School Strategic Plan 2026-2030

Ashwood High School (8743)

Vision Inspired Action

ASHWOOD HIGH SCHOOL

Submitted for review by Michael Foster (School Principal) on 29 July, 2026 at 12:09 PM
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 29 July, 2026 at 01:40 PM
Awaiting endorsement by School Council President

VICTORIA State Government | Education and Training

School Strategic Plan - 2026-2030

Ashwood High School (8743)

School vision	Ashwood High School is a learning community of first choice with high academic and social outcomes for all students where staff, students, families and partners come together to realise a school culture of empowerment and excellence based on mutual respect. We are guided by our vision and values summarised in our motto: vision inspired action.
School values	Our school is guided by our CHOIR values. COMMUNITY of learning and trust HIGH EXPECTATIONS - aspire to your personal best OPTIMISM - reflection and resilience INNOVATION - creativity and sustainability RESPECT for teachers, students, school, self and community.
Context challenges	Challenges at Ashwood relate to growth and consistency. Data literacy, pedagogical clarity, and leadership structures that are suitable to guarantee a high quality education for all students.
Intent, rationale and focus	The intent is to create a rich and rigorous school experience for students with improving outcomes across learning and wellbeing. This relies on a teaching staff who are more collaborative and with deeper understanding of VTLM, data literacy, and Disability Inclusion. Capacity in the leadership team to drive school improvement is also a critical step in our plan. The sequence of this includes a redesign of our middle leadership structure around the improvement areas, improving familiarity with professional expectations of staff, and codifying best practice to improve consistency in a growing school.

School Strategic Plan - 2026-2030

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Goal 1	Improve student learning outcomes
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 capability of all teaching staff to embed evidence-based practices, aligned to VTLM 2.0., for all learners.
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	Review and embed middle and senior leadership structures, roles and responsibilities to strengthen collaborative practices and develop high performing teams.
Key Improvement Strategy 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

<table>
<tr><td>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</td><td rowspan="2">Cultivate purposeful student goal setting, ongoing reflection and self- evaluation to develop learners who take ownership of their learning.</td></tr>
<tr><td>Key Improvement Strategy 1.c
Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</td></tr>
<tr><td>Target 1.1</td><td>By 2030, maintain or increase the percentage of students achieving strong and exceeding NAPLAN proficiency levels for:
<table><tr><th>Cohort</th><th>Focus</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Year 9</td><td>Reading</td><td>87%</td><td>2025</td><td>87%</td></tr><tr><td>Year 9</td><td>Writing</td><td>78%</td><td>2025</td><td>78%</td></tr><tr><td>Year 9</td><td>Numeracy</td><td>86%</td><td>2025</td><td>86%</td></tr></table></td></tr>
<tr><td>Target 1.2</td><td>By 2030, increase the percentage of students achieving at and above age expected level according to teacher judgements against the Victorian Curriculum 2.0 for:
<table><tr><th>Cohort</th><th>Focus</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Year 7–10</td><td>Reading and viewing</td><td>72%</td><td>2025</td><td>76%</td></tr><tr><td>Year 7–10</td><td>Mathematics 2.0</td><td>71%</td><td>2025</td><td>75%</td></tr></table></td></tr>
<tr><td>Target 1.3</td><td>By 2030:</td></tr>
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Maintain the VCE English all study mean score at 33.47 (2025) or above
Increase the VCE Mathematics all study mean score from 31.77 (2025) to 32
Maintain the VCE all study median score at 32 (2025) or above
Maintain the percentage of VCE study scores above 40 at 10% (2025) or above.
Maintain total VCE/VM completion rate at 99% (2025) or above.

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<tr><td>Target 1.4</td><td>
By 2030, maintain or increase the percentage of positive endorsement to the School Staff Survey factors:
<table>
<tr><th>Cohort</th><th>Factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr>
<tr><td>Staff</td><td>Academic emphasis</td><td>68%</td><td>2025</td><td>68%</td></tr>
<tr><td>Staff</td><td>Instructional leadership</td><td>68%</td><td>2025</td><td>72%</td></tr>
<tr><td>Staff</td><td>Collective efficacy</td><td>74%</td><td>2025</td><td>74%</td></tr>
<tr><td>Staff</td><td>Teacher collaboration</td><td>62%</td><td>2025</td><td>62%</td></tr>
<tr><td>Staff</td><td>Understanding how to analyse data</td><td>53%</td><td>2025</td><td>57%</td></tr>
</table>
</td></tr>
<tr><td>Target 1.5</td><td>
*By 2030, increase the percentage of students achieving medium and high benchmark growth in NAPLAN for:
<table>
<tr><th>Cohort</th><th>Focus</th><th>Baseline</th><th>Year</th><th>Target</th></tr>
<tr><td>Year 7–9</td><td>Reading</td><td>xx%</td><td>2026</td><td>YY%</td></tr>
<tr><td>Year 7–9</td><td>Writing</td><td>xx%</td><td>2026</td><td>YY%</td></tr>
</table>
*Placeholder target to be added when benchmark growth data is available.
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Goal 2	Improve student wellbeing outcomes
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a whole school approach to MTSS to promote an inclusive learning environment for all students.
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	
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	Strengthen partnerships between the school, families and wider community to enhance student connectedness and achievement.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

Target 2.1

By 2030, maintain or increase the percentage of positive endorsement to the Attitudes to School Survey factors:

Cohort	Factor	Baseline	Year	Target
Year 7–12	Stimulated learning	61%	2025	61%
Year 7–12	Student voice and agency	50%	2025	50%
Year 7–12	Emotional awareness and regulation	73%	2025	73%
Year 7–12	Managing bullying	56%	2025	56%
Year 7–12	Student motivation and support	67%	2025	67%
Year 7–12	Sense of connectedness	59%	2025	59%
Year 10 –12	School stage transitions	61%	2025	65%

Target 2.2

By 2030, increase the student attendance rate and reduce absences:

Cohort	Factor	Baseline	Year	Target
Year 7–12	Attendance rate	88%	2025	90%
Year 7–12	20 or more days absent	38%	2025	33%

Target 2.3

By 2030, maintain or increase the percentage of positive endorsement in the Parent Opinion Survey factors:

Cohort	Factor	Baseline	Year	Target
Parents	Student connectedness	90%	2025	90%
Parents	Confidence and resiliency skills	84%	2025	84%
Parents	Student motivation and support	67%	2025	67%
Parents	General school improvement	81%	2025	81%