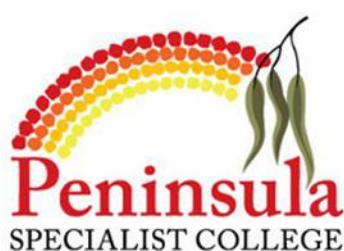


School Strategic Plan 2024-2028

Peninsula College (5230)



Submitted for review by Trevor Hodsdon (School Principal) on 22 April, 2025 at 10:31 AM

Endorsed by Sally Webb (Senior Education Improvement Leader) on 22 April, 2025 at 06:52 PM

Endorsed by Travis McNamara (School Council President) on 29 November, 2024 at 08:45 PM

School Strategic Plan - 2024-2028

Peninsula College (5230)

School vision	Peninsula Specialist College students will be happy, resilient and confident individuals who work towards optimal independence through lifelong learning. They will be responsible, caring and respectful members of their community who acknowledge and respect cultural diversity. Students will be positive role models who are engaged with the school and the wider community and will advocate for themselves utilising effective communication. Peninsula Specialist College students and staff will take every opportunity to ensure the wellbeing, empowerment and safety of all
School values	Be a Learner Be Respectful Be Safe Be Responsible
Context challenges	Teaching and Learning.
Intent, rationale and focus	To be a centre of excellence for students who have an intellectual disability.

School Strategic Plan - 2024-2028

Peninsula College (5230)

Goal 1	To optimise student learning growth in Literacy and Numeracy
Target 1.1	By 2028, the percentage of positive endorsement of the AToSS factor • Stimulated learning will increase from 67% (2023) to 80% • Sense of confidence will increase from 70% (2023) to 80%
Target 1.2	By 2028, positive endorsement of the SSS factor • Guaranteed and viable curriculum will increase from 26% (2023) to 65% • Instructional leadership will increase from 42% (2023) to 66%
Target 1.3	By 2028, end of Semester Two, the percentage of students graded at 0.5 or above by Teacher Judgement • in English, Reading and Viewing, will increase from 60% (2023) to 65% • in Numeracy, Number and Algebra, will increase from 60% (2023) to 65%
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	Develop, document and implement an instructional model

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, document and implement a whole school curriculum
Key Improvement Strategy 1.b 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	Develop systems and practises enabling ongoing data collection and analysis that support differentiated teaching
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	

student learning growth, attainment and wellbeing capabilities	
Goal 2	To optimise student wellbeing with a focus on engagement in their learning
Target 2.1	By 2028, the percentage of positive endorsement of the AToSS factor • Perseverance will increase from 63% (2023) to 80% • Sense of connectedness will increase from 66% (2023) to 72% • Managing bullying will increase from 57% (2023) to 76% • Not experiencing bullying will increase from 57% (2023) to 63%
Target 2.2	By 2028, the percentage of students with Unexplained Absences will decrease from 45% (2023) to 20%
Target 2.3	By 2028, the percentage of positive endorsement of the SSS factor Teacher collaboration will increase from 33% (2023) to 60%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop targeted intervention practices and protocols that promote attendance
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	Develop and implement Multi-Tiered Systems of Support (MTSS) to enhance student learning, wellbeing and inclusion
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	