all stakeholders. This includes a clear scope and sequence across all learning areas, with Quality assurance processes and review cycles.

Priority 3: Multi-Tiered System of Support (MTSS) to be developed across learning and wellbeing utilising a Wellbeing and Inclusion action team with Teaching and Learning representation. Implementation in year 3.
Tier 1: Universal best practice for all
Tier 2: Targeted interventions and extension
Tier 3: Intensive individual support

Priority 4: Organisational Clarity; Confirm operational model for 2027+ Including clear reporting lines for curriculum, data, pedagogy, wellbeing, and DI. A restructured SIT focused on impact evaluation with distributive leadership with role clarity and strategic thinking time built into schedules

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Goal 1	Maximise student learning growth
Target 1.1	By 2029, increase the percentage of Year 9 students achieving strong and exceeding proficiency in NAPLAN: a. Reading from 67% (2025) to 70% b. Writing from 70% (2025) to 74% c. Numeracy from 68% (2025) to 72%
Target 1.2	*By 2029, increase the percentage of year 9 students demonstrating high and medium benchmark growth in NAPLAN: a. Reading from XX% (2025) to XX% b. Writing from XX% (2025) to XX% a. Numeracy from XX% (2025) to XX%. (*placeholder target to be finalised in negotiation with SEIL once 2025 benchmark growth data is available).
Target 1.3	By 2029, increase the percentage of year 7-10 students making 12 months learning growth or greater as measured by teacher judgement, semester 2, against the Victorian Curriculum 2.0: a. Reading and viewing from 60% (2024) to 65% b. Speaking and listening from 48% (2024) to 60% c. Writing from 60% (2024) to 68% d. *Mathematics 2.0 from XX% (2026) to XX%. (*placeholder target to be finalised in negotiation with SEIL once 2026 benchmark growth data is available).

Target 1.4	By 2029, increase the senior school completion rates: a. VCE from 97% (2024) to 98% b. VCE-VM from 95% (2024) to 98%
Target 1.5	By 2029, increase the VCE mean study score across studies of VCE English (all) from 23.08 (2024) to 26.5
Target 1.6	By 2029, increase the VCE mean study score across studies of VCE Mathematics (all) from 25.76 (2024) to 28.
Target 1.7	By 2029, increase the VCE All mean study score from 25.5 (2024) to 27.
Target 1.8	By 2029, increase the positive percentage endorsement in the Student Attitudes to School Survey: a. School stage transition (10-12) from 46% (2025) to 58% b. Stimulating learning from 42% (2025) to 50% c. Student voice and agency from 33% (2025) to 42% d. Differentiated learning challenge from 47% (2025) to 54%
Target 1.9	By 2029, increase the positive percentage endorsement rate in the School Staff Survey: a. Collective focus on student learning 58% (2025) to 73% b. Instructional Leadership from 44% (2025) to 61% c. Understand how to analyse data from 35% (2025) to 50%
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect	Strengthen Rowville Secondary College Teaching and Learning framework to align with VTLM 2.0

<p>shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>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</p>	<p>Enhance the assessment, data and feedback processes to accurately track and respond to student learning need.</p>
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>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</p>	

<p>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</p>	<p>Enhance structures and processes across the college that maximises instructional, distributive and strategic leadership.</p>
<p>Goal 2</p>	<p>Optimise student wellbeing and engagement</p>
<p>Target 2.1</p>	<p>By 2029, the percentage of 7-12 students with 20 or more days absent will decrease from 59% (2024) to 50%.</p>
<p>Target 2.2</p>	<p>By 2029, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> a. Emotional awareness and regulation from 68% (2025) to 70% b. Managing bullying from 46% (2025) to 50% c. Sense of connectedness from 51% (2025) to 53%
<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</p>	<p>Strengthen whole school approaches to high expectations including consistent implementation of Positive Classroom Management Strategies</p>
<p>Key Improvement Strategy 2.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</p>	

<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further develop and embed whole school Multi-Tiered System Support for engagement, inclusion and wellbeing</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
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